

# BTEP Teacher Education Handbook

## 2026-27

**This handbook is subject to revision!**

**Please bookmark so that you can easily access it throughout your time in the program.**

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# Who Will You Be in BTEP?

**Welcome** to the Berkeley Teacher Education Program Handbook, your guide to the policy and procedures for the BTEP program.

BTEP teachers enter our program with *profound aspirations*. These aspirations include gaining professional preparation and emergent expertise in K-12 teaching for California schools. They include the intellectual growth and academic achievement that come with a Master of Arts in Education. And they include visions of caring and impactful relationships with children and youth that foster learning and human development.

But beyond these aspirations, candidates entering BTEP ultimately aim for much more: BTEP teachers seek to *educate towards a more socially just world*. BTEP teachers recognize schooling's role as pivotal institutions that can reproduce *and* can disrupt structures of inequality and oppression. And they have enrolled in a teacher preparation program that allies with historical struggles for equity and transformative justice, work that is profoundly challenging and meaningful.

Therefore, the program described in this handbook is anchored to “who we are and who we strive to be” as UC Berkeley’s teacher education program, as outlined in **BTEP’s Identity Statement**:

## **BTEP Identity Statement: Who We Are and Who We Strive to Be**

The Berkeley Teacher Education Program prepares teachers committed to co-creating powerful and enriching classrooms that embody the values, relationships, and experiences of a more just world. We believe that:

### ***Teaching Creates Humanizing Spaces***

Just, loving, and humanizing spaces of learning are only possible when teachers build on the strengths and assets of students. These spaces require the collective construction of classrooms, schools, and pedagogies in solidarity with students, families, and communities, particularly those marginalized by groups who have created, sustained, and benefited from inequitable systems, policies, and practices. In doing so, we commit to participating in ongoing struggles for *public* k-12 education rooted in the *public* good that resists prioritizing market-driven agendas and privatization over the needs of people.

### ***Teaching Critically Examines and Strategically Addresses Systems of Power***

Our work as teachers requires a profound recognition of the paradoxical functions schooling and education serve, as avenues for liberation, transformation, and justice as well as oppression, colonization, and dehumanization—an awareness that demands that we intentionally approach each moment of teaching as political, ethical, and moral. In BTEP, we embark on a continuous journey of naming and interrupting systems of oppression, including racism, white supremacy, settler colonialism, patriarchy, ableism, sexism, deficit ideology, and heteronormativity. In our classrooms and with our colleagues, we hold ourselves accountable to the lifelong process of interrogating our positionality and deliberately acting with an understanding of how we have internalized or are embedded in systems of oppression. We commit to intentionally using our authority to make our classrooms more equitable and just. Knowing that power shapes what we teach, how we teach, and who we become as teachers and learners, we remind ourselves that learning about sociopolitical issues must have a central place in the classroom. As public school teachers, we commit ourselves to honing our craft to support students in developing their own

analysis of societal inequities and injustices by engaging with multiple perspectives through democratic dialogue and systematic inquiry.

### ***Teaching Entails Relationships, Ethics, and Technical Craftwork***

Centering principles of justice as teachers requires our close attention to the pedagogies and practices we refine and innovate, the relationships we nurture within and outside of our classrooms, and the systems we create in classrooms and schools. We strive to cultivate joyful classrooms, where students and teachers authentically care for each other, and where teachers foster students' curiosity and love for learning. We endeavor to create spaces that build on students' intuitions, creativity, and capacity for joint meaning-making in order to develop their agency as historians, mathematicians, artists, scientists, readers, speakers, creators, writers, and activists. We teach young people who imaginatively navigate diverse social and digital spaces as democratic actors in an increasingly pluralistic society. Knowing that even progressive notions of care and student-centeredness often play instrumental roles in obscuring the abilities, ingenuity, and brilliance of youth from marginalized communities, we examine teaching and learning in relation to culture and power. We commit to developing the technical excellence and craftwork that is required to actualize these goals.

### ***Teaching Fosters Lifelong Processes of Learning and Research***

Teaching is a craft that deepens through an intentional stance of inquiry over time. It is also a profoundly creative and intellectual endeavor that requires the coupling of theory and practice, and the fortitude of dialogue and humility, as means to realizing our collective humanity. Transformative teaching means that teachers, their students, and their communities are co-creators of knowledge. By approaching our classrooms, schools, and communities with a stance of learning and inquiry, we use research to inform our practice and we participate in the collective generation of new research.

### ***Teaching Requires Intentional Effort in the Face of Complexities and Contradictions***

We teach in deeply flawed institutions that are embedded in a society that has inherent injustices. Teaching will inevitably entail contradictions and involve imperfect choices. The hopes that students, families, and communities have for themselves and for society are manifold. People's dreams for themselves may be at odds with their immediate needs and goals that they must navigate. We have the responsibility to hold with humility the tensions and contradictions of the *world as it is* and the *worlds that are envisioned*. Ideological certainty and judgment that foreclose dialogue are antithetical to teaching and learning. As teachers, we develop intentional and principled practices through our iterative engagement with theory, reflection, and experience.

### ***Teaching Transforms Oneself***

Teaching is difficult work. It takes effort and time. It requires us to authentically listen to the feedback of students, families, peers, cooperating teachers, supervisors, and instructors. Discomfort, tension, and conflict are normal and necessary in such growth. As members of the BTEP community, we recognize our collective capacity to transform, to look inward to become more honest, courageous and whole so that we can hold space and support others to do the same. Change takes courage. We strive to understand what we need to change in ourselves; what we can do to catalyze change as a member of a collective; and commit to making those changes. Simultaneously we look outward, knowing that alone we cannot create the conditions in schools and society to fulfill these aspirations for teaching and learning. We consciously work with students, families, communities, allies, unions, and collectives of teachers and educational workers to embody the values and relationships that would characterize the world towards which we strive.

In conclusion, we remind ourselves that at its core, teaching is an endeavor to be more fully human, to embody the fullness of human life in ourselves and our students. Teaching is simultaneously beautiful,

joyous, amusing, awe-inspiring, difficult, painful, frightening, nerve wracking, and embarrassing; it entails every emotion that makes us human. Teaching displays our strengths and our shortcomings, which becomes an invitation for us to become better human beings. It is to this wonderfully complex vocation that we purposefully commit ourselves.

This Identity Statement is integrated throughout all aspects of BTEP's program, from how faculty conceptualize BTEP coursework to how students pursue inquiry towards their MA projects. Thus, the Statement's commitments are made into reality in the joint work of all members of the BTEP community, especially as our teachers strive towards their realization in schools and communities. This handbook outlines those program components through which BTEP lives out our identity.

**Collective Struggle and Collective Growth**

*...calls each of us to be personally responsible for the outcomes we envision for ourselves and for our BTEP community.*

*It is imperative that we each embrace the challenges and opportunities set before us and recognize our collective capacity to transform, to look inward to become more honest, courageous and whole so that we can hold space and support others to do the same.*

**This is YOUR work, this is OUR work.**

# Who is who in BTEP?

## Leadership and Support Team

| Who?                    | Position and Focus                                             | Contact Info                                                                                                          |
|-------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| Susie Hill              | Program Assistant                                              | Office: 4303-7<br><a href="mailto:susie_hill@berkeley.edu">susie_hill@berkeley.edu</a>                                |
| Thomas Philip           | Senate Faculty Program Director (on leave 26/27 academic year) | Office: 4206<br><a href="mailto:tph@berkeley.edu">tph@berkeley.edu</a>                                                |
| Elisa Salasin           | Director of Teacher Education                                  | Office: 4406<br>510.642.7964<br>443.562.1656 (text)<br><a href="mailto:salasin@berkeley.edu">salasin@berkeley.edu</a> |
| nives wetzel de cediell | Director of Field Placement and Supervision                    | Office: 4402<br>510.541.8581<br><a href="mailto:nives@berkeley.edu">nives@berkeley.edu</a>                            |
| Kyle Beckham            | Core Program Lecturer                                          | 510.684.5260<br><a href="mailto:kbeckham@berkeley.edu">kbeckham@berkeley.edu</a>                                      |
| ash busby               | Elementary Faculty Advisor/Induction Coach                     | <a href="mailto:ash.busby@berkeley.edu">ash.busby@berkeley.edu</a>                                                    |
| Chela Delgado           | Humanities Faculty Advisor                                     | <a href="mailto:cheladelgado@berkeley.edu">cheladelgado@berkeley.edu</a>                                              |
| Manny Herrera           | Director of Induction/Elementary Faculty Advisor               | <a href="mailto:mannyh@berkeley.edu">mannyh@berkeley.edu</a>                                                          |
| Fatimah Salahuddin      | Humanities Faculty Advisor                                     | <a href="mailto:fsalahuddin@berkeley.edu">fsalahuddin@berkeley.edu</a>                                                |
| Veronica Vasquez        | STEM Faculty Advisor                                           | <a href="mailto:veronicavasquez@berkeley.edu">veronicavasquez@berkeley.edu</a>                                        |
| Libby Gerard            | Research Lead                                                  | <a href="mailto:libbygerard@berkeley.edu">libbygerard@berkeley.edu</a>                                                |

## BTEP Instructors

(Not all instructors teach every year, and instructors are subject to change)

| Who?             | Course                        | Contact Info                                                             |
|------------------|-------------------------------|--------------------------------------------------------------------------|
| Alem, Abrham     | EDUC 220A/B                   | Coming soon                                                              |
| Beckham, Kyle    | EDUC 231A; EDUC 236; EDUC 221 | <a href="mailto:kbeckham@berkeley.edu">kbeckham@berkeley.edu</a>         |
| busby, ash       | EDUC 233A, EDUC 390C          | <a href="mailto:fsalahuddin@berkeley.edu">fsalahuddin@berkeley.edu</a>   |
| Choi, Young Whan | EDUC 220A/B                   | <a href="mailto:youngwhan.choi@ousd.org">youngwhan.choi@ousd.org</a>     |
| Delgado, Chela   | EDUC 390C                     | <a href="mailto:cheladelgado@berkeley.edu">cheladelgado@berkeley.edu</a> |
| Kristen Keane    | EDUC 238                      | <a href="mailto:kristinkeane@berkeley.edu">kristinkeane@berkeley.edu</a> |
| Ellis, George    | EDUC 241A                     | <a href="mailto:georgeellis@berkeley.edu">georgeellis@berkeley.edu</a>   |
| Gerard, Libby    | EDUC 226A/B                   | <a href="mailto:libbygerard@berkeley.edu">libbygerard@berkeley.edu</a>   |

|                          |                                |                                                                                |
|--------------------------|--------------------------------|--------------------------------------------------------------------------------|
| Herrera, Manny           | EDUC 390C, EDUC 237A           | <a href="mailto:mannyh@berkeley.edu">mannyh@berkeley.edu</a>                   |
| Lai, Paul                | EDUC 244A/B, EDUC 237A         | <a href="mailto:paulflai@berkeley.edu">paulflai@berkeley.edu</a>               |
| Patel, Sonal             | EDUC 222B, EDUC 228C           | <a href="mailto:sonal@berkeley.edu">sonal@berkeley.edu</a>                     |
| Pedemonte, Sarah         | EDUC 236A                      | <a href="mailto:spedemonte@berkeley.edu">spedemonte@berkeley.edu</a>           |
| Cati de los Ríos         | EDUC 231B                      | <a href="mailto:cdelosrios@berkeley.edu">cdelosrios@berkeley.edu</a>           |
| Salahuddin, Fatimah      | EDUC 227A, EDUC 390C, EDUC 239 |                                                                                |
| Sengupta-Irving, Tesha   | EDUC 295B                      | <a href="mailto:tsi@berkeley.edu">tsi@berkeley.edu</a>                         |
| Soni, Sumita             | EDUC 236B                      | <a href="mailto:sumita_soni@berkeley.edu">sumita_soni@berkeley.edu</a>         |
| Vasquez, Veronica        | EDUC 226A/B, EDUC 390C         | <a href="mailto:veronicavasquez@berkeley.edu">veronicavasquez@berkeley.edu</a> |
| wetzel de cediell, nives | EDUC 228C, EDUC 289, EDUC 392C | <a href="mailto:nives@berkeley.edu">nives@berkeley.edu</a>                     |
| Wilkerson, Michelle      | EDUC 295B                      | <a href="mailto:mwilkers@berkeley.edu">mwilkers@berkeley.edu</a>               |

**Berkeley School of Education Student Services** (subject to change)

| <b>Who?</b>       | <b>Role</b>                | <b>Contact Info</b>                                                  |
|-------------------|----------------------------|----------------------------------------------------------------------|
| Robbyn Kawaguchi  | Director Student Services  | <a href="mailto:rkawaguchi@berkeley.edu">rkawaguchi@berkeley.edu</a> |
| Jennifer Elemrani | Credential Analyst         | <a href="mailto:jenlm@berkeley.edu">jenlm@berkeley.edu</a>           |
| Liliana Hernandez | Fellowships and Admissions | <a href="mailto:lilihr@berkeley.edu">lilihr@berkeley.edu</a>         |
| Roseandra Garcia  | Degrees                    | <a href="mailto:rosa@berkeley.edu">rosa@berkeley.edu</a>             |
| Jeanette Luong    | Scheduling                 | <a href="mailto:luongj@berkeley.edu">luongj@berkeley.edu</a>         |

# UC Berkeley Principles of Community

These principles of community for the University of California, Berkeley, are rooted in our mission of teaching, research and public service. They reflect our passion for critical inquiry, debate, discovery and innovation, and our deep commitment to contributing to a better world. Every member of the UC Berkeley community has a role in sustaining a safe, caring and humane environment in which these values can thrive.

- We place honesty and integrity in our teaching, learning, research and administration at the highest level.
- We recognize the intrinsic relationship between diversity and excellence in all our endeavors.
- We affirm the dignity of all individuals and strive to uphold a just community in which discrimination and hate are not tolerated.
- We are committed to ensuring freedom of expression and dialogue that elicits the full spectrum of views held by our varied communities.
- We respect the differences as well as the commonalities that bring us together and call for civility and respect in our personal interactions.
- We believe that active participation and leadership in addressing the most pressing issues facing our local and global communities are central to our educational mission.
- We embrace open and equitable access to opportunities for learning and development as our obligation and goal.

*UC Berkeley's "Principles of Community" statement was developed collaboratively by students, faculty, staff, and alumni, and issued by the Chancellor. Its intent is to serve as an affirmation of the intrinsic and unique value of each member of the UC Berkeley community and as a guide for our personal and collective behavior, both on campus and as we serve society.*

## UC Berkeley Student Code of Conduct

All BTEP candidates should *carefully review* the UCB Code of Conduct document, which can be [accessed online here](#). The Professional Conduct Guidelines section of this handbook elaborates on expectations for BTEP candidates in addition to the UCB Code of Conduct.

# BTEP Community and Professional Code of Conduct

**NOTE: You must sign the following BTEP Community and Professional Code of Conduct. [You can do so at this link.](#)**

BTEP student teachers are expected to understand and adhere to the UC Berkeley Campus Code of Student Conduct as well as the Professional Conduct Guidelines set forth by the Berkeley Educators for Equity and Excellence (BTEP) teacher education program.

“BTEP prepares teachers who are committed to co-creating powerful and enriching classrooms that embody the values, relationships, and experiences of a more just world.” BTEP students are contributing members of this academic community and the communities in which they are invited to conduct their student teaching.

**BTEP and the California Commission on Teacher Credentialing have determined that non-academic qualities are essential for successful educators.** The BTEP core beliefs center on Equity and Excellence and what it means to collectively and individually embody and enact the possibilities of those beliefs in every facet of life.

**BTEP students conduct themselves with the utmost integrity and take ownership of their educational experiences and outcomes.** They engage with the awareness that BTEP expects and will support their commitment to and the quality of their academic, professional and personal work. BTEP students remain open, reflective and responsive to their colleagues, students and their families. They conduct themselves with dignity and respect the presence and contributions of all members of our community.

## **BTEP Student Teachers will:**

1. Stay engaged; expect and accept non-closure; speak your truth; and experience discomfort.<sup>1</sup>
2. Actively participate in on-going dialogue around race, racism, and intersectional identities; Interrogate the ways in which they perpetuate white supremacy and work to dismantle it within themselves and others.
3. Take responsibility for creating and fostering a collaborative and equitable classroom environment for our BTEP cohort and communities by:
  - Attending required class and student teaching sessions (as detailed in syllabus); participate actively; be punctual, prepared, and attentive.
  - Accepting constructive feedback from instructors, supervisors, pathway leads, cooperating teachers, and peers without resistance or defensiveness.
  - Striving to have a positive attitude when faced with new/stressful situations.

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<sup>1</sup> Singleton, Glenn E. *Courageous Conversations about Race: a Field Guide for Achieving Equity in Schools*. Corwin, A SAGE Company, 2015.

- Knowing and accurately assessing personal abilities and limitations in knowledge and skills, and seeking assistance when needed.
4. Not tolerate acts of discrimination, harassment, profiling or other conduct causing harm to individuals on the basis of expression of race, color, ethnicity, gender, age, disability, religious beliefs, political preference, sexual orientation, gender identity, citizenship, or national origin among other personal characteristics.
  5. Promote awareness and understanding that modern societies carry historical and divisive biases based on race, ethnicity, gender, age, disability, sexual orientation, and religion.
  6. Prioritize their physical, mental, and emotional well-being.
  7. Fulfill academic and professional responsibilities on time without needing reminders.
  8. Request waivers or time extensions (for assignments/tests etc.) only with advance consent from course professors or in the event of extenuating circumstances.

**Professionalism as outlined by the California Commission on Teacher Credentialing (CTC) and the California Teaching Performance Expectations TPE 6: Developing as a Professional Educator. BTEP Student Teachers will:**

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, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve 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.

**Building off of the CTC Professionalism Standards BTEP Student Teachers will:**

1. Consider their field placement as though it were a paid job and plan accordingly. This means arriving on-time (if not early), following sign-in procedures, and becoming familiar with the school's norms, rituals, practices, and protocols.
2. Attend site faculty meetings, grade-level meetings, and professional development as possible.  
***However, you must obtain permission from UC instructors if you need to miss a campus class for site-based work.***
3. Demonstrate the ability to deliver effective lessons in all settings and to all populations regardless of age, race, gender, religion, disability, sexual orientation, or socioeconomic status.
4. Act in the best interest of students, displaying good judgment in assessment and approach; responding to student needs in a timely, safe, and effective manner.
5. Process and appropriately communicate information about students' progress to family, faculty, and school staff. Advocate for students and families with the School Site Team and other professional structures in place at the school site.
6. Act within the scope of their role as student-teachers in all settings.
7. Demonstrate respect for the confidentiality rights of students and for the privacy and reputation of the School, District, University, and/or colleagues.
8. Establish or maintain appropriate boundaries with students, family members, fellow students, faculty, and staff including, but not limited to, respecting non-work hours boundaries and communication platforms.
9. Prioritize learning about students, their families, their backgrounds and the culture of the school community.
10. Report errors, unsafe practices, concerns or issues for improvement by following institutional guidelines and notifying those who can take action, including legal responsibilities as a Mandated Reporter.
11. Notify the BTEP Administrative Assistant, Faculty Advisor, Cooperating Teacher, and Pathway Lead of all changes in address, phone, email, etc.
12. Know and adhere to the professional code of ethics and professional code of conduct set forth by the district where your student teaching is taking place.
13. Approach the teaching placement with humility, that which will foster the necessary dispositions by themselves and their students required to learn.
14. Introduce yourself to administrators, faculty, students, their families, and staff.
15. Express appreciation everyday in many ways for being invited into the school and classroom.
16. Plan a gesture of appreciation at the conclusion of their assignment to administrators, faculty, staff, students and their parents who contributed to your learning.

**Professional responsibilities with respect to planning, instruction, organization and communication with cooperating teacher and supervisors. BTEP Student Teachers will:**

- Develop and maintain a professional learning relationship over a sustained period of time with your Cooperating Teacher and Field Supervisor.
- Set regular, on-going planning time with the Cooperating Teacher.
- Determine with their Cooperating Teacher the best method to inform them of both planned and unforeseen absences from student teaching.
- Grasp, utilize, and reflect upon the Cooperating Teacher's methods, materials, routines, and procedures.
- Work with the Cooperating Teacher to introduce new practices that they want to implement and learn.
- Consult with the Cooperating Teacher in the process of drafting lesson plans.
- Submit written lesson plans to the Faculty Advisor as far in advance as possible before a formal observation.
- Learn classroom and school rules with the Cooperating Teacher.
- Obtain texts and teaching materials from your Cooperating Teacher.
- Learn procedures for using equipment and obtaining supplies for use in the classroom.
- Ask clarifying and probing questions about what they observe every day they are in placement.
- Devise a system for organizing field jottings and notes.
- Complete weekly reflections on field experiences. Specific guidelines for written and video reflections will be provided in the EDUC 390C course.
- Evaluate lesson plans and their classroom implementation through a social justice lens and confer with the cooperating teacher.
- Assess student understanding and use that data to plan instruction.
- Learn how grades, progress reports, and assessments are collected and communicated.
- Learn to take attendance and complete other bureaucratic responsibilities of teaching.

**SIGNIFICANT PROFESSIONAL BREACHES**

This list of behaviors below are examples of professional breaches that could lead to disciplinary action by a School Site Employer, Commission on Teacher Credentialing, BTEP Directors, or the University. If exhibited during, or associated with, a student's campus or student teaching activities, violations of professionalism may result in course failure or removal from the program. Other sanctions may also be applied, under other University policies. These violations include, but are not limited to:

- Violations of student, peer, instructor, supervisor community confidentiality.
- Disparaging or attacking a student, peer, colleague, or faculty in a public setting (including on

mass emails or social media).

- Failure to respect appropriate professional boundaries in interactions with students and others in the educational environment.
- Discrimination against, harassment of, or failure to work with a student, peer, faculty, staff, colleague based on their race, age, gender, religion, national origin, learning condition, physical or mental disability, ancestry, marital status, sexual orientation, citizenship, ability to speak English or status as a covered veteran.
- Failure to understand and accept professional and personal limitations when brought forth by others.
- Use of legal or illegal substances that could impair judgment during course meetings, or while executing teaching responsibilities.
- Gross negligence or neglect.
- Fabrication, falsification, or intentional omission of written or verbal data.
- Refusal to perform tasks as directed by supervisor, resident teacher, school administrator, or if applicable BTEP intervention plan. Providing instruction in contravention of the faculty advisor or cooperating teacher's direction.
- In the event that an Intervention Plan is deemed necessary, failure to comply with guidelines articulated in an Intervention Plan as identified by the Faculty Advisor and/or Leadership Team.

To serve ethically and capably as a teaching professional, a student must master a body of knowledge, and set of teaching skills, while conforming to high standards of professionalism. These professional standards should be embodied during one's student teaching experience and beyond.

**NOTE: You must sign the BTEP Community and Professional Code of Conduct. [You can do so at this link.](#)**

# Overview of Program Pathways

BTEP is UC Berkeley School of Education's MA + California teaching credential program. Within the 15-month timeline of the program, BTEP teachers earn a California credential in one of the following Pathways:

**Elementary Pathway** candidates earn a California Multiple Subject Credential and will be authorized to teach in K-8 (self-contained) classrooms.

**Math + Science Pathway** candidates earn a California Single Subject Credential in one of the content areas below, authorizing them to teach single subject courses in California secondary (6-12) schools in that area:

- Mathematics
- Science: Biological Sciences
- Science: Chemistry
- Science: Geosciences
- Science: Physics

**English Pathway** candidates earn a California Single Subject Credential in English, authorizing them to teach single subject English courses in California secondary (6-12) schools.

**Social Studies Pathway** candidates earn a California Single Subject Credential in History/Social Science, authorizing them to teach single subject History/Social Science courses in California secondary (6-12) schools.

**Bilingual Authorization:** Two additional courses in fall and spring semester, provide for a Spanish Bilingual supplemental authorization. Bilingual authorization candidates must also demonstrate language proficiency via CSET exam.

**Across all BTEP Pathways**, coursework in the School of Education prepares BTEP candidates through a developmental sequence of preparation in:

- developing field-based practice in curriculum, instruction, and assessment;
- applying knowledge of education policy, research, and theory;
- addressing race, culture, language, identity, and social contexts toward equity;
- building inclusive and restorative learning communities;
- integrating visual and performing arts in teaching and learning;
- serving English language learners/emergent multilinguals;
- providing access to all students across learning differences and (dis)ability;
- integrating educational technology and digital literacies;
- partnering with communities, families, collectives, and school stakeholders;
- and conducting teacher inquiry for ongoing professional growth and contribution to educational knowledge.

# Data Collection and Research in BTEP

The BTEP program strives to enact and embody the values articulated in the BTEP Identity Statement, and stated in the BTEP Mission and Vision:

The BTEP **mission** is to recruit, enroll, and develop a diverse group of highly qualified, equity-focused teachers:

- who are prepared and committed to working with all students, especially those who live in communities which have been marginalized,
- who engage students, families and colleagues through asset-based approaches and frameworks, and
- who understand that each moment of teaching must be approached as political, ethical, and moral for true change and improvement in our public schools to occur.

BTEP's **vision** is a future where our graduates are the teacher leaders who forge and sustain the efforts in local Bay Area schools, and in districts throughout California, to create powerful and enriching classrooms that embody the values, relationships, and experiences of a more just world.

BTEP deliberately and proactively engages in data collection and analysis to continually monitor our work in aligning ourselves to these values. BTEP gathers, analyzes and acts on data from multiple sources, including:

- Regular feedback about the program from key constituents: current BTEP students and recent graduates, Cooperating Teachers, partner school and district administrators, university supervisors and instructors, and community partners, collected through surveys, interviews and informal conversations
- Evaluations and assessments of BTEP student growth and development toward TPE aligned goals
- Periodic interviews and collection of coursework/fieldwork for the duration of the program, for a sample of BTEP students across pathways, who have given consent for participation in research
- Suggestions and appreciations offered by members of the BTEP community

All BTEP community members are expected to participate in data gathering, data analysis and data sharing in ways that center self reflection and self agency, benefit the program as a whole, and build on and support the strengths of individuals and the collective body.

# Preliminary Teaching Credential Fees

The following table lists fees that will be necessary to complete your preliminary teaching credential. The table does not include costs for TB scans, Live Scan, or CSET/CBEST exams required for admission to the program. The list is provided as a support to help students plan accordingly, and all prices are subject to change.

| What?                    | Cost?                                                 | Notes                                                                                                                                                                                                                                | Covered by BTEP?                                                                                   |
|--------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
| CPR Certification        | Varies depending on location, but likely around \$100 | Infant, Adult and Adult CPR/AED.                                                                                                                                                                                                     | Yes                                                                                                |
| Constitution Exam        | \$85                                                  | Online version - <a href="http://www.usconstitutionexam.com">http://www.usconstitutionexam.com</a><br>Required only if a student did not take a course in undergraduate study that covered American government and the constitution. | No*                                                                                                |
| Certificate of Clearance | \$52.65                                               | Required to student teach in the state of California<br><br>BTEP does not reimburse for additional Livescan that might be needed for substitute teaching credentials.                                                                | No (with exceptions if a district requires a second certificate of clearance for student teaching) |
| edTPA                    | \$300                                                 | Teacher Performance Assessment                                                                                                                                                                                                       | Yes - candidates will receive a voucher                                                            |
| Bilingual Authorization  | \$99                                                  | CSET Language Proficiency Exam                                                                                                                                                                                                       | Yes - reimbursement if completed during course of program                                          |
| Preliminary credential   | \$52.65                                               | Actual cost is \$102.65, but \$50 credit from Certificate of Clearance goes toward credential, with \$2.65 service fee                                                                                                               | No                                                                                                 |
| Substitute Credentials   | Varies by district                                    |                                                                                                                                                                                                                                      | No                                                                                                 |

**IMPORTANT: *If exam retakes are necessary, candidates will be responsible for associated fees.***

\*In the event of financial hardship candidates may be able to be reimbursed for additional exam fees. Requests for reimbursement should be submitted to Elisa Salasin.

# Overview of Requirements for Successful Completion of BTEP

| <i>Credential Requirements</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <i>MA Degree Requirements</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Successful completion of all coursework, as the Introduction, Practice, and Assessment of many required Teaching Performance Expectations is embedded in coursework.</li> <li>• Successful completion of 600-hours of student teaching: Fall, Spring</li> <li>• Student Teaching Observations: Six formal observations minimum each semester</li> <li>• Student Teaching Evaluations completed by supervisor and cooperating teacher each semester based on the Teaching Performance Expectations (TPEs)</li> <li>• Ongoing informal evaluation – professional obligations at school site and attendance and participation in courses and program activities</li> <li>• Clearance by Credential Analyst (Jennifer Elemrani) - includes United States Constitution and First Aid Certification</li> <li>• edTPA Performance Assessment Portfolio submission and passing scores</li> </ul> <p><i>Interventions to support successful completion of credential requirements and growth as a strong beginning teacher include:</i></p> <ul style="list-style-type: none"> <li>• Additional observations, targeted support, and focused coaching by supervisors and/or program co-directors</li> <li>• Opportunities to redo edTPA assessment</li> <li>• Additional student teaching in a second fall semester</li> </ul> | <ul style="list-style-type: none"> <li>• Successful completion of all coursework, as well as focused engagement with practitioner-based research process</li> <li>• Intellectual engagement and participation in readings, class discussions, program activities and workshops</li> <li>• Ongoing and proactive communication with professors and instructors</li> <li>• Completed MA Paper/Project</li> <li>• <i>Interventions to support successful completion of MA requirements and growth as a strong beginning teacher include:</i> <ul style="list-style-type: none"> <li>• Individual support around coursework, academic strategies, and writing</li> </ul> </li> </ul> |

# BTEP Attendance and Grading Guidelines

**Attendance:** While individual BTEP instructors may have their own policy regarding class attendance, the following expectations apply program-wide:

- Candidates are expected to attend all campus classes unless prior arrangements have been made and clearly communicated with course instructors in advance of absence.
- Unless there are approved extenuating circumstances, *candidates may not miss class on campus for student teaching or school-based events. However, candidates can ask for instructor approval in order to attend important events, e.g., Back to School Night.*
- When classes are missed it is the candidate's responsibility to communicate with their cohort and peers to get notes and missed work.
- For classes that are held in a virtual context, the expectation is that your camera will be ON unless you have communicated with the instructor about extenuating circumstances.

**Grading:** While individual BTEP instructors may have their own policy regarding grading, the following expectations apply program-wide:

- All candidates are expected to be intellectually engaged and to approach their campus coursework as a space of learning and growth. They are expected to complete work in a timely manner, and proactively and professionally communicate with instructors around any matters that affect their ability to complete coursework expectations.
- Generally, grades below an A- in a graduate BTEP course is considered evidence that greater support may be needed. Repeated grades in the B range will trigger the Support System outlined below, and could affect program completion.

The following table provides general guidelines for grading. Individual instructors may differ in their policy.

| Grade          | Guidelines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>A range</b> | <p>Candidate <b>consistently demonstrates strong:</b></p> <ul style="list-style-type: none"> <li>• Work Quality and Content Understanding</li> <li>• Attendance - with clear communication around a minimal number of absences</li> <li>• Participation - preparation and engagement with the course activities</li> <li>• Work Completion - clear communication around late assignments</li> <li>• Professionalism in community Interactions</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>B range</b> | <p>Candidates <b>inconsistently demonstrate</b> strong aspects, but there is <i>not</i> a persistent or pervasive pattern in shortcomings.</p> <ul style="list-style-type: none"> <li>• Work Quality And/Or Content Understanding: inconsistent and/or uneven quality and/or demonstrations of necessary understanding;</li> <li>• Attendance: Somewhat inconsistent (sometimes absent and tardy) and affects performance in course; inconsistent communication/explanation of tardiness and absences;</li> <li>• Participation: sometimes inconsistent and affects performance in course;</li> <li>• Work Completion: a few late assignments with no clear communication;</li> <li>• Professionalism/community Interactions: inconsistent professionalism in interactions with other students and instructor.</li> </ul> |
| <b>C range</b> | <p>A <b>persistent problematic</b> pattern reflecting:</p> <ul style="list-style-type: none"> <li>• Poor Work Quality And/Or Content Understanding: frequently incomplete, low quality,</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>and/or demonstrative of poor understanding;</p> <ul style="list-style-type: none"> <li>● Irregular Attendance: Frequent tardiness and/or unapproved absences</li> <li>● Problematic, Inconsistent, or Non-Existent Participation: Regularly unprepared for meaningful participation (frequently did not do readings, etc.), and/or participation was off-topic and/or disruptive/distracting.</li> <li>● Inconsistent Work Completion - many late and/or incomplete assignments with no clear communication or planning to make up late/missing work.</li> <li>● Problematic Professionalism/Community Interactions - Frequently disruptive to, or disregarding, community norms and expectations; low quality of professional interaction and communication with instructor and/or peers.</li> </ul> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Candidate Support

Candidates should aim to proactively reach out to program faculty or staff when they feel they are struggling with any issue that affects their progress in BTEP.

**Student support:** BTEP uses a support/intervention process designed to allow BTEP instructors, faculty advisors, staff and leadership to share information and concerns about students so that we can work together to provide specific and timely support for students who need it. The support/intervention process is not intended as a disciplinary process, for evaluation or program continuance issues, or to resolve grievance issues that a student may have with the program. BTEP has a separate process, coordinated with Student Services and the Head Graduate Advisor, for addressing disciplinary, program performance and grievance issues.

**YOUR FIRST STOP FOR SUPPORT IS YOUR FACULTY ADVISOR, DIRECTOR OF FIELD PLACEMENT AND SUPERVISION NIVES WETZEL DE CEDIEL, OR PROGRAM DIRECTOR ELISA SALASIN**

If you have issues or concerns that are interfering with your capacity to engage in coursework or in student teaching, reach out to your faculty advisor for the purpose of starting a conversation. They will work with you to develop a plan for communicating with your instructors, supervisors, and cooperating teacher so that you have the support you need.

***Your faculty advisor can serve as a professional mentor to help you navigate communication and problem-solving as necessary.***

*The following table provides guidelines:*

| <b><i>Type of Support</i></b>                    | <b><i>How?</i></b>                                                                                                                                                              |
|--------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Concerns about a particular course or instructor | <ol style="list-style-type: none"><li>1. Try to address the issue directly with the instructor</li><li>2. Faculty Advisor or Elisa Salasin</li></ol>                            |
| Concerns with Cooperating Teacher                | <ol style="list-style-type: none"><li>1. Try to address the issue directly with your Cooperating Teacher</li><li>2. Faculty Advisor</li><li>3. nives wetzel de cediel</li></ol> |
| Concerns with Faculty Advisor/Supervisor         | <ol style="list-style-type: none"><li>1. Try to address your concerns directly with your Faculty Advisor</li><li>2. nives wetzel de cediel</li></ol>                            |
| MA and/or edTPA issues                           | Kyle Beckham (MA); Manny Herrera (edTPA); Elisa Salasin (MA and edTPA)                                                                                                          |
| Fellowship issues and or financial concerns      | Elisa Salasin                                                                                                                                                                   |

|                                                      |                                                                                                                                                                                                                                                                          |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                      | BTEP has a very limited emergency fund available to support students in crisis. Reach out to Elisa Salasin if you need to be considered for further support.                                                                                                             |
| Scheduling, registration and other logistical issues | Susie Hill                                                                                                                                                                                                                                                               |
| Personal well-being                                  | <ol style="list-style-type: none"> <li>1. Your Faculty Advisor</li> <li>2. University Health Services (UHS) offers counseling and mental health services to all UC Berkeley students (regardless of insurance plan). <a href="#">Access information here.</a></li> </ol> |
| Credentialing requirements                           | Jennifer Elemrani                                                                                                                                                                                                                                                        |
| Bilingual Authorization Questions                    | Elisa Salasin or ash busby                                                                                                                                                                                                                                               |
| Programmatic Concerns                                | Thomas Philip, Elisa Salasin, nives wetzel de cediel and/or Faculty Advisor                                                                                                                                                                                              |

The team of BTEP directors, faculty advisors, and instructors engage in ongoing assessment of teacher candidates throughout the program. These include: evaluation of assignments, grades, supervisor evaluations, cooperating teacher midpoint and final evaluations, edTPA, and progress with MA and practitioner-based research.

Candidate progress and support is discussed in regular leadership and supervisory team meetings, especially in regard to any concerns around academic performance, student teaching performance, and candidate social-emotional well-being. Our aim is to support candidates before concerns become major.

In addition to the TPE-based evaluations completed by Cooperating Teachers and Supervisors, there are several formal review documents to guide candidate progress and support through the program:

- [Mid-program Review](#): Candidates will receive feedback at the end of the fall semester related to any potential concerns regarding their academic and/or teaching progress. Any areas of concern will be identified, and will trigger the Support Team process outlined below.
- [Advancement to Solo Teaching](#): Candidates must submit a signed Advancement to Solo Teaching form in order to engage in the spring semester solo.

When extra support is needed, a team will convene to address program and/or candidate concerns around the following:

- Support with interactions within the cohort or with a faculty/staff member
- Support with the academic load/requirements/incomplete grades
- Support with student teaching
- Support with professional conduct standards

The Support Team process is as follows:

1. **Initial Meeting:** Prior to convening a Support Team, the candidate should meet with their Faculty Advisor to create a plan for intervention or support.

2. A **Support Team** will be convened if (a) the candidate or instructor/faculty advisor submits a request for the convening of a support team and or (b) documentation of the intervention/support plan and progress since the initial meeting has not been met.
3. The Support Team will develop an **Intervention Plan** to ensure completion of credential or MA requirements. This plan is not punitive but a way for all members of the SST team to record one's progress towards their goal and to hold them accountable.
4. Faculty Advisor, and BTEP leads will monitor the candidate's progress in accordance with the developed plan.

Assistance may include specific academic support, referral to UCB campus resources and/or [counseling and psychological services](#), or other referrals as needed. Support Team Members can include the candidate, program co-directors, other BTEP instructors, cooperating teacher or supervisor, and BTEP faculty director, as well as the Head Graduate Advisor or members of the BSE Student Services staff.

Students who cannot uphold both academic and/or professional standards as outlined in this handbook may be disqualified from continuing with BTEP.

**The formal BSE Grievance Process and Appeals procedure can be found in the [BSE Advanced Degree Handbook](#).**

# Withdrawal and Program Change Policy

## **Withdrawal:**

If instruction has already begun and a student wishes to discontinue study, a request for withdrawal form must be submitted on Cal Central under “Student Resources.” Withdrawing results in dropping enrollment in all classes and the student will no longer be able to attend for that semester or any future semester until readmitted. A program is not obligated to readmit any student who has withdrawn. Students should be advised that re-admission is not guaranteed.

See full details about withdrawal and readmission in the [BSE Handbook for Advanced Degree Students](#).

## **Program Change:**

BTEP is an *integrated* Credential/MA program, with the exception of our Undergraduate Pathway who are Credential only.

If it becomes clear that a candidate is not making sufficient progress to be recommended for a teaching credential, or under extenuating circumstances that prevent the completion of the credential requirements, there are several courses of action **to be determined by the BTEP Leadership Team**:

1. The candidate may be asked to leave the program.
2. The candidate may be required to terminate work towards their teaching credential to finish the BTEP program with an MA only. This plan includes the following parameters:
  - a. Candidates must arrange for community-based alternative fieldwork in an educational context that serves youth. The hours of community-based fieldwork will be equivalent to any remaining hours of student teaching. Site must be approved by BTEP Leadership.
  - b. There will be no modification of required program courses, so the fieldwork context will need to align with all course and inquiry assignments.
  - c. Candidates will be required to engage in and complete all aspects of MA-required coursework and final MA product.
3. Undergraduate candidates not making sufficient progress to be recommended for a teaching credential, or under extenuating circumstances that prevent the completion of the credential requirements, will complete coursework for the Education Sciences major but will not be recommended for a credential.

# Program Calendar/Coursework Scope and Sequence 2026/27

*There will be 600-hours of fieldwork and student teaching over the course of the BTEP program. Student teaching placements are typically the full academic year, working primarily with one cooperating teacher. BTEP and partner schools are prioritizing 'Site Based Placement Teams' in which clusters of BTEP students will be placed at a school site so that BTEP supervisors can support teams of Student Teacher/Cooperating Teacher pairs.*

*Undergraduate students may enroll in any preparation program course with the consent of the instructor.*

**You can access the [program calendar coursework scope and sequence for 2026/2027 here](#).**

**[You can access semester schedules for 2026/2027 here](#) (subject to change).**

# Student Teaching Information

The CTC requires teacher candidates to complete 600 hours of supervised fieldwork over the span of the program. The 600 hours includes the following:

- Guided and supervised observation and student teaching, including whole class instruction, small groups, and other direct contact with students, including solo teaching
- Co-planning time, with veteran practitioners for lessons that the candidate will deliver
- Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students
- Time working with professional learning communities, grade level and department meetings, and site-based teams
- 6 formal observations per semester, either in-person or video-based

At BTEP the bulk of the fieldwork experiences will happen during the fall and spring public school semesters.

Not included in the 600-hours are the following:

- General lesson planning done independently by the candidate
- Hours spent supervising extracurricular activities
- Mock instruction or observation of fellow candidates (without TK-12 students)

## **Partner districts and schools:**

BTEP works hard to establish and maintain partnerships with our local school districts to meet the mutual needs of district students and teachers, and BTEP students and faculty, with the ultimate aim of taking shared responsibility for supporting teachers to thrive over the long term. We have ongoing partnerships with West Contra Costa USD, Berkeley USD, Oakland USD, and San Leandro USD. We are committed to improving school experiences for all students, in particular students who identify as people of color, immigrant students, students who speak a language other than English, LGBTQ+ students, and all students who identify with groups who have been systematically marginalized. Therefore we establish relationships with the schools that serve these populations of students, and where faculty and staff have a record of working to change traditional structures and practices that continue to marginalize students.

In alignment with the CTC program standards, the BTEP partner schools *“demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion.”*

## Criteria for Cooperating Teacher (CT) selection

BTEP works with our partner school administrators and teacher leaders to select Cooperating Teachers who strive to develop a teaching practice and teaching philosophy that aligns to the principles outlined in the BTEP Identity Statement, and who meet the CTC's criteria that they hold a Clear Teaching Credential and have more than 3 years experience teaching in the subject or grade level band that matches the candidate's expected credential.

BTEP organizes a series of in-service workshops for all Cooperating Teachers, required for new Cooperating Teachers, to orient them to the BTEP Identity Statement and important aspects of the program, as well as to learn principles of Adult Learning Theory and Cognitive Coaching that are the foundation of the coaching protocols that our University Supervisors and Cooperating Teachers use to support our students' growth. These workshops are organized each semester, both at site-based team schools and at UC Berkeley, and include orientation to the program and the tools we use to support our students. We also offer elective workshops for co-developing mentoring practice within a PLC format.

## Criteria for placement selection

BTEP uses a Site-based model for student teaching, placing multiple candidates at school sites with an embedded supervisor for support. Interested school sites identified strong teachers and submitted a proposal to BTEP to be included in site-based placements. Sites were selected based on alignment of their proposal with the BTEP identity statement, as well as a clearly articulated stance toward building ST capacity in a team model.

We also survey the BTEP students to gather information about grade level preferences, geographic preferences based on where students will be living, as well as how they will be traveling to their placement. Preferences cannot be guaranteed, but we use both the site proposal and ST preferences to make every effort to balance candidate desires with their areas for growth and cooperating teacher availability.

### Placement guidelines

[Single-subject Fall/Spring Placement Guidelines](#)

[Multiple-subject Fall/Spring Placement Guidelines](#)

## ***SB 488 Literacy Instruction Requirements:***

Senate Bill 488 went into effect on July 1, 2024. This bill requires that multiple subject credential candidates have ***opportunities to practice*** literacy instruction aligned with the new state standards within the context of their clinical practice setting.

These skills include the following (specific Literacy Teaching Performance Expectations can be found [at the end of this document](#)).

- ☐ **Literacy Foundational Skills** (candidates will be required to take and pass a Commission-approved literacy performance assessment that includes foundational skills so it is essential that they be able to practice these skills within the context of their placement classroom)

- ☐ **Strong literature, language, and comprehension component with a balance of oral and written language.**
- ☐ **Diagnostic techniques that inform teaching, assessment and early intervention**
- ☐ **Incorporation of California Dyslexia Guidelines** (Because not every candidate will have a child with dyslexia in their clinical practice setting, the BTEP team will ensure that there are other opportunities for these candidates to practice strategies identified in the California Dyslexia Guidelines)

In accordance with SB 488, all multiple subject candidates have at least four literacy-focused observations as part of their 12 required student teaching observations. In addition, multiple subject candidates are required to document practice and feedback for all literacy TPEs. [Details can be found here.](#)

### **Common to all pathways:**

For the fall semester, placements begin before the first day of school at the school site (for PD, room prep, planning, etc) and finish on the last day before winter break at the school site. Additionally, student teachers may have opportunities to participate in site-based professional development and/or classroom preparation as arranged with the Cooperating Teacher. During the fall semester, BTEP students are expected to be on site an average of 15 hours per week. The fall placement is structured as a gradual increase of teaching responsibility: The Student Teacher observes in the first weeks and then moves into a more active role in the classroom. This transition can occur through group activities or having the Student Teacher lead a small piece of a lesson. It is useful if the Cooperating Teacher can make clear the goals of the activity as well as the amount of time that each activity should take. Team teaching or co-teaching is a great way to transition the student teacher toward a full takeover and works really well for some pairs.

Placements resume in the first week of January - *the first two weeks of January (1/8 - 1/15) BTEP students will participate in intersession courses and will not be student teaching.* Through the spring semester, BTEP students are expected to be on site an average of 20 hours per week. Student Teachers will continue to take on more responsibilities in their placement classrooms during the spring semester. In the elementary pathway there are two culminating points in the semester: their March edTPA lesson set and a May/June lead-teaching takeover plus at least 10 Day Immersion (see description in Pathway Placement Guidelines) The expectation in secondary is that students lead teach one to several of the prep periods the entire second semester and also execute their edTPA in March and their 10 Day Immersion towards the end of the school year . During observation and co-teaching periods, STs may implement the CT's lesson plans, but during the edTPA lessons and lead-teaching takeover periods, Student Teachers should be prepared to co-plan or independently plan units and lessons.

Cooperating teachers are expected to be an integral part of the student teaching experience, and must be providing a range of support or guidance for at least 5 hours a week. "Support and guidance" may include a variety of activities, including: lesson-modeling; observation and coaching; co-planning and feedback on lesson planning; problem-solving regarding: instruction, classroom management, student access to the curriculum, and other student-related issues; grade-level meetings, and email and phone conversations.

In addition to the ongoing support as outlined above, we ask that the Cooperating Teacher and student teacher meet one-on-one formally for a minimum of one hour per week at a regularly scheduled time. The Student Teacher should come prepared with questions and agenda items to help guide the discussion..

As the semester progresses, the student teacher should take an increasing lead in teaching responsibilities. In both elementary and secondary pathways, the student teacher is required to do a solo take over. During the takeover, the student teacher is required to submit lesson plans in advance to the Cooperating Teacher and university Supervisor for the entire week on the day agreed upon by the Supervisor and Teacher. We ask that the Cooperating Teacher provide suggestions for revision to the lesson plans at least the day before the lesson is to be taught in order to allow the Student Teacher an opportunity to respond to the suggestions. It is acceptable for the Student Teacher to begin lead teaching using the Cooperating Teacher's lessons and curriculum, but the Student Teacher must complete their own adapted version of lesson plans.

**The spring student teaching placement requires substantive time on site solo-teaching or co-teaching, depending on the pathway (see placement guidelines above for details).** "Solo or co-teaching or the equivalent" includes those activities in which the candidate plans or coplans the lessons, delivers the lessons, and assesses or grades student work. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo teaching experience must provide the candidate with an authentic teaching experience and the opportunity to demonstrate pedagogical competence.

### **Attendance policy**

Any absences from student teaching must be communicated to the Cooperating Teacher and Field Supervisor 24 hours in advance, except in the event of unexpected illness or emergency.

## Formative and Summative Teaching Assessments

BTEP uses a variety of formative and summative assessment tools in order to ensure that candidates have developed sufficient competency in relation to the state-required Teaching Performance Expectations and to recommend candidates for their credential.

**Formative Observation Feedback:** Candidates receive TPE-related feedback for each of their six formal observations per placement. This feedback is used to guide ongoing support and development.

**Student Teaching Evaluations:** Candidates will be evaluated twice during each student teaching placement by their cooperating teacher on TPEs. The placement midpoint evaluation is an initial assessment used to target areas of strength, as well as needed support and intervention for the remainder of the placement and for solo-teaching. Supervisors will use the same evaluation instrument at the end of each placement. Feedback from fall evaluations is used to frame goals for the spring and to focus coaching support from supervisors and cooperating teachers.

*Candidates that do not demonstrate continued development in relation to the Teaching Performance Expectations by the spring midpoint evaluation will receive extra observations and coaching, and may not be able to advance to solo-teaching. A support team will convene to outline a plan that could include recommendations for an extra semester of student teaching, or a shift to an MA-only program option.*

**edTPA:** The edTPA is a required performance assessment for recommendation of the teaching credential that requires three tasks [Task 1(planning), Task 2 (teaching), Task 3 (assessing and reflecting)] on a series of 3-5 lessons focused on a central concept in the candidate's content area. Single and multiple subject candidates complete their edTPA teaching event in the spring semester. All students take

Preparation for Completion of the edTPA course in the spring to support candidates in understanding all the requirements of the edTPA and create a timeline for completion.

Multiple subject candidates have an additional task: Tasks 1-3 focus on literacy and Task 4 is a focus on math. Math Task 4 is a shorter version of planning (Task 1), teaching (Task 2) and assessing and reflecting (Task 3) all in one task.

All candidates submit their edTPA in April, providing time before the end of the public school calendar for remediation when necessary. BTEP students who earn a non-passing score on edTPA are provided support as they decide what course of action to take. Relevant materials that will be shared with students as they consider their options include:

[edTPA Score Confirmation Request Document](#)

[edTPA Retake Instructions for Candidates Document](#)

# Cooperating Teacher Roles and Responsibilities

**Orientation and Required Training:** Cooperating Teachers in each placement site team will engage with the university student teaching supervisor to review the expectations and requirements for student teaching placements, and to develop as a mentor learning community focused on developing mentorship practice. This work will be scheduled before fall fieldwork begins during summer at a time convenient to all participants, and will establish the roles and responsibilities for the Student Teacher, the Cooperating Teacher, the university supervisor, and the site administrator.

In addition, the California Commission on Teacher Credentialing requires teacher education programs to provide 10 hours of training for Cooperating Teachers who are new to BTEP. The pre-placement orientation work and ongoing collaborative professional learning coordinated by the university supervisor and the site team Cooperating Teachers will include orientation to BTEP curriculum, and a focus on effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices, and aims to ensure that Cooperating Teachers remain current in the knowledge and skills for candidate supervision and program expectations.

**Additional Professional Learning Opportunities:** BTEP will also support the professional growth of Cooperating Teachers with a series of workshops and events focused on mentorship development and sharing learning and challenges across site team contexts.

**Meeting/Debriefing Time and Feedback.** We ask that the Cooperating Teacher and Student Teacher meet formally for around one hour/week (minimum), in addition to the 5 required hours of ongoing collaboration. This works best if it is at a scheduled time. The Student Teacher should come prepared with questions and agenda items to help guide the discussion. The cooperating teacher can do the same if he/she wishes.

A CT has an unmatched opportunity to provide consistent and constructive feedback to the student teacher. Important components of feedback include models of successful lessons, effective routines, and strategies for facilitating effective discussions. Consistent and constructive feedback also supports the student teacher in identifying successes, which can be challenging for a student teacher to self-identify during the novice stage of teaching.

**Supervisor Observations.** Supervisor Observations occur six times throughout a semester. In a full observation process, the Student, Teacher, Supervisor, and sometimes the Cooperating Teacher identify focal Teaching Performance Expectations (TPEs). For more information on the TPEs please visit: [Educator Preparation Standards](#). During the observation, the Supervisor (often with the Cooperating Teacher) observes and collects data while the student teacher lead teaches. After the observation the Supervisor identifies key data points aligned to the focal TPEs and meet to debrief the lesson with the Student Teacher

**Professional Knowledge and Duties Outside the Classroom.** The CT is often a key resource for STs to learn about strategies that keep teachers sustained and supported in the profession:

- Developing a system of reviewing and assessing student work
- Communicating with parents/guardians (record keeping, language translation)
- Maintaining an accurate attendance record
- Maintaining a grade book (paper or computer) and filing system

***Emergency and Lockdown Procedures.*** The cooperating teacher should brief the student teacher on fire/earthquake and lockdown procedures as well as provide office/dean phone numbers.

# Faculty Advisor/ Supervisor Roles and Responsibilities

**Faculty Advisor/Supervisor Roles.** The Faculty Advisor/Supervisor has a unique role in that they have the privilege of working closely with Student Teachers, Cooperating Teachers, UC Lecturers and Professors. They meet and engage with a variety of community partners, all of whom impact the Student Teacher's learning experience. The distribution of a Faculty Advisor/Supervisor's duties places them in student teaching placements and BTEP courses, specifically the EDUC 390C course which focuses on field placement practice. There are clearly defined Faculty Advisor/Supervisor responsibilities, frameworks for observing students, and support for continued professional development.

## ROLES and RESPONSIBILITIES:

- Supervisor Observations occur six times throughout each semester. In a full observation process, the Student, Teacher, Supervisor, and sometimes the Cooperating Teacher identify focal Teaching Performance Expectations (TPEs). For more information on the TPEs please refer to: [TPEs 1-7](#). During the observation, the Supervisor (often with the Cooperating Teacher) observes and collects data while the student teacher teaches. After the observation the Student Teacher and Supervisor meet to debrief key data points aligned to the focal TPEs.
  - Provide written feedback on lesson plans prior to field observation
  - Observe pre-service teachers at their school sites
  - Conduct recorded post observation debrief
  - Hold regular office hours
  - Communicate with Cooperating Teachers about student teacher performance and support
  - Participate in professional development activities for Cooperating Teachers
- Supervised Teaching course - EDUC 390C occurs once per week
  - Select and assign course readings
  - Assign projects directly linked to teaching and learning in field placement
  - Make connections between university course work and field experiences
  - Formally evaluate students four times per year
- Faculty Advisor/Supervisor Meetings occur once per month
  - Share and receive BTEP wide updates, support and field notes
  - Focus on student teachers and field placements
- Monthly BTEP Faculty Advisor/Supervisor PD occurs twice per month
  - Complete preparatory work for each monthly PD session
  - Work directly with other Field Supervisors in BTEP to build and sustain a cadre of strong field support for the candidates and graduates of the program
  - Practice coaching dialogues
  - Define professional and personal growth goals

- Cooperating Teacher Orientation (fall)
  - Attend and engage with CTs around how to support Student Teachers through coaching, observation, practice teaching, and feedback cycles.
- Student Teacher Orientation and Intersession : June and January occur twice per academic year
  - Participate in community-based learning experiences alongside other Faculty Advisors/Supervisors, Student Teachers, and community partners
- Faculty Advisor/Supervisor Orientation and BTEP Onboarding occurs once per year
  - Attend, participate, learn about new UCB-wide, BSE, and BTEP procedures and programs

# Teaching Performance Expectations (TPEs)

| <b>TPE 1</b> | <b>Engaging and Supporting All Students in Learning</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| 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 the use of 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 students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability. |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| <b>TPE 2</b> | <b>Creating and Maintaining Effective Environments for Student Learning</b>                                                                                                                                                                                                                                             |
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| 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                                                                                                                                                                                                                                                                                                                          |
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| 1.    | Demonstrate knowledge of 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 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. <sup>1</sup>                                                             |
| 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 and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.                                                                                                  |
| 8.    | Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards                                                                                                                                                                                                                                                       |

| TPE 4 | Planning Instruction and Designing Learning Experiences for All Students                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 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.    | <p>Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:</p> <ul style="list-style-type: none"> <li>• appropriate use of instructional technology, including assistive technology;</li> <li>• applying principles of UDL and MTSS;</li> <li>• use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>• appropriate modifications for students with disabilities in the general education classroom;</li> <li>• opportunities for students to support each other in learning; and</li> <li>• use of community resources and services as applicable.</li> </ul> |
| 5.    | Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| <b>TPE 5</b> | <b>Assessing Student Learning</b>                                                                                                                                                                                                                                                           |
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| 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 as well as in 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.                                                                                             |

| <b>TPE 6</b> | <b>Developing as a Professional Educator</b>                                                                                                                                                                                                                                                                                                                                                                                      |
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| 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, as well as toward their colleagues. |
| 3.           | Establish professional learning goals and make progress to improve 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.                                                                                                                                                                                                                          |

## SB 488 Literacy Teaching Performance Expectations

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| 7.1 | Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7.2 | Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for 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).                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 7.3 | Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 7.4 | Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 7.5 | <b>Foundational Skills. Multiple Subject Candidates:</b> Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. <b>Multiple Subject and Single Subject English Candidates:</b> Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. <b>Multiple Subject and ALL Single Subject Candidates:</b> 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. |
| 7.6 | <b>Meaning Making.</b> Engage students in meaning making by 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. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| 7.7  | Language Development. Promote 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. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.                                                                                                                                                                                                                                                            |
| 7.8  | Effective Expression. Develop 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. Teach 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. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.                                         |
| 7.9  | Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.                                                                                                                                                                                    |
| 7.10 | <b>Multiple Subject and Single Subject English Candidates:</b> Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.8 Understand 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. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support. |
| 7.11 | <b>Multiple Subject and Single Subject Candidates:</b> Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.                                          |