



School Of
EDUCATION
C H A N N E L
I S L A N D S

**Bachelor of Arts in Early Childhood Studies Integrated Teacher
Education Program (ITEP) PK-3 Early Childhood Education
Specialist Instruction Credential**

**PROGRAM &
CLINICAL STUDENT TEACHING
HANDBOOK**

AY 2025-2026

Questions? Please contact:

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ITEP PK-3 ECE Specialist Instruction Credential Program

The School of Education offers a variety of teaching credentials. [The ITEP PK-3 Early Childhood Education \(ECE\) Specialist Instruction Credential is a pathway](#) offered through the Early Childhood Studies Department B.A. department at CSU Channel Islands. The ITEP PK-3 ECE Specialist Instruction Credential program allows CSUCI students to simultaneously earn their Bachelor of Arts Degree in Early Childhood Studies and their preliminary PK-3 ECE Specialist Instruction Credential. Students will have the option to earn the Bilingual Authorization by enrolling in an extra semester of coursework. The delivery model for the program is a hybrid model. Applications to the ITEP PK-3 program occur in the Fall semester of the candidates' junior year.

Upon completion of the program, teacher candidates are eligible to apply for the PK-3 Early Childhood Education Specialist Credential. Candidates must pass the CalTPA PK-3 exam prior to being recommended for the PK-3 credential.

Admission into credential programs does not guarantee that students will earn a credential. Credentialing requirements are set by the California Commission on Teacher Credentialing, which is an agency that is not controlled by or affiliated with the CSU and requirements can change at any time. Information concerning licensure and credentialing requirements are available from the School of Education's Credentials Office in Madera Hall. Contact information: (805) 437-8400 and/or schoolofeducation@csuci.edu. For additional information, please contact Dr. Mari Riojas-Cortez, Professor & Chair and ITEP PK-3 ECE Specialist Instruction Credential Program Coordinator (mari.riojas-cortez@csuci.edu).

School of Education Mission Statement

Mission statement: The School of Education at California State University Channel Islands works collaboratively with communities to prepare culturally sustaining educators who inspire learning and promote belonging, equity, accessibility, and justice.

Declaración de la misión: La Escuela de Educación de California State University Channel Islands trabaja en colaboración con comunidades para preparar educadores culturalmente sustentables que inspiran el aprendizaje y promueven el sentido de pertenencia, equidad, accesibilidad y justicia.

School of Education Conceptual Framework

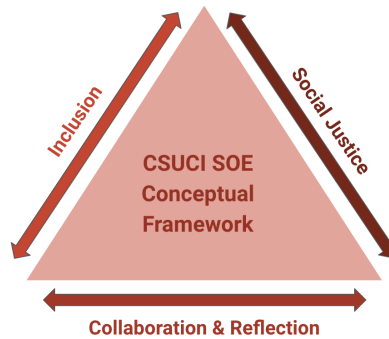


Figure 1: CSUCI's School of Education Conceptual Framework

The School of Education conceptual framework is informed by the following interconnected, interdependent three tenets: social justice, inclusion, collaboration and reflective practice.

- Inclusion:
 - Inclusion refers to each and everyone. Intersecting identities may consist of race, indigeneity, socioeconomic status, gender and gender identity, sexual orientation, age, disability, immigration/refugee status, spirituality, language, and education (Crenshaw, 1991; Martinez, 2018; Timothy, 2019). The School of Education is committed to enacting culturally and linguistically sustaining pedagogical (Paris & Alim, 2017) approaches that are accessible, inclusive of abilities, multiple literacies, and the intersectional identities that impact the lived experiences of children, youth, families, and communities.
- Social Justice:
 - As Cochran-Smith (2001) argued, it is “not enough for beginning teachers to learn the basic skills of managing classrooms and constructing well-crafted lessons for all students” (p.3). Additionally, education professionals (for example: teachers, counselors, administrators, and other educational leaders) must be prepared to critique and reimagine educational practices as well as envision education as a “practice of freedom” (hooks, 1994, p. 12). CSUCI's School of Education is committed to developing future education professionals who will be able to discern and think critically about systems of power that have shaped and continue to influence our educational landscape (Bolman & Deal, 2017). Our School of Education is dedicated to preparing future education professionals to be active agents of change who take a stance and disrupt systemic racism, inequities, and injustices that manifest themselves in and outside of classrooms to transform our local communities and beyond. These efforts will be informed by theory, systemic, and systematic inquiry as students

combine practical and research knowledge around problems of practice to transform educational systems.

- **Collaboration & Reflection:**
 - The School of Education sees education professionals as learners who critically engage in inquiry through self-reflection and research-informed approaches to advance equity-minded practices (Bolman & Deal, 2017; Hernandez & Endo, 2017). Critical reflective education professionals participate in on-going learning (Han, Blank & Berson, 2020), embody a sense of care and accountability towards communities, and demonstrate positive dispositions towards families' funds of knowledge which helps them understand the cultural-historical contexts of the communities they serve (Moll, 2019) and thus create strong positionalities to sustain reciprocal community partnerships.

Program Vision

Our PK-3 ECE Specialist Instruction Credential program prepares educators to recognize children as capable learners that learn, grow, and thrive best when their cultural capital including linguistic assets and funds of knowledge are integrated into their early childhood contexts. Emphasis is placed on connecting theory to practice and engaged service learning that promotes authentic experiences working with children, families, to promote early childhood contexts that are equitable, celebrate diversity, are anti-biased, inclusive, and culturally sustaining.

Department Mission

The Early Childhood Studies Department's mission is to prepare early childhood educators who can cultivate strong family and community partnerships to foster culturally sustaining and inclusive pedagogies meant to promote justice, equity, diversity, and inclusion in early educational contexts throughout the counties of Ventura and Santa Barbara.

NAEYC Accreditation of the Early Childhood Studies B.A. Program

The BA in Early Childhood Studies is Accredited by the National Association for the Education of Young Children.



Overview of PK-3 Teaching Performance Expectations (TPEs)

(See the [PK-3 Handbook](#) - pg. 29-39)

Domain 1: Engaging and Supporting All Young Children in Learning

Domain 2: Creating and Maintaining Effective Environments for Children's Development and Learning

Domain 3: Understanding and Organizing Core Curriculum for Children's Learning

Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

Domain 5: Assessing and Documenting Children's Development and Learning

Domain 6: Developing as a Professional Early Childhood Educator

Domain 7: Effective Literacy Instruction for PK-3 Settings

Domain 8: Effective Mathematics Instruction in a PK-3 Setting

PK-3 ECE Curriculum Standards

[The California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\)](#)

[Content Standards](#)

[Preschool Curriculum Frameworks](#)

[The 10 NAEYC Program Standards](#)

ITEP PK-3 ECE Specialist Instruction Credential Policies

Policy on Undergraduate Student Enrollment

Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education.

Reference: Education Code Section 44320 (a). CSUCI's Bachelor of Arts in Early Childhood Studies (ECS) Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Education Specialist Instruction Credential will be offered as an undergraduate program. CSUCI students who have completed all CSUCI and ITEP program admission prerequisites may enroll in ITEP PK-3 ECE professional preparation courses with the consent of the ECS program chair and course instructor.

Subject Matter Competency (SMC) Assessment

According to the California Commission on Teacher Credentialing (CTC) and in compliance with CSUCI policy, PK-3 credential candidates have one option to demonstrate subject matter competence for the ITEP PK-3 ECE Specialist Instruction program:

1. Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development ([PK-3 Handbook, p. 6, 2023](#))

Please note that CSUCI policy does not permit students who already possess a baccalaureate to enroll in an undergraduate baccalaureate program at CSUCI. This is why ITEP PK-3 candidates only see one option to demonstrate subject matter

Candidates will be informed of the subject matter requirement during the application process, information sessions, [flyers, handbook](#), application, advising, and admitted student orientation materials. The SMC verification process will begin during the application phase, when applicants submit their official transcripts (including all prior college and community college coursework) to program staff at least 4 weeks before the application due date, for review. Candidates will be required to submit the [Verification of Subject Matter Competency Requirement for the ITEP PK-3 Credential](#) as well as their university transcripts to the ITEP/PK-3 Credential Counselor as verification for assessment of subject matter as part of the admissions process to the ITEP/PK-3 credential program.

CSUCI students who begin as freshman at the university, will be advised to declare Early Childhood Studies as their major by the end of their freshman year to automatically meet subject matter by year three of their studies. California community college students will be advised to either enroll in an Associate Degree for Transfer or AS-T major (preferably) or Associates in Early Childhood Studies, Child Development or Family Studies in order to meet the subject matter requirements.

Program counselors and/or the program coordinator will review the candidate's [Verification of Subject Matter Competency Requirement for the ITEP PK-3 Credential](#) submissions to assess the applicant's SMC status. If candidates choose option 1, program staff will review self-reported ECE/CD coursework using transcripts to verify that 24 or more semester units or the equivalent quarter units of non-remedial, degree-applicable coursework in early childhood education and/or child development courses have been completed with a passing grade. If the candidate has successfully completed fewer than 24 ECE/CD units, the number of remaining units will be documented. Candidates will be notified of their SMC standing prior to admission. The verification form will be digitized, shared, and stored at CSUCI's Credentialing office.

Verification of Completion of Requirements

Candidates are informed of PK-3 program requirements during pre-application information sessions as well as during advising sessions. Prior to being recommended for a preliminary teaching credential, a [credential analyst will review](#) each [candidate's file](#) and shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential including but not limited to:

1. Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education.
2. Completion of the subject matter requirement.

3. Completion of a Commission approved preparation program. A cumulative GPA of 2.0 or higher is necessary to be recommended for a credential by our program.
4. Successful completion of the PK-3 California Teaching Performance Assessment (CalTPA PK-3). Candidates submit a copy of their official score report.
5. A course or passing test score on the U.S. Constitution. Candidates must have passed a college level course or approved an exam on the U.S. Constitution to be eligible for a California teaching credential.
6. Adult, Child, and Infant CPR: Copy of valid CPR card certifying completion of Infant, Child and Adult CPR.

Professional Preparation Program Equivalency for Clinical Practice

Candidates who have completed **BOTH** a verified work experience as outlined in [Equivalency Option 1](#) below and a qualified practicum experience as outlined in [Equivalency Option 2](#) below may be granted a maximum of 400 hours total commensurate with the number of hours served toward the clinical practice requirement and shall complete the remaining 200 hours of clinical practice in grades K-3 for the PK-3 ECE Specialist Instruction credential program. CSUCI's PK-3 ECE Specialist Instruction Credential program recognizes and grants clinical practice equivalency for up to 400 of the 600 required clinical hours, based on TWO types of qualifying experiences:

Equivalency Option 1: Qualifying Work Experience

PK-3 Early Childhood Education Specialist Instruction Credential candidates who meet both the requirements outlined in subsections (A) and (B) below shall be granted equivalence for 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK). Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.

- A. Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children. **AND**
- B. Verify six (6) years or more of satisfactory, full-time* teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22.

*Full-time experience is defined as classroom-based teaching for at least 3 hours per day, for at least 75% of the school year. Part time experience, or experience serving as anything other than a lead teacher, is not acceptable for Equivalency Option 1.

Satisfactory teaching experience must be verified by the public or private center-based childcare and development center, by completing and submitting [this Equivalency Form](#). Verification will include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):

- The use of developmentally appropriate teaching strategies for preschool-aged

- children.
- The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.
 - A demonstration of deep knowledge of the early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
 - An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
 - An ability to evaluate and assess student learning outcomes.
 - An ability to communicate effectively with young children and their families/guardians.

To apply for equivalence, [this Employer Verification Form](#) must be submitted to the PK-3 Program staff within 30 days of admission. If needed, you may have more than one employer each complete [a copy of this form](#) in order to verify at least 6 years of satisfactory teaching experience. CSUCI PK-3 Program staff will verify whether all requirements are met and will inform the candidate of their status within 60 days of admission. The completed form(s) will be filed with CSUCI's School of Education Credentials Office. Dr. Mari Riojas-Cortez, Professor Chair, Early Childhood Studies and ITEP PK-3 Program Coordinator, will be responsible for verifying whether and how applicants may have met clinical practice equivalency requirements.

Equivalency Option 2: Qualifying Practicum/Supervised Clinical Practice Courses

Candidates who have completed a practicum course at a regionally accredited institution of higher education, including a community college, shall be granted clinical practice equivalency for these hours commensurate with the number of hours served in the practicum course, up to a maximum of 200 hours, provided that all of the following conditions are met:

- A. The practicum course is credit bearing and degree applicable towards a Teacher Level or higher level Child Development Permit or a degree in Early Childhood Education, Child Development, Child and Adolescent Development, Early Childhood Studies, or Human Development.
- B. The practicum hours completed were in a preschool or early childhood setting serving 3–4 year-old children and included clinical practice experience that was supervised at minimum by a trained faculty member/instructor who provided observation and feedback to the candidate.
- C. The candidate earned a C or better on the practicum course. Courses earned with a "Pass," or another designation deemed by the institution of higher education to be equivalent to a grade of "C" or higher are also acceptable.
- D. For each completed practicum course, the candidate submits (a) an academic transcript from a regionally accredited institution of higher education and (b) [a Clinical practice equivalency form](#) prior practicum courses form to PK-3 program staff within 30 days of PK-3 program admission. If approved, eligibility will be confirmed within 60 days of admission.

To apply for [equivalence under Option 2](#), for each completed practicum course you must submit an academic transcript from a regionally accredited institution of higher education and a [completed clinical practice equivalency form](#) prior practicum course form to program staff within 30 days of admission. CSUCI PK-3 Program staff will verify whether all requirements are met and will inform the candidate of their status within 60 days of admission. This information will be shared with the CSUCI's School of Education Credentials Office. Dr. Mari Riojas-Cortez, Professor & Chair of Early Childhood Studies and ITEP PK-3 Program Coordinator, will be responsible for verifying whether and how applicants may have met clinical practice equivalency requirements.

Qualifying under both options for clinical practice equivalency

Candidates who meet requirements for clinical equivalency under both options outlined above will be granted equivalency for 200 PK/TK hours based on work experience and up to 200 additional PK/TK hours for practicum experience for up to a maximum total of 400 hours. These candidates must still complete the remaining 200 hours of clinical practice in grades K-3 for the PK-3 ECE Specialist Instruction credential program. Students' equivalency will be documented by the PK-3 program staff as part of the tracking of student teaching hour completion. Dr. Mari Riojas-Cortez, Professor & Chair of Early Childhood Studies and ITEP PK-3 Program Coordinator, will be responsible for verifying whether and how applicants may have met clinical practice equivalency requirements.

Admissions into ITEP PK-3 ECE Specialist Instruction Credential

Applicants who meet ALL of the following requirements will be considered for admission to the ITEP PK-3 ECE Credential program:

1. Apply to the ITEP PK-3 ECE Specialist Instruction program via [Cal State Apply](#)
 - a. *CSUCI FRESHMAN STUDENTS ONLY* - If seeking admission as a CSUCI freshman student, candidates must meet all CSUCI freshman admission requirements ([click here to see requirements](#))
 - b. *CSUCI TRANSFER STUDENTS ONLY* - If seeking admission as a CSUCI transfer student, candidates must meet all CSUCI transfer student admission requirements ([click here to see requirements](#))
 - c. Completion of Golden Four requirements ([click here to see requirement](#))
2. *Completion of Subject Matter* - Students who have not completed two years in the Early Childhood Studies major at CSUCI or have completed a transfer program in a major other than Early Childhood Education and/or Child Development may still apply, but cannot complete the degree and credential in four years. Students who are non-ECS or Child Development majors must also complete 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development BEFORE entering the Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential

- a. Submit transcripts as verification to the PK-3 Credential Counselor that 24 semester units (or equivalent quarter units) in Early Childhood and/or Child Development have been completed.
3. Certificate of Clearance from the Commission on Teacher Credentialing
 - a. Upload a copy of your Certificate of Clearance with your application. Please do not upload your Live Scan Form (41-LS) with your application.
 - b. This requires a 2-step process. Please anticipate up to a month for this process to clear. [Click here](#) for Certificate of Clearance Instructions
4. Personal Statement
 - a. A written statement of purpose (500-600 words). Please include all of the following:
 1. Your personal and professional reasons for seeking a PK-3 ECE Specialist instruction credential
 2. Reflect on how your previous professional experiences have prepared you for this credential program
 3. Reflect on how this program will allow you to develop the knowledge and skills to achieve your personal and professional goals.
5. Complete two years in the Early Childhood Studies major at California State University Channel Islands (CSUCI) OR earn an Associate Degree for Transfer (AS-T) in Early Childhood Education and/or Child Development at a California Community College BEFORE applying to the Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.
6. Transfer students and students currently enrolled at CSUCI must have a GPA of at least 2.00 in order to declare the Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential as their major.
7. Meet all statutory requirements for entry to the Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.

ITEP PK-3 ECE Program Flyer



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Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential

Anticipated Launch: Fall 2025

Admission Requirements

CSUCI Students

1. Complete first 2 years in the Early Childhood Studies major at CSUCI
2. Declare the ITEP program as your major and concentration by the end of your 2nd year of coursework

California Community College Transfer Students

1. Complete AS-T degree in Early Childhood Education or Child Development with a 2.6+ GPA
2. Complete 24 semester units in Early Childhood Education or Child Development
3. Complete CSU "Golden Four" coursework with a C or better
4. Apply to the B.A. in ECS ITEP PK-3 Early Childhood Specialist Instruction credential program via Cal State Apply

Required ITEP PK-3 ECE Credential Coursework

What is an ITEP Program?

Our Integrated Teacher Preparation Program (ITEP) allows students to earn their B.A. in Early Childhood Studies and their PK-3 ECE Specialist Instruction Credential in 4 years (or 2 if transferring from community college).

Year 3, Semester 1

16 unit semester:

- Equity, Diversity, Foundations of Schooling
- ECS 330 - Play in the Lives of Children
- ECS 335 - Early Intervention and Inclusion
- ECS 345 - Latinx Children's Literature
- ECS 350 - Early Language and Literacy
- Seminar: Teaching Performance Assessment (TPA) Preparation

Year 3, Semester 2

13 unit semester:

- Modern Mathematics for Elementary School Teachers
- ECS 355 - Foundations of STEAM Learning
- ECS 351 - ITEP Early Language and Literacy Development
- ECS 360 - Young Dual Language Learners
- Seminar: TPA Preparation

**Interested in the
ITEP PK-3 credential
program?
Visit our [website](#) ↓**

Year 4, Semester 3

15 unit semester:

- Interdisciplinary Writing
- ECS 450 - Child Guidance and Classroom Environments
- ECS 455 - Inclusive Pedagogies
- ECS 476 - ITEP Early Childhood Clinical Student Teaching: PK/TK (400 hrs required)

Year 4, Semester 4

16 unit semester:

- ECS 465 - Global Families and Diverse Communities
- ECS 475 - Equitable Assessments
- ECS 480 - Teaching Math & Science Through Funds of Knowledge
- ECS 485 - ITEP Early Childhood Clinical Student Teaching: K-3 (200 hrs required)
- Editing Studio

Pending approval from the Commission on Teacher Credentialing (CTC) and the CSU Chancellor's Office. Questions? Contact: Mari Riojas-Cortez at mari.riojas-cortez@csuci.edu

Course Sequence for the ITEP PK-3 ECE Specialist Instruction Credential



B.A. in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential (120 Units) 2025 - 2026 Academic Year

FALL: SEMESTER ONE			
Subject	Course #	Course Title	Units
ECS	101	Introduction to Early Childhood Education	3
GE	Student's Choice	Student's Choice	3
GE	Student's Choice	Student's Choice	4
GE	Student's Choice	Student's Choice	3
UNIV	150	First Year Seminar	3
UNIT TOTAL:			16

Notes: CSUCI students interested in the BA in ECS + ITEP PK-3 credential program, must be declared ECS majors by the end of the fall semester one.

SPRING: SEMESTER TWO			
Subject	Course #	Course Title	Units
ECS	150	Child Development and Learning in Diverse Contexts	3
SPAN	101, 102, 201, 202, 211 or 212	Elementary Spanish I Elementary Spanish II Intermediate Spanish I Intermediate Spanish II Spanish for Heritage Speakers I Spanish for Heritage Speakers II	4
MATH	208	Modern Math for Elementary Tch	3
GE	Student's Choice	Student's Choice	3
ART	102	Multicultural Children's Art	3
UNIT TOTAL:			16

Notes:

FALL: SEMESTER THREE			
Subject	Course #	Course Title	Units
POLS	150	American Political Institutions	3
ENGL	212	Children's Literature in a Diverse World	3
HIST	Student's Choice	US History	3
UNIV	250	Second-Year Seminar	3
ECS	223	Infant and Toddler Foundations of Learning	3
UNIT TOTAL:			15

Notes:

SPRING: SEMESTER FOUR			
Subject	Course #	Course Title	Units
ECS	221	Child and Family in Diverse Communities in California	3
GE	Student's Choice	Student's Choice	3
GE	Student's Choice	Student's Choice	1
ECS	227	Culturally and Developmentally Appropriate Practices in Early Childhood Studies	3
ECS	225	Anti-Bias Early Childhood Education	3
UNIT TOTAL:			13

Notes:

FALL: SEMESTER FIVE			
Subject	Course #	Course Title	Units
EDUC	412	Equity, Diversity, and Foundations of Schooling	3
ECS	330	Play in the Lives of Children	3
ECS	335	Early Intervention and Inclusion	3
ECS/CHS	345	Latinx Children's Literature	3
ECS	350	Early Language and Literacy Development in Multilingual Classrooms in PK, TK, and Early Elementary I	3
ECS	341	Seminar: Teaching Performance Assessment Preparation	1
UNIT TOTAL:			16

Notes:

SPRING: SEMESTER SIX			
Subject	Course #	Course Title	Units
MATH	308	Modern Mathematics for Elementary School Teachers Scientific Inquiry and Quantitative Reasoning	3
ECS	355	Foundations of STEAM Learning in Early Childhood	3
ECS	360	Young Dual Language Learners	3
ECS	351	ITEP Early Language and Literacy Development in Multilingual Classrooms in PK, TK, and Early Elementary II	3
ECS	341	Seminar: Teaching Performance Assessment Preparation	1
UNIT TOTAL:			13

Notes: Students are encouraged to enroll in a Teaching Performance Assessment Preparation Workshop (SUGGESTED) during the summer to support them in the CalTPA and RICA assessments; Take RICA Exam During the summer to get a baseline score (SUGGESTED).

FALL: SEMESTER SEVEN			
Subject	Course #	Course Title	Units
ENGL	330	Interdisciplinary Writing	3
ECS	450	Child Guidance and Classroom Environments: Preschool/TK/Early Elementary	3
ECS	455	Inclusive Pedagogies	3
ECS	476	ITEP Early Childhood Clinical Student Teaching: PK/TK	6
UNIT TOTAL:			15

Notes: Students are expected to submit CalTPA - Cycle 1.

SPRING: SEMESTER EIGHT			
Subject	Course #	Course Title	Units
ECS	465	Global Families and Diverse Communities	3
ECS	475	Equitable Assessments in Early Childhood	3
ECS	480	Teaching Math and Science through Funds of Knowledge: PK, TK, Early Elementary	3
ECS	485	ITEP Early Childhood Clinical Student Teaching: K-3	4
ENGL	399	Editing Studio for Upper Division	3
UNIT TOTAL:			16

Notes: Students are expected to submit CalTPA - Cycle 2. Students take the RICA exam (if needed).

ITEP PK-3 ECE Specialist Instruction Credential Admission Requirements

Applicants who meet the following requirements will be considered for admission to the ITEP PK-3 ECE Specialist Instruction Credential program:

- Complete two years in the Early Childhood Studies major at California State University Channel Islands (CSUCI) OR earn an Associate Degree for Transfer (AS-T) in Early Childhood Education and/or Child Development at a California Community College BEFORE applying to the Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.
- Students who have not completed two years in the Early Childhood Studies major at CSUCI or have completed a transfer program in a major other than Early Childhood Education and/or Child Development may still apply, but cannot complete the degree and credential in four years. Students who are non-ECS or Child Development majors must also complete 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development BEFORE entering the Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.
- Transfer students and students currently enrolled at CSUCI must have a GPA of at least 2.67 in order to declare the Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential as their major.
- Meet all statutory requirements for entry to the Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.
- [Certificate of Clearance \(US Social Security or US Tax ID number required\)](#)
- Statement of Purpose: Explain how you arrived at your decision to be admitted into the ITEP PK-3 ECE specialist instruction credential program. Your essay should be 1-2 pages in length, double spaced, and 12-point font.

Steps to Obtaining a Certificate of Clearance

There are 3 steps to obtaining your [Certificate of Clearance \(CoC\)](#). Do not wait until the last minute to request this item, as it can take weeks for the CTC to issue.

1. Step 1 | Live Scan Service
 - a. Visit <https://oag.ca.gov/fingerprints/locations> for Live Scan Service locations. Live Scan Services may also be available at the CSUCI Police Department. For more information, please call CSUCI's police department at 805-437-8430 or visit <https://www.csuci.edu/publicsafety/livescan.htm>. You can complete your Live Scan fingerprinting anywhere in California.
 - b. Print three copies of the Request for Live Scan Service form [[form 41-LS](#)] and take it with you to your Live Scan appointment.
 - c. You must have a dedicated Live Scan that goes to the Commission on Teacher Credentialing--fingerprinting done for other organizations or districts are not transferable.
2. Step 2 | Certificate of Clearance Application

- a. After you've completed your Live Scan, complete and submit the CTC Online Application for the Certificate of Clearance (CoC). The fee for a CoC application is payable by credit card only.
 - b. When requirements for issuance of the CoC are completed, an email will be sent informing the individual that the document has been granted and can be viewed in 48 hours on the CTC website.
3. Step 3 | Upload Your Certificate of Clearance
 - a. Upload a PDF of the granted Certificate of Clearance to your Cal State Apply application.
 - b. In order to get a Certificate of Clearance, you must have a US Social Security or Tax Identification Number. International Applicants are required to meet with CSUCI's International Student Services to confirm that this is possible on their particular visa.
 - c. An emergency sub permit or a CTC Child Development Permit may be submitted in lieu of the Certificate of Clearance, as long as you ensure the department always has a current, valid copy. Upload your sub permit or Child Development Permit with your application.
 - d. SB 695 confirms that an applicant does not need to disclose citizenship or immigration status for purposes of licensure, and may not be denied certification based solely on his or her citizenship status or immigration status. Applicants without a social security number may use an ITIN (Tax ID number) to apply for their Certificate of Clearance, and later their credential.(9/27/18)
 - e. In addition to the required Certificate of Clearance, some school districts also require a district-level clearance prior to student teaching. Candidates should arrange an appointment with the participating district's Human Resources Department at least 10 working days before the start of the field placement student-teaching experience to ensure district-level fingerprint clearance is completed. Candidates may not begin their field placement without having both CCTC and, if required, district-level clearance.
 - f. A copy of your Livescan Fingerprinting receipt is not accepted, as this is only Step 1 of getting this document.

Student Assessment

To support students succeed in the ITEP PK-3 credential program, students are assessed at four key transition points throughout the program. These transition points are (1) admission to the program; (2) entry into the ITEP Early Childhood Clinical Student Teaching: PK/TK; (3) entry into the ITEP Early Childhood Clinical Student Teaching: K-3; (4) Successful completion of the program and recommendation for credential. Over the course of four years (or two years if the student is a transfer student), coursework and student teaching is designed to scaffold the teacher candidate's learning as they develop increased independence in the fundamentals of teaching. Each semester, candidates will complete key assignments that are designed to prepare them for transition points, provide formative feedback, and offer program faculty valuable information about how best to support their further learning and development as a teacher. At the end of each semester, candidates must demonstrate proficiency on transition point assessments to demonstrate their readiness to progress to the next stage of the program.

If a candidate is not making successful progress to the next transition point, one or more of their instructors will notify the Program Advisor. The Program Advisor will contact all of the student's instructors to gain a fuller understanding of their progress. If the issue is situated in the student's field placement, the supervisor will contact the PK-3 Program Coordinator to determine next steps. Course-based issues will be addressed by the Program Advisor in collaboration with course instructors. Potential courses of action include student advisement (e.g., identify resources to address any challenges the student is experiencing with completing their coursework), mediation between the instructor or supervisor and the student, and/or establishing a Growth Plan to outline steps that the candidate must complete in order to move forward in the program.

Requirements for Transition Point 1: Admission to the ITEP PK-3 program.

Candidates are assessed for the following either at admission or within 60 days of admittance for elements requiring transcript review:

- Complete two years in the Early Childhood Studies major at California State University Channel Islands (CSUCI) OR earn an Associate Degree for Transfer (AS-T) in Early Childhood Education and/or Child Development at a California Community College BEFORE applying to the Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.
- Students who have not completed two years in the Early Childhood Studies major at CSUCI or have completed a transfer program in a major other than Early Childhood Education and/or Child Development may still apply, but cannot complete the degree and credential in four years. Students who are non-ECS or Child Development majors must also complete 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development BEFORE entering the Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.
- Transfer students and students currently enrolled at CSUCI must have a GPA of at least 2.67 in order to declare the Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential as their major.
- Meet all statutory requirements for entry to the Bachelor of Arts in Early Childhood Studies Integrated Teacher Education Program (ITEP) PK-3 Early Childhood Specialist Instruction Credential.

Questions? Contact:

Early Childhood Studies Professor & Chair and ITEP PK-3 Coordinator
Mari Riojas-Cortez, mari.riojas-cortez@csuci.edu

Requirements for Transition Point 2: Entry to ITEP Early Childhood Clinical Student Teaching: PK/TK.

Fourth year candidates develop their understanding of teaching during their methods courses. This includes their first clinical student teaching experience in a preschool/transitional kindergarten classroom, during which they begin to identify practices and theories to inform

their teaching. Knowledge, skills and dispositions are practiced and assessed through university assignments and clinical student teaching. In their placements, candidates move from applying theories and practices with guidance from their mentor teachers and university supervisors to increased independence by the end of the semester. In addition, candidates must submit the CalTPA. Successful completion of ITEP Early Childhood Clinical Student Teaching: PK/TK and of the subject matter competence requirements allows candidates to pass through Transition Point 2. Failure to meet these requirements triggers an advising meeting and a program improvement plan. Failure to meet these requirements after intervention by the end of the semester results in a delay of Transition Point 3 until all requirements are met or the academic disqualification of the candidate.

Questions? Contact:

For questions about your performance in a particular course, first contact your instructor and then, as needed, the following staff and faculty:

Undergraduate Early Childhood Studies Program Advisor (Question about Course Sequence and Degree Plans): Karla Anderson

Early Childhood Studies Chair: Mari Riojas-Cortez

CalTPA Support: TBD

Dr. Mari Riojas-Cortez, Professor & Chair and ITEP/PK-3 Coordinator

mari.riojas-cortez@csuci.edu

Requirements for Transition Point 3: Entry to ITEP Early Childhood Clinical Student Teaching: K-3

During the second semester of the candidate's fourth year, candidates continue their clinical student teaching, but in a K-3 context. Coursework and clinical student teaching focus more deeply on assessing student learning and refining instruction based on reflection and the need to differentiate instruction for students with disabilities. Candidates continue to plan and teach independently and they move from assessing and reflecting with guidance from mentors and supervisors to greater independence in guiding themselves through the cycle of teaching. By the end of the program candidates should see teaching as a holistic enterprise in which planning, teaching, assessing and reflecting are an integrated effort that reflect their core values and commitments as educators. In addition, candidates submit Cycle 2 of the CalTPA and take the RICA exam. Successful completion of ITEP Early Childhood Clinical Student Teaching: K-3, and good academic standing allows candidates to pass through Transition Point 3. Failure to meet these requirements by the end of the semester results in a delay of Transition Point 3 until all requirements are met or the academic disqualification of the candidate.

Questions? Contact:

For questions about your performance in a particular course, first contact your instructor and then, as needed, the following staff and faculty:

Undergraduate Early Childhood Studies Program Advisor (Question about Course Sequence and Degree Plans): Karla Anderson

Early Childhood Studies Chair: Mari Riojas-Cortez

CalTPA Support: TBD

Dr. Mari Riojas-Cortez, Professor & Chair and ITEP/PK-3 Coordinator

mari.riojas-cortez@csuci.edu

Requirements for Transition Point 4: Completion of Program and Recommendation for Credential.

In order to be recommended for a credential, candidates must successfully complete and pass through transition points #1-3 and submit documentation of the following to CSUCI's School of Education Credentialing Office:

1. Successful completion of program coursework to earn an Early Childhood Studies baccalaureate degree at CSUCI via transcripts
2. Good academic standing (2.0 GPA or higher)
3. Passing scores on the literacy and math cycles of the CalTPA PK-3
4. CPR certification

Contact Information

CSUCI's School of Education Administrative Office

Madera Hall 2900

805-437-8953

credential.assistant@csuci.edu

ITEP PK-3 Coordinator: Mari Riojas-Cortez mari.riojas-cortez@csuci.edu

Clinical Student Teaching in the ITEP PK-3 ECE Specialist Instruction Credential

Clinical Student teaching is a required culminating experience for students enrolled in the Early Childhood Studies ITEP B.A. & PK-3 ECE Specialist Instruction Credential Program at California State University Channel Island. According to the California Commission on Teacher Credentialing, the goals of clinical practice and supervision are to engage teacher candidates in “the opportunity to practice and refine [their] teaching strategies and skills.” All programs, regardless of pathway, are required to provide high quality clinical practice experiences for candidates throughout their educator preparation programs. Clinical practice is designed in such a way that candidates learn from, and are supported and guided by, experienced educators from both their program and in their placements. Through clinical practice, candidates are provided with opportunities to apply the knowledge and skills learned in their program that are embodied in the TPEs. An end goal of clinical practice is that candidates are well prepared for the role of new teacher as well as successfully complete a Teaching Performance Assessment (TPA) to demonstrate they have achieved the TPEs and ensure they are prepared to enter the profession” ([CTC's PK-3 ECE Clinical Practice Guidance](#), 2023, p. 4).

This Handbook has been prepared as a guide for student teachers, mentor teachers, and clinical student teaching university supervisors. It is intended to answer some of the questions that may arise during the student teaching experience. However, no handbook can be written which would provide answers to every question or concern that might arise. The ITEP B.A. & PK-3 ECE Specialist Instruction Credential Counselor, and the Coordinator of the ITEP B.A. & PK-3

ECE Specialist Instruction Credential Program can answer those questions that are not answered by this Handbook.

Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or taxpayer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. For information concerning licensure and credentialing students must refer to the California Commission on Teaching Credentialing or CTC <https://www.ctc.ca.gov/>.

Letter to Student Teachers

Dear Student Teachers:

Welcome to Student Teaching! You have reached a very important milestone in your program. The Early Childhood Studies faculty have prepared an extraordinary student teaching experience for you. Our community partners opened their doors to ensure you have an incredible experience working with young children and their families. We have strong community partnerships across Ventura and Santa Barbara Counties, and we base that partnership on the university's mission. The student teaching placements reflect the rich diversity that exists across counties, our state, and the US. One of the most important goals of the program is to assist you in becoming a culturally sustaining teacher. In order to do that you must advocate for issues of race, equity and inclusion. A culturally sustaining teacher sees children as capable learners because of the funds of knowledge they [the children] bring to the classroom. Being culturally conscious grounds your everyday practice with your theoretical framework as you work with diverse young children and their families.

The student teaching experience is the beginning of your professional career, and we want you to be successful. This handbook provides specific information regarding roles, responsibilities, policies, and procedures. Please keep it handy as it will answer many of your questions. Additionally, this experience requires that you stay physically and mentally healthy. Our campus provides many opportunities for both.

We welcome you to the Student Teaching Community of Learners. Remember that as a teacher you never stop learning and we learn from one another. As a community of learners, we follow mindful and empathy practices. We wish you the best and please do not hesitate to contact Dr. Mari Riojas-Cortez, ITEP PK-3 Coordinator if you have any questions or concerns.

Sincerely,
ECS Faculty

Clinical Student Teaching Requirements

Clinical student teaching consists of a sequential set of activities that students are required to take in their senior year (Fall–PK/TK and Spring-K-3). Divided into two experiences, clinical student teaching consists of pedagogical coursework and a minimum of 600 hours of clinical practice. Clinical student teaching consists of a sequential set of clinical student teaching activities that students are required to take in their senior year (Fall–PK/TK and Spring-K-3). Divided into two experiences, clinical student teaching consists of pedagogical coursework and a minimum of 600 hours of clinical practice. The first phase of clinical student teaching (ECS 476) is 400 hours of clinical student teaching in a PK and/or TK classroom. The second phase of clinical student teaching (ECS 485) is 200 hours of clinical student teaching in a K-3rd grade classroom. Student teachers must be available Monday through Thursday 7:30 a.m. to 3:30 p.m. to attend their placement and complete their required clinical student teaching hours. A mandatory orientation is scheduled at the beginning of each semester. Student teachers are required to spend five instructional hours per day, four days per week in their clinical student teaching placement.

The CTC grants equivalency for prior experience in an early childhood classroom. Please refer to the [PK-3 Specialist Instruction Credential Handbook](#) for specific information on qualifications for prior experience.

Clinical Student Teaching Experience Participants

The Clinical Student Teaching Experience is a collaborative effort between CSUCI's ECS program and the Student Teaching Placements. Figure 1 displays all immediate stakeholders in the clinical student teaching experience. In addition, the ITEP PK-3 Coordinator and the Early Childhood Studies Department Chair are important stakeholders that may also be included in the clinical student teaching experience.

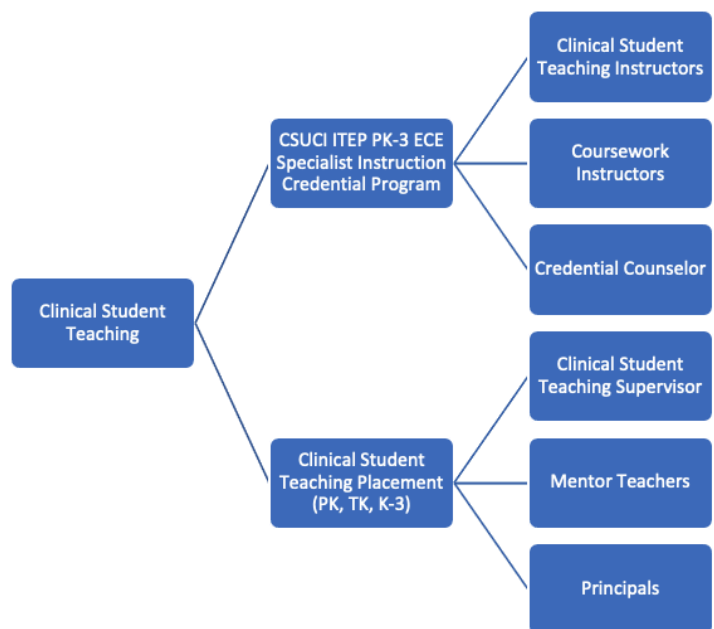


Figure 1. Clinical Student Teaching Experience

Student Teaching Placements

The placement coordinator in the Early Childhood Studies program arranges each of the ITEP PK-3 student teaching placements in accordance with state and university requirements. Thus, candidates are not permitted to arrange their own placements. The placement coordinator makes every effort to locate candidates' field placements close to their residential addresses and to accommodate documented considerations. Living in an urban region, however, traditional student teachers need to be prepared to commute up to 60 minutes to their field sites. A mandatory orientation is scheduled at the beginning of each semester. Placements in each of these settings will be coordinated by the PK-3 Field Placement Coordinator, in conjunction with local school/site partners and supervisors, and with candidate input. Student teachers are expected to follow their field placement calendar and schedule. Students must complete the first clinical student teaching experience in PK/TK in the fall and the second clinical student teaching experience in K-3 in the spring of their senior year. These experiences afford student teachers the opportunity to engage in developmentally, culturally, and linguistically appropriate and effective practices. Students seeking Bilingual Authorization will be placed in bilingual classrooms.

Given that the CTC grants equivalency for prior experience in an early childhood classroom, this will also influence how many hours candidates are required to complete. Candidates must submit the required documentation in order to be granted the equivalency for prior experience (see handbook). Please also refer to the [PK-3 Specialist Instruction Credential Handbook](#) for specific information on qualifications for prior experience.

A student teacher is always a GUEST in the host site and is always under immediate supervision of the mentor teacher(s). Many sites encourage student teachers to become active members of the school faculty, assisting in activities and attending staff and parent teacher conferences. Professional, ethical behavior is always expected.

Should an issue arise at a field site. Please contact the following in order:

1. Mentor teacher and/or director
2. University supervisor
3. ITEP PK-3 Coordinator: Dr. Mari Riojas-Cortez, mari.riojas-cortez@csuci.edu
4. Early Childhood Studies Department Chair. Dr. Mari Riojas-Cortez
mari.riojas-cortez@csuci.edu

Student Teacher Responsibilities

The student teaching experience is intended to give the opportunity to practice the theories and instructional strategies learned throughout the program. Working closely with university supervisors and mentor teachers will provide strong support throughout this experience. Student teachers must complete the Emergency Form and your Data Sheet and submit to the Clinical Student Teaching course instructor and mentor teacher.

EXPECTED PROFESSIONALISM

- ☐ Always be professional: in dress, demeanor, and attitude. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a child; keeping these issues confidential is essential.
- ☐ Arrive at your field site 15 minutes before class starts and stay until the designated end of the day. Sign in and out at the front office. Be aware that your timeliness and dependability.
- ☐ Adhere to your mentor teacher's contract hours. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions.
- ☐ Assist with all classroom duties such as setting up or cleaning up for snack or daily activities, parent-teacher conferences, team or staff meetings, IEP meetings, student assessments and the like.

ATTENDANCE AND COMMUNICATION

- ☐ Student teaching is a cumulative experience and attendance every week is required. If an absence is unavoidable due to an emergency, students must contact their school, mentor teacher, and the clinical student teaching instructor/supervisor. Leaving early or arriving late is not permitted unless due to an emergency and cleared by the mentor teacher.
- ☐ Communicating with your mentor teacher is one of the most important roles you have.

Throughout the semester, continually share the assignments you are working on in your coursework and the requirements you need to fulfill with your mentor teacher. Similarly, communication with your university supervisor and seminar instructor is crucial for the successful completion of the student teaching experience.

INSTRUCTIONAL RESPONSIBILITIES

- ❑ All experiences you plan for children need to be written up using the lesson plan format provided. Student teachers will gradually pick up responsibilities until they are responsible for two full weeks of “teaching takeover.” All lessons must be turned in and approved by your clinical student teaching instructor and teacher mentor one week prior to implementation.
- ❑ If you are experiencing any sort of difficulty in your placement, share this with your university supervisor and seminar instructor. The mentor teacher is there for day-to-day mentoring and is the ultimate authority for your learning in the classroom.
- ❑ A Student Teacher is always a GUEST in the host site and is always under the immediate supervision of the mentor teacher(s). Many sites encourage the student teacher to become an active member of the school faculty, assisting in activities and attending staff and parent conferences.
- ❑ A *Statement of Concern* will be developed for students who do not follow program policies and instructions including performance in coursework, student teaching and professionalism (among others).

Academic Requirements and Course Sequence

In order for students to meet subject matter requirements, they must follow the BA in ECS with ITEP PK-3 credential roadmap. Please refer to the catalog for 4-year and 2-year sequences. The BA in ECS courses provide the foundational knowledge about child development, culturally, linguistically, and inclusive practices in early childhood. In addition, the course sequence includes field experiences that are needed for future success in clinical student teaching.

Clinical student teaching is taken concurrently with other courses. The following courses must be taken concurrently with the following first and second clinical student teaching experiences:

FIRST - ECS 476 Early Childhood Clinical Student Teaching PK/TK (6 units):

1. ENGL 330 (Interdisciplinary Writing - UDGE-C)
2. ECS 450 (Child Guidance and Classroom Environments)
3. ECS 455 (Inclusive Pedagogies)
4. ENGL 399 (Editing Studio for Upper Division Writing)

SECOND - ECS 485 Early Childhood Clinical Student Teaching K-3 (4 units):

1. ECS 465 (Global Families and Diverse Communities)

2. ECS 474 (Equitable Assessments in ECE)
3. ECS 480 (Teaching Math and Science through Funds of Knowledge)
4. ENGL 399 (Editing Studio for Upper Division Writing)

The courses in each clinical student teaching experience must be taken concurrently. All required clinical student teaching courses that must be completed satisfactorily. Students in the ITEP PK-3 credential program who are not able to complete the required sequence must contact the ITEP PK-3 credential coordinator for further information.

Clinical student teaching learning outcomes and requirements

1. Implement content area (early literacy, social studies, art, music) lessons using culturally, linguistically, and developmentally appropriate play-based strategies for all learners in preschool and/or transitional kindergarten.
2. Use of equitable assessments in lesson plans to promote student learning.
3. Implement social and emotional learning play-based strategies for positive and equitable indoor and outdoor environments.
4. Engage in self-evaluation and professional goal setting.
5. Develop professional relationships with parents, teachers, and administrators.
6. Practice teaching and assessment for state teaching performance exams.

Clinical Student Teaching Requirements

The first clinical student teaching experience ECS 476 requires at least 400 hours in a preschool and/or transitional kindergarten (bilingual classroom if seeking bilingual authorization) under the supervision of a mentor teacher and a university student teacher supervisor focusing on teaching performance expectations. Involves development, application, practice and reflection of teaching curriculum and assessment strategies in culturally diverse classrooms in public schools or Head Start centers. Involves practicing the state teaching performance assessment exam. Program permission required. Students must complete field site requirements such as a Negative TB Skin Test (less than a year old), immunization record, Live scan fingerprinting, or Certificate of Clearance. Some sites may have additional requirements. Placements are done through the Early Childhood Studies Office. Student teaching involves 14 weeks for 4 days 7.5 hours each day. Students begin student teaching with participant observation, meaning that the students observe but also interact with the children in the classroom and follow the mentor teacher's lead to become familiar with the children, the classroom routines and procedures. Student teachers co-teach with their mentor teachers *gradually* developing and implementing lessons for large (i.e. circle time, read alouds, etc.) and small groups (i.e. learning centers, outdoor activities, etc.) starting the third week of student teaching. The last two weeks of student teaching have been designated for solo or independent teaching.

The second clinical student teaching experience ECS 485 requires at least 200 hours in a K-3 classroom (bilingual classroom if seeking bilingual authorization) under the supervision of a mentor teacher and a university student teacher supervisor focusing on culturally and developmentally appropriate teaching practices. Involves development, application, practice and reflection of teaching curriculum and assessment strategies in culturally diverse early childhood

settings. Program permission required. Students must complete field site requirements such as a Negative TB Skin Test (less than a year old), immunization record, Live scan fingerprinting, or Certificate of Clearance. Some sites may have additional requirements.. Placements are done through the Early Childhood Studies Office. Student teaching involves 14 weeks for 4 days 7.5 hours each day. Students begin student teaching with participant observation, meaning that the students observe but also interact with the children in the classroom and follow the mentor teacher's lead to become familiar with the children, the classroom routines and procedures. Student teachers co-teach with their mentor teachers *gradually* developing and implementing lessons for large and small groups starting the third week of student teaching. The last two weeks of student teaching have been designated for solo or independent teaching.

Student teachers will be assessed by their university supervisor and mentor teacher using a midterm and final evaluation. Student teachers can also do a self-evaluation using the same forms. A formal meeting will be scheduled with the university supervisor and the mentor teacher to go over the evaluations.

University supervisors together with the mentor teacher complete a midterm and a final evaluation.

*Clinical student teaching requires the purchase of Watermark Student Learning and Licensure, a system to document this clinical experience.

Clinical Student Teaching Evaluations

There are [six evaluations](#) throughout each of the phase 1 and phase 2 clinical student teaching experiences, which will be conducted by the clinical student teaching university supervisor. The evaluations assess the candidates' mastery of the PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Teaching Performance Expectations (TPEs). Mentor teachers are expected to informally evaluate the student teacher throughout the semester based on the PK-3 ECE Specialist Instruction Credential TPEs. In addition, a mid-term and a final evaluation will be conducted in collaboration with the student teacher, the mentor teacher and the university supervisor. Please refer to the observation and evaluation forms for specific instructions.

Guidelines for Candidates, Mentor Teachers and University Supervisors

Teacher Candidate Guidelines

- Be present as scheduled for the duration of the semester - professional dress and conduct.
- Adhere to the academic schedule of school/site, even if it differs from that of CSU Channel Islands.
- Arrive at the school/site at least a half hour before the scheduled start time, prepared for the day.

- Apply the theories and principles of pedagogy taught in the PK-3 university courses at CSUCI to classroom practice.
- Learn about the students, school, school personnel and the surrounding community.
- Identify specific learning needs of the students, especially English Language Learners and students with disabilities.
- Follow the curriculum.
- Plan carefully and thoroughly for each day of teaching. Prepare a written lesson plan for (1) all formal observations by the supervisor and/or mentor teacher and (2) when requested by the supervisor and/or mentor teacher. *Thorough preparation is expected for ALL lessons taught.*
- Inform the school where you have been placed, mentor teacher, and university supervisor of absences. At the beginning of the experience, determine how to contact each person.
- Learn about and adhere to school rules and policies.
- Respect student privacy by adhering to required policies when videotaping or taking pictures in the classroom for CSUCI assignments. Do NOT post any images of students on social media.
- Complete and pass both cycles of the CalTPA

Mentor Teacher Guidelines

Major responsibilities of the mentor teacher include the following:

- Provide the teacher candidate with an orientation to the class. Introduce the teacher candidate to the class and explain that the teacher candidate will serve as a teacher.
- Explain class goals and basic routines. Provide the teacher candidate with a curriculum syllabus, textbook, and other such material.
- Help teacher candidates identify the special learning needs of students and plan how to respond to these needs.
- Set aside a regular meeting time, at least five hours a week, to confer about schedules, teaching responsibilities, assignments, and provide a time for questions and feedback.
- Collaborate with the teacher candidate to plan the scope and schedule of the teacher candidate's responsibilities.
- Use the PK-3 Teaching Performance Expectations (TPEs), and the midterm and final evaluations, as guidelines for planning appropriate experiences throughout the semester.
- Collaborate on lesson and unit plans with the teacher candidate, including the elements of teaching practice to give an idea of the full scope of work involved in teaching.
- Provide candidates with the opportunity to teach; confer regularly to provide guidance, help, and feedback. Candidates should have a gradual increase of responsibility across the semester.

- When possible, provide candidates the opportunity to participate in activities beyond the classroom such as curriculum planning meetings, staff meetings, IEP meetings, etc.,
- Provide CSUCI's university supervisor with a midterm and final evaluation of the teacher candidate's performance and communicate regularly about the teacher candidate's progress.
- Provide support for the teacher candidate completing Cycle 1 and 2 of the CalTPA.
- Participate in required professional orientations and support (10 hour minimum required by CTC). Complete the verification survey to show completion of the 10 hour requirement.

University Supervisor Guidelines

The university supervisor provides support, guidance, and coaching to the teacher candidate and is responsible for evaluating them. University Supervisors observe teacher candidates a minimum of six times during the semester during Phase 1 clinical student teaching and six times during Phase 2 clinical student teaching, or more if needed, depending on the teacher candidate's performance. Observations occur based on the supervisors' work schedule in consultation with the teacher candidates and mentor teacher.

Other responsibilities include:

- Acquaint the teacher candidate and mentor teacher with the Field Guide, including the PK-3 Teaching Performance Expectations (TPEs) and midterm/final evaluation.
- Orient teacher candidates to the responsibilities for student teaching.
- Communicate with mentor teachers at the start of the semester to establish expectations and set learning goals. Go over the roles and responsibilities for teacher candidates, mentor teachers and supervisor, discuss student teaching requirements.
- With the Teaching Performance Expectations and the midterm/final evaluation in mind, ensure that the candidate has opportunities for appropriate experiences in the classroom.
- Confer regularly with the teacher candidate and mentor teacher or site supervisor regarding the teacher candidate's progress continually providing feedback on areas of strength and growth.
- Observe the teacher candidate in the classroom regularly across the semester; provide the teacher candidate with verbal and written reports of those observations.
- Support critical reflection and constructive evaluation of lessons and strategies used.
- Complete and review the midterm/final evaluation rubric and candidates' progress within the rubric at the middle and end of the semester.
- Provide the teacher candidate with guidance, help, and constructive criticism.
- Review unit and lesson plans with the teacher candidate, providing feedback and support.
- Confer with the mentor teacher about the teacher candidate's progress.

- Meet with the candidate at the end of the semester to reflect on the student teaching experience, review midterm/final evaluation and help the teacher candidate set growth goals. The mentor teacher may join this meeting, if their schedule permits.

The California Teacher Performance Assessment (CalTPA PK-3)

During Phase 1 of Clinical Student Teaching [ITEP Early Childhood Clinical Student Teaching: PK/TK], candidates complete the literacy cycle of the California Teacher Performance Assessment (CalTPA PK-3), which is expected to focus on the candidate's planning of instruction based on the assets and needs of the classroom and students. This assessment project includes a full cycle of inquiry; including understanding the context of the classroom, as well as planning, delivering, assessing, and reflecting on instruction. The candidates are required to record their lesson and submit annotated video clips which demonstrate particular aspects of their teaching. Typically, this assessment is due toward the end of the semester. Rubrics and questions will be available for candidates, mentor teachers, and supervisors to review and use for completing the assessment.

During Phase 2 Student Teaching [ITEP Early Childhood Clinical Student Teaching: K-3], candidates complete the math cycle of the CalTPA PK-3, which is expected to focus on building in assessments into the lesson and using the data to make adjustments to teaching. As in Cycle 1, this assessment includes a full cycle of inquiry; including understanding the context of the classroom, planning, delivering, assessing, and reflecting on instruction. Candidates will be required to record all lessons, and submit annotations of the videos as well as description and/or analysis of their instruction. Prompts and rubrics will be available to guide candidates and the completed assessment will be due towards the end of the semester.

CalTPA PK-3 Literacy Cycle and Math Cycle Support

CalTPA PK-3 Literacy Cycle and Math Cycle preparation and support is integrated in program coursework and the student teaching experience. Before enrolling in the Phase 1 Clinical Student Teaching [ECS 476: ITEP Early Childhood Clinical Student Teaching: PK/TK], candidates must enroll in a course titled "ECS 341: Seminar: Teaching Performance Assessment (TPA) Preparation," that will support students in getting prepared for the CalTPA PK-3 (Literacy and Math Cycles). ECS 341 is a 1 unit course that is taken twice before candidates enroll in clinical student teaching, but can be retaken as many times as the candidate wishes and concurrently with Phase 1 of Clinical Student Teaching. Afterward, when candidates are enrolled in Phase 1 of Clinical Student Teaching, candidates will concurrently enroll in an "ENGL 330: Interdisciplinary Writing," "ECS 450: Child Guidance and Classroom Environments," and an "ECS 455: Inclusive Pedagogies" course in order to support the teaching methods that will be expected during Literacy Cycle of the CalTPA PK-3. Therefore, the courses that candidates take before and during their clinical student teaching experiences will

encompass components meant to provide support and to prepare students for the CalTPA PK-3 Literacy Cycle.

Similarly, Candidates in Phase 2 of student teaching, [ECS 485: ITEP Early Childhood Clinical Student Teaching: K-3], will have had formal academic instruction in various types of assessment practices. This coursework serves a foundation for their teaching preparation as well as provides support in the tasks required for the Math cycle of the CalTPA PK-3. When candidates are enrolled in Phase 2 of Clinical Student Teaching, candidates will concurrently enroll in an “ECS 465: Global Families and Diverse Communities,” “ECS 475: Equitable Assessments in Early Childhood,” “ECS 480: Teaching Math and Science Through Funds of Knowledge,” and “ENGL 399: Editing Studio for Upper Division” course in order to support the teaching methods that will be expected during Math Cycle of the CalTPA PK-3. Candidates also have the option to enroll in ECS 341, which is a 1 unit course that is taken twice before candidates enroll in clinical student teaching, but can be retaken as many times as the candidate wishes and concurrently with Phase 2 of Clinical Student Teaching. Therefore, the courses that candidates take before and during their clinical student teaching experiences will encompass components meant to provide support and to prepare students for the CalTPA PK-3 Math Cycle.

Centralized support for completing CalTPA PK-3 will be provided through the “ECS 341: Seminar Teaching Performance Assessment (TPA) Preparation” course for both Literacy and Math Cycles which will be taken before Clinical Student Teaching and will be accessible via Canvas as well during the both cycles of the CalTPA. ECS 341 is designed to provide materials, resources, and information about completing CalTPA. Candidates also have the option to enroll in ECS 341, which is a 1 unit course that is taken twice before candidates enroll in clinical student teaching, but can be retaken as many times as the candidate wishes and concurrently with Phase 2 of Clinical Student Teaching. CalTPA PK-3 projects will be uploaded to the Clinical Student Teaching Canvas courses for CSUCI School of Education records, as well as to Pearson for state evaluation purposes. Additionally, workshops will be held each semester which will provide an overview of each cycle of CalTPA PK-3. Teacher candidates will have several avenues for asking questions and seeking clarification as they complete their CalTPA PK-3 projects, possibly including CalTPA PK-3 Cafes (open Q&A), discussion boards, Q&A in seminar or other courses. Guidance will be provided for those completing CalTPA PK-3 in a dual-immersion or bilingual classroom setting.

Acceptable CalTPA PK-3 Support for Candidates

The following activities constitute acceptable, but not required forms of support for candidates completing the CalTPA PK-3:

- Providing and discussing support documents such as CalTPA PK-3 Acceptable Support

- Referring candidates to the definitions and clarifications of key terms contained in the CalTPA PK-3 assessment materials
- Reviewing examples of effective teaching (e.g., lesson plans, classroom observations, feedback to students) using CalTPA PK-3 rubrics or support documents
- Referring candidates to a writing workshop or center for assistance in improving writing for course assignments, as long as the assistance is not in the form of direct editing of candidate responses
- Recommending and/or providing specific assistance to address areas in which a candidate has demonstrated a need for improvement (e.g., reflective writing, using knowledge of students to plan instruction, differentiating instruction)
- Explaining scoring rubrics by using them in formative exercises or assignments; Linking content and experiences from the preparation program to the TPEs as measured by the CalTPA PK-3 cycles and rubrics
- Providing a schedule/timeline for completion of CalTPA PK-3
- Conducting "check-in" meetings to discuss timelines and deliverables, and to ascertain or address candidate questions
- Co-planning an instructional segment with a peer or cooperating teacher, while ensuring that the evidence submitted for the CalTPA PK-3 represents the original work of the candidate(s)
- Providing access to translations of instructional materials in languages other than English
- Paraphrasing or answering candidate questions about the content of an instructional cycle, rubrics, directions (including templates), or support documents such as the CalTPA PK-3 assessment materials
- Probing candidates to self-assess draft responses or video recordings against the CalTPA PK-3 rubrics without providing direct edits to responses or specific answers to CalTPA PK-3 prompts
- Answering common questions about the CalTPA PK-3 in a group setting
- Facilitating candidate discussion groups that are intended to provide peer-to-peer support for completing the CalTPA PK-3 while maintaining the original work of each candidate
- Providing references to relevant articles or sections of a text to address questions about effective instructional strategies

- Assisting candidates in understanding how to use the electronic platform for accessing materials and uploading submissions
- Arranging technical assistance for video-recorded portions of the CalTPA PK-3

Unacceptable CalTPA PK-3 Support for Candidates

Although there may be many opportunities for support providers to encourage a candidate's deeper understanding and demonstration of pedagogy, other supports are not acceptable within the CalTPA PK-3 process. These unacceptable forms of support will undermine the use of the assessment as a determinant of a candidate's status with respect to the TPEs and as an indicator of preparation program quality and effectiveness. The following activities constitute unacceptable forms of support for candidates completing the CalTPA PK-3:

- Providing a candidate with the content or answer in response to a CalTPA PK-3 prompt (e.g., selecting for a candidate the focus students or learning theories/underlying research on which to base a response)
- Editing a candidate's response prior to submission
- Conjecturing on CalTPA PK-3 performance requirements, expectations, or "what counts" as sufficient evidence
- Using institutional terms and definitions as substitutes for those used in the CalTPA PK-3
- Offering critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses
- Telling a candidate which video clips or work samples to select for submission
- Describing scenarios or hypothetical examples, or using submissions from other performance assessments to approximate CalTPA PK-3 performance standards or "benchmarks"
- Uploading a candidate's responses (written or video-recorded) to publicly available websites or through social media

Video Permission Slips

Video permission slips must be signed by students' guardians so candidates can record their teaching and use student work samples and assessments to analyze and reflect on their teaching practices. Teacher Candidates review videos with their University Supervisor and sometimes with their mentor teacher. The CalTPA PK-3 video lessons are analyzed and uploaded to Pearson. Teacher Candidates should retain the permissions according to the protocol of the school/site for as long as the video will be used for educational purposes. Permission slips in

several languages can be found on the ECS 341 Canvas shells. Permission slips must be uploaded into the CalTPA PK-3 shell as part of the submission requirements of the project.

CalTPA PK-3 Own Work Policy

The California Teacher Performance Assessment PK-3 (CalTPA PK-3) is a requirement for the candidate's credential. Candidates completing our program will not be able to finalize their credential until the program is satisfactorily completed and CalTPA PK-3 passed. Candidates submitting CalTPA PK-3 must adhere and agree to the following policy:

ORIGINALITY OF SUBMISSION: I understand that by submitting my CalTPA materials, I am confirming that I am the person who has completed the assessment; that I have primary responsibility for teaching the students/class during the learning segment profiled in this assessment; that the video clips submitted show me teaching the students/class profiled; that the student work included in the documentation is that of my students and was completed during the learning segment documented in this assessment; that I am the sole author of the narratives and other written responses to prompts and other requests for information in this assessment; and that I have cited all materials in the assessment whose sources are from published text, the Internet, or any other source, including other educators.

CalTPA Remediation

If a candidate does not pass either Cycle 1 or 2 of the CalTPA, they will work with the CalTPA Coordinator to determine next steps. The candidate will set up a meeting, either in person or via Zoom, with the CalTPA Coordinator. In this meeting, the coordinator will review CalTPA scores and develop a remediation plan with the candidate which may include revising and/or re-teaching. The Coordinator will also review how not passing either cycle of CalTPA will impact the candidate's progress through the ITEP PK-3 Credential Program.

Note that whether the failed cycle was due to a technical submission error (condition code) or low scores, project resubmission will be required. In all cases, this will involve registering through Pearson and paying the scoring fee again, in addition to submitting an updated or new project.

Register for the Special Session Course (if needed): Pearson requires that candidates are current CSUCI students to participate in remediation and resubmission. If re-filming is necessary and the candidate is not enrolled in student teaching, they will need to sign up for a remediation course through open sessions. The cost will be dependent on CSUCI tuition for the year in addition to the cost of CalTPA resubmission. The class will provide: a timeline, general remediation support, and a short-term student teaching placement to allow candidates to teach and record new CalTPA lessons.

CalTPA Appeal

Candidates have the right to appeal their scores through Pearson by filing a "Request for Score Verification." Currently, this appeal process costs \$100 and takes up to 60 days to receive a response. Candidates should discuss this option with the CalTPA coordinator before submitting an appeal.

CalTPA Appeal Policy: If a candidate feels there is an error in the scoring, they should contact Pearson to appeal their CalTPA results: Pearson Support: (866) 613-3279 (toll free)

Please note that the Early Childhood Studies Program cannot recommend any candidate for a PK-3 ECE Specialist Instruction Credential until that candidate has completed all program requirements and successfully passed both cycles of the CalTPA.

Program Policy on Competence in Student Teaching

According to the Commission on Teacher Credentialing (CTC), candidates must attain competency in all areas of relevant content and communication outlined in the CTC standards. The Teacher Education Department has thus adopted procedures to ensure such competence. Should a candidate perform unsatisfactorily in either student teaching phase by failing to achieve the expected level of performance, the [Process for Remediation](#) will be enacted. If the process of remediation is unsuccessful, or if the candidate is removed from a school/site placement, they will receive no credit for that phase.

The candidate will have two opportunities to successfully complete either ECS 476 or ECS 485. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity will occur in a subsequent semester. Two unsuccessful experiences in either ECS 476 or ECS 485 will disqualify a candidate from the CSUCI's ITEP PK-3 ECE Specialist Instruction Credential Program.

PK-3 Teacher Candidate Support Contacts and Growth Plan Process

If you are concerned about an ITEP PK-3 teacher candidate, consider: (1) the type of concern and (2) the level of challenge it poses to their development as a teacher. To complete their [Individual Development Plan \(IDP\)](#), the Teacher Candidate (TC) first reviews their summative assessment from their University Supervisor and Mentor Teacher and selects two or three Teaching Performance Expectations (TPE) to focus on during the first year of their Professional Induction period. Then, the TC writes a specific professional growth goal for each selected TPE and describes steps to achieve that goal. In a closing meeting with their University Supervisor, they review their goals, receive and implement any additional feedback on their

plan, and discuss immediate next steps.

Type of Concern	CSUCI Staff/Faculty Contact
Teacher candidate's well-being (emotional health, physical wellbeing, access to food, housing, financial instability)	ITEP PK-3 Program Coordinator, Mari Riojas-Cortez mari.riojas-cortez@csuci.edu
Academic concerns (organization, writing, assignment completion)	ITEP PK-3 Program Coordinator, Mari Riojas-Cortez mari.riojas-cortez@csuci.edu
CalTPA Preparation & CalTPA Remediation	CalTPA Coordinator Manuel Correia manuel.correia@csuci.edu ITEP PK-3 Program Coordinator, Mari Riojas-Cortez mari.riojas-cortez@csuci.edu
Teaching development concerns (e.g. positive learning environment, planning, content knowledge, assessment)	See the process below
If the mentor teacher expresses concern	See the process below or, if the concern is elevated or needs immediate support, contact Fieldwork Support/Program Chair Mari Riojas-Cortez mari.riojas-cortez@csuci.edu
High-level concerns, e.g. the candidate poses a risk to the learning environment or there are issues of safety- either at their school site and/or within your supervision group	Fieldwork Support/Program Chair Mari Riojas-Cortez mari.riojas-cortez@csuci.edu ITEP PK-3 Program Coordinator, Mari Riojas-Cortez mari.riojas-cortez@csuci.edu
Both student teaching and academic concerns (e.g. candidate is not making deadlines, completing lesson plans, communicating about placement along with concerns pertaining to their teaching development)	See the process below and contact ITEP PK-3 Program Coordinator, Mari Riojas-Cortez mari.riojas-cortez@csuci.edu

Teaching Development Concerns:

1. Identify the area(s) of concern and work directly with the candidate to set goal(s) and set a date for a short-term checkpoint. We ask that you speak with the candidate and summarize that conversation with the goals enumerated in an email to the candidate (cc [Mari Riojas-Cortez](#)). This is an informal step and usually the only step needed.
 - a. Goals should be written in clear, concise, actionable language using examples where possible.
 - b. Strive for no more than 1-2 goals with a short timeline to revisit the goals
 - c. Set a date to meet with the candidate to review progress; typically ~2 weeks from initial goal-setting conversation.
 - i. Elicit feedback from the mentor teacher, where possible, before the meeting.
 - d. For support with defining goals or if concerns arise during these 2-3 weeks, please contact [Mari Riojas-Cortez](#)
2. If the goal-setting / review process does not elicit any or enough change, proceed to the improvement plan stage. To prepare for this, you will meet with Mari Riojas-Cortez – please bring any evidence you have (emails, lesson plans, recordings, etc.) to this meeting.
 - a. Make a plan. You will work with Mari Riojas-Cortez to identify goals connected to the [TPEs-hyperlink](#) and draft a plan. Depending on the nature of the concerns and who identified them, this may include the mentor teacher.
 - b. Initiate Plan. Mari Riojas-Cortez will set a date to meet with the candidate, supervisor, and mentor teacher, if available, to discuss the plan and select a review date.
 - c. Formalize plan. Mari Riojas-Cortez will send the plan via Docusign to the candidate, supervisor, and, depending on the nature of the concern, the mentor teacher.
 - d. Review plan / next steps. Meet with the candidate on the selected review date to review progress. At this stage, the candidate will either complete and exit from the growth plan process (e.g., made enough progress) or continue on a revised Growth Plan (GP) based on observed changes.
 - e. If an additional growth plan is needed, follow the process as above (draft plan with Mari Riojas-Cortez, include the mentor where possible).
 - f. If the follow-up plan is unsuccessful, the candidate may be subject to removal from their placement and / or failure of this student teaching phase.
 - g. NOTE: If it is their second time enrolled in this phase of student teaching, they will be subject to disqualification from the credential program. The

case will go directly to the Chair of the Early Childhood Studies program
- Mari Riojas-Cortez.

Placement Assignments and Protocols

Consistent with our [vision/mission statement](#) and focus on culturally sustaining pedagogies and social justice, we prioritize placements and partnerships with local public schools/early childhood education settings that exemplify the diverse student populations within the counties of Ventura and Santa Barbara. We do not place candidates in private TK-12 school settings.

PK/TK placements may be made in public school TK classrooms, or in qualifying ECE placements if they meet the following requirements for clinical practice placements established by the CTC:

Placement site is designated as (at least one of the following):

- CA State Preschool Program*
- Head Start*
- Independent Center-Based Preschools*
- Transitional Kindergarten (in public school)

*Candidates will complete the CalTPA PK-3, and thus will need to be placed in grades TK-3 during the time they are working on the assessment. CSUCI's ITEP PK-3 Coordinator communicates with the HR Director of each school district in which we place PK-3 credential candidates.

Placement sites must serve either of the following ages and grade levels:

- ☐ ECE programs/sites serve children ages 3-4 years old
- ☐ TK-3rd grade classrooms serve children in these designated grade levels

Placement sites must adopt state-sanctioned curriculum:

- ☐ Curriculum must align with California's adopted Preschool Learning Foundations, Preschool Curriculum Framework, K-3 Student Content Standards, and Frameworks appropriate to the age/grade levels of the children.

Placements sites must employ the following:

- ☐ At least one fully qualified site administrator
- ☐ At least one fully qualified program supervisor (ie., mentor teacher) who meets the following criteria:
 - ☐ Serves full-time at the placement site.
 - ☐ Hold a valid California teaching credential (with significant experience in early childhood education, 24 units), hold a Master Teacher or higher-level Child Development Permit as appropriate to the field placement of the candidate being supervised, or have equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education. They should have recent professional experiences in ECE settings

where the curriculum aligns with California's Preschool Learning Foundations and Curriculum Frameworks.)

- ☐ Mentor teachers should also demonstrate the following:
 - ☐ Minimum of three years of full-time professional teaching experience.
 - ☐ An instructional leader who exemplifies our shared commitments to equity and accessibility for all students.
 - ☐ Interest in supervising preservice candidates, including investing time to plan with and offer feedback to the candidate.
 - ☐ Strong communicator; willing to collaborate with the supervisor.
 - ☐ Sensitive to and appreciative of students' support needs and ethnic, cultural, and linguistic diversities
 - ☐ Sensitive to the needs of beginning teachers as they experiment with teaching strategies.
 - ☐ Someone who either has experience in coaching or mentoring adults or is willing to learn alongside the supervisor and CSUCI's support staff.

Placement sites must also demonstrate the following:

- ☐ Commitment to developmentally, culturally, and linguistically appropriate practices, as well as to collaborative relationships with families/guardians.
- ☐ Evidence-based practices and continuous program improvement, have partnerships with other appropriate 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.

Placements are arranged by the placement coordinator in conjunction with local school/site partners, supervisors, and with candidate input. Before enrolling in ECS 476: ITEP Early Childhood Clinical Student Teaching: PK/TK [Phase 1 of Clinical Student Teaching] candidates are required to attend a meeting where the requirements and process to begin student teaching are outlined in detail. After this meeting, candidates complete a placement survey with needed information, including preferences. Candidates may request a school/site or mentor teacher, however, these requests are not guaranteed. Candidates will receive placement information when it becomes available.

Teacher Candidates should never try to arrange placements on their own. Sites/districts maintain tight control over the process and may cancel or refuse a placement when Teacher Candidates try to influence the process.