



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

Program Summary California State University Channel Islands ITEP PK-3 Early Childhood Education Specialist Instruction Credential

1. Program Design

a. Program Structure and Location

[California State University Channel Islands](#) (CSUCI) is a public institution in Ventura County, California founded in 2002. The campus is located midway between Santa Barbara and Los Angeles in the city of Camarillo, California. CSU Channel Islands is a Hispanic-serving institution that offers 54 undergraduate degrees, 6 graduate programs and 19 credentials. The four-year Integrated Teacher Preparation (ITEP) Program for the new PK-3 Early Childhood Education Specialist Instruction Credential (with an option for the Bilingual Authorization extra semester) will be offered by the School of Education at CSUCI and will be housed within the Early Childhood Studies program as is [depicted in this organizational chart](#). CSUCI currently offers a subject matter major which is a B.A. in Early Childhood Studies (ECS) which is housed under the School of Education (SOE) as well.

The Integrated Teacher Preparation (ITEP) Program for the new PK-3 Early Childhood Education Specialist Instruction Credential will be led by the Coordinator of the ITEP PK-3 Early Childhood Education Specialist Instruction Credential program and the Chair of the Early Childhood Studies department under the direction of the Dean of the School of Education. The coordinator of the ITEP PK-3 Early Childhood Education Specialist Instruction Credential program will work closely with the Associate Dean and Director of Clinical Experiences and Partnerships to secure quality field placements for teacher candidates. Also, a CalTPA Coordinator will provide CalTPA support and serve as a CalTPA remediation advisor. The Early Childhood Studies Program has 1 Full Professor, 1 Associate Professor, and 3 Assistant Professors. In addition, the program has 13 Part-time lecturers. Most of the lecturer faculty also serve as Clinical Student Teaching University Supervisors. The chair will assign faculty to teach courses in the program and lead program faculty meetings and university supervisor meetings (in collaboration with the ITEP coordinator).

b. Pathway and Delivery Models

The pathway for the intended PK-3 ECE Specialist Instruction Credential would be the ITEP program pathway, which would build on the Bachelor of Arts Degree in Early Childhood Studies offered at CSUCI. The B.A. in Early Childhood Studies meets the 24 unit subject matter preparation requirement needed to earn the PK-3 ECE Specialist Instruction

Credential. The delivery model for the program would be a hybrid model. In the ITEP program pathway, candidates will complete an [eight semester sequence of coursework](#) in a hybrid delivery model. In the ITEP pathway, teacher candidates will be required to complete two phases of student teaching (one semester each). Phase 1 will include 400 hours of student teaching in a PK/TK classroom. Phase 2 will include 200 hours of student teaching in a K-3 classroom.

In order to complete the ITEP program pathway for the PK-3 ECE Specialist Instruction credential,

c. Leadership Structure and Communication

Communication between faculty (including university student teaching supervisors), staff, and program leadership (such as the PK-3 coordinator) will occur through monthly and weekly meetings (virtual and in person) to discuss curriculum and assessment. Moreover, collaboration with the larger education unit will occur through participation in monthly School of Education meetings. Further, within the School of Education, Department Chairs will meet with the Dean and Associate Dean monthly, and college-wide meetings take place twice per semester for information sharing. Additionally, field placement coordinators meet with university supervisors monthly.

d. Continuous Improvement - Ongoing Feedback Opportunities

The Early Childhood Studies program and its collaborating departments will seek input from a variety of stakeholders:

	Internal Constituents	External Community Partners
Who are they?	Teacher candidates	Alumni, Employers, Local Education Agencies (LEAs) and Mentor Teachers
How to get input and feedback?	1. <i>Teacher candidates</i> - Each semester, candidates will complete credential course evaluations. These evaluations will be reviewed by the department chair and will serve as feedback to the faculty and to the program.	1. <i>Alumni</i> - Survey alumni on a yearly basis to gather feedback on the program. These surveys will be reviewed by the department chair and will serve as feedback to the faculty and to the program. 2. <i>Employers</i> - Employers will be surveyed through the CSU Chancellor's Educator Quality (EdQ) Center. The chair of the Early Childhood Studies program will review the EdQ data with the SOE dean and PK-3 faculty leads to improve the program 3. <i>LEAs and Mentor Teachers</i> - During the academic year of

		2025-2026, LEA partners will be invited to attend ITEP PK-3 meetings to inform the design of the program. CSUCI's SOE advisory board also included many local school districts and community leaders who provide continuous feedback to the dean on the different initiatives and program the the SOE and CSUCI offer. The advisory board will help to evaluate the impact that the ITEP PK-3 program has on its schools and its young learners in PK-3.
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2. Coursework and Field Experience

a. Describe the process for placing candidates in each of their field experiences.

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 are required to spend five instructional hours per day, four days per week in their clinical student teaching placement. Candidates begin by observing the classes taught by the mentor teacher then gradually move into team-teaching during the instructional hours.

[The placement coordinator 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.

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.

b. Describe the connection between coursework and field experiences in preparing candidates for the intended credential.

The coursework is designed to be closely integrated with field experiences and clinical student teaching experiences in the ITEP PK-3 ECE Specialist Instruction Credential. The PK-3 TPEs are embedded within these experiences, allowing the teacher candidates to apply them in practice and undergo assessment. During [early fieldwork experiences](#) linked to sophomore and junior level courses, teacher candidates apply the content of child development and curriculum learned in coursework to practical experiences when planning curriculum and responding to children. During phase 1 and phase 2 of student teaching during the candidate's senior year in the program, teacher candidates continue applying content from their coursework (such as math, literacy, inclusion, and assessment TPEs) into their clinical student teaching experiences.

c. Describe how candidates are supervised (by program and district employed supervisors), advised, and evaluated during fieldwork.

During [early fieldwork experiences](#) linked to sophomore and junior level courses, candidates will not be supervised by university supervisors or mentor teachers (district employed supervisors). During their senior year, teacher candidates will be required to enroll in Phase 1 and Phase 2 of clinical student teaching. During these clinical teaching experiences, teacher candidates will regularly meet with their [mentor teachers](#) for planning and debriefing - centering the PK-3 TPEs that are embedded within the clinical student teaching experience. [University supervisors](#) will conduct at least six visits per semester to observe, provide feedback, and support candidates' professional growth. Additionally, mentors, supervisors, and teacher candidates will meet at least twice each semester for evaluation and feedback. Candidates also participate in bi-weekly seminars with their university supervisors, where they reflect on classroom experiences, analyze video recordings, track their professional development goals, receive guidance on the PK-3 TPEs connected to the ITEP PK-3 ECE Specialist Instruction Credential program, and completing the CalTPA.

d. Describe how supervisors are selected, oriented, evaluated and provided feedback on their performance. Include the process for reassigning supervisor if the relationship is not effective.

[University supervisors](#) are selected based on their teaching and supervision qualifications, which are evaluated through a review of their CV and interview conducted by the PK-3 faculty leads (ITEP PK-3 coordinator and chair of the Early Childhood Studies department). The orientation process begins with the interview and, upon hiring, includes a full-day orientation and professional development session before each semester, followed by monthly meetings throughout the semester. Each semester, ITEP PK-3 teacher candidates have the opportunity to evaluate their supervisors' teaching performance. These evaluations are reviewed by the Early Childhood Studies Chair and PK-3 coordinator, who address any concerns through direct communication with the supervisors. When necessary, supervisors collaborate with the chair to develop and implement individualized professional development plans. If concerns about a supervisor arise during the semester, the Associate Dean of the School of Education/Director of Field Experiences is typically the first to intervene and provide support. If further action is needed, the Associate Dean of the School of Education and the Early Childhood Studies Department chair may also become involved to resolve the issue. If a supervisor-student

relationship is deemed ineffective, the teacher candidate will be reassigned to a different supervisor in the following semester or, if needed, during the current semester. The Associate Dean/Director of Field Experiences will manage the reassignment process in consultation with the coordinator of the PK-3 credential and the chair of the Early Childhood Studies program.

- e. Describe how the program seeks feedback from candidates and other constituents about the fieldwork experience. Briefly describe how the program analyzes and uses the feedback data for continuous improvement.**

At the end of each semester, [a comprehensive survey](#) is sent to each teacher candidate to evaluate the candidates' experience with the program, their supervisor, and mentor teacher. This is required and is part of completing each semester's clinical student teaching coursework. The Director of Assessment and Accreditation will analyze the data and will work with the Associate Dean/Director of Field Experience to identify strengths and areas for improvement.

3. Assessment of Candidates

- a. Describe the evidence the program uses to monitor and support candidates regarding performance in order to ensure they are progressing toward meeting program requirements. Describe how the program supports candidates who are not making successful progress.**

To support teacher candidates to succeed in the ITEP PK-3 credential program, candidates are assessed at four key transition points throughout the program. The [candidate assessment system](#) is aligned to four key transition points. These transition points are (1) admission to the ITEP PK-3 program; (2) entry into phase I ITEP Clinical Student Teaching - PK/TK; (3) entry into phase II ITEP Early Childhood Clinical Student Teaching: K-3; (4) successful completion of the program and recommendation for credential. The program advisor monitors the teacher candidates' progress. 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.

b. Describe the information candidates receive about how they will be assessed and evaluated in relation to program competencies.

[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.

c. Describe how the program informs candidates about the performance assessment tasks and passing score standard.

The program will inform candidates about the performance assessment tasks and passing score standards during the recruitment information sessions, admitted students information sessions, and during admitted student orientation. At their initial advising appointment, candidates are informed about the requirements of the program and the external assessments (e.g., CalTPA PK-3) they will need to complete in order to earn their credentials. ITEP PK-3 ECE Specialist Instruction Credential teacher candidates will also enroll in [ECS 341: Seminar Teaching Performance Assessment Preparation](#) course twice during their junior year of the program in order to prepare students for the CalTPA PK-3. Counselors will also give information about upcoming tests and resources that are available to the students. Candidates are also informed about the [Program Policy on Competence in Student Teaching](#) within their Program & Clinical Student Teaching Handbook.

d. Describe the opportunities candidates have within the program to prepare for the performance assessment tasks/activities.

[CalTPA PK-3 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 PK-3 CalTPA. 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. 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 Cycle 1.

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 second cycle of the CalTPA. 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 Cycle 2 of the 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. 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 Cycle 2.

Centralized support for completing CalTPA and RICA (or alternative mandatory literacy assessment) will be provided through the [“ECS 341: Seminar Teaching Performance Assessment \(TPA\) Preparation”](#) course for both Cycle 1 and Cycle 2 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 and RICA. 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 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. Teacher candidates will have several avenues for asking questions and seeking clarification as they complete their CalTPA projects, possibly including CalTPA Cafes (open Q&A), discussion boards, Q&A in seminar or other courses.

e. Describe remediation support and guidance -the program provides for candidates who:

i. Need additional support in preparing to complete a performance assessment.

During the Phase 1 [ECS 476: ITEP Early Childhood Clinical Student Teaching: PK/TK] and Phase 2 [ECS 485: ITEP Early Childhood Clinical Student Teaching: K-3] of the clinical student teaching semesters, candidates will have access to the [“ECS 341: Seminar Teaching Performance Assessment \(TPA\) Preparation”](#) canvas shell. This one-unit, CR/NCR course, will be taken by students during their junior year and will be accessible via Canvas during subsequent semesters. The course supports teacher candidates as they prepare for the RICA exam and to submit their CalTPA Cycles 1 and 2. This course will provide candidates with access to a Canvas shell that includes information on the assessment tasks and passing score standard, as well as video- and text-based guidance on successfully completing assessment tasks. The course instructor and CalTPA coordinator will be available to support students and answer individual questions through this course.

Additionally, candidates are given guidance to complete the CalTPA as part of their clinical student teaching courses (ECS 476 and ECS 485), as described in the program and [clinical student teaching handbook](#), and the courses taken concurrently with the clinical student teaching courses (e.g., [ECS 450, 455, 465, 475, 480](#)). The activity outlines and assignments in

these courses are designed to provide candidates support in completing the CalTPA. Candidates do not, however, turn-in any portion of their CalTPA submissions to course instructors for feedback. Instructors and students are advised that students must submit original and ungraded work to the CalTPA. The [CalTPA Remediation policy](#) and remediation process are also described in the program and clinical student teaching handbook.

ii. Fail a performance assessment and need to resubmit task components.

The [CalTPA Remediation policy](#) and remediation process are also described in the Program & Clinical Student Teaching Handbook. Additionally, candidates are also informed about the [Program Policy on Competence in Student Teaching](#) within their Program & Clinical Student Teaching Handbook.