CSUF | Literacy and Reading Education
COLLEGE OF EDUCATION

PK-3 ECE Specialist Instruction Credential

Handbook

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This Student Advising Handbook provides an overview of the PK-3 ECE Specialist Instruction Credential program offered at California State University, Fullerton, as well as information about policies associated with the program.

The PK-3 ECE Specialist Instruction Credential authorizes the holder to teach all subjects in a self-contained general education classroom setting and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in preschool through grade three. More background information about the credential is available from the California Commission on Teacher Credentialing Website.

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Section 1: Terms and Definitions

Academic Advisor/Program Coordinator - Main point of contact for admissions, orientation, and ongoing registration concerns.

Assessments -

- PK-3 ECE TPA – California Teaching Performance Assessment - CalTPA Website
  - A two cycle - Math Cycle and Literacy Cycle) assessments based on TPEs* completed in each student teaching semester is required to secure your teaching credential.
    - Math Cycle: Placement can be in PK through 3rd grade setting.
    - Literacy Cycle: Placement can be in a TK through 3rd grade setting. PK-only settings are not allowed for the Literacy Cycle.

- Teaching Performance Expectations (TPEs) –credential-specific competencies. TPE Formal Evaluation
  - An assessment of candidates' knowledge of effective teaching and reading instruction is required to secure your teaching credential. An evaluation will be completed by the clinical coach and mentor teacher after fieldwork/student teaching as part of READ 438 and READ 439. Candidates must successfully complete all Teaching Performance Assessment (TPA) demonstrating these competencies

Clinical Coach – CSUF Faculty who supervise Teacher Candidates during fieldwork and student teaching placements.

COE – College of Education

ECE – Early Childhood Educator

Individual Development Plan (IDP)

JEIE – Just, Equitable and Inclusive Education

Lesson Plan - complete the formal lesson plan for observations, course work/assignments, and when your clinical coach or mentor teacher requests it.

LRE: Literacy and Reading Education Department

Mentor Teacher (MT) – District-employed supervising teacher (classroom teacher) in the fieldwork and student teaching classroom

Observation Forms – Clinical coaches complete this observation form after each formal observation.

PreK – Pre-kindergarten is designed as a bridge between preschool and kindergarten.

PK-3 ECE Credential – A PK-3 Early Childhood Specialist Credential allows teachers to teach in preschool through third grade (ages 3-8 years) self-contained classrooms in California.

Program Learning Outcomes (PLOs) – listed in the syllabus and on observation forms.

Students – PK-3 Learners in Fieldwork or Student Teaching Placement

Student teaching is a time for the TCs and their Mentor Teachers (MT) to co-plan and co-teach. Each week, the TC will take the lead in a content area and continue to build by adding another content area, eventually taking the full teacher-lead role for a minimum of two weeks each semester.

Teacher Candidate (TC) – CSUF Student enrolled in the PK-3 ECE Credential Program

Teacher Candidate Improvement Plan (TCIP) - An action plan addressing areas of growth for a TC during the program

TK - Transitional Kindergarten is the first of a two-year kindergarten program.

TPA – Teaching Performance Assessments

TPE – Teaching Performance Expectations

Section 2: College of Education (COE) Information

Conceptual Framework and Program Outcomes

The PK-3 ECE Specialist Instruction Credential Program is designed to meet the program outcomes stated in the College of Education's Conceptual Framework. In pursuit of the ideals of our mission, vision, and core values, the College of Education (COE) develops a strategic plan every five years (COE Strategic Plan Website). Through a comprehensive planning process that involved faculty, staff, alums, students, and community representatives, beginning in fall 2020, the College of Education implemented major initiatives related to the plan's goals:

- Just, Equitable, and Inclusive Education (JEIE) - JEIE Resource Webpage
- Technology
- Community Engagement

College Commitment to Just, Equitable, and Inclusive Education

A just, equitable, and inclusive education requires an awareness of and willingness to interrupt and change policies and practices that have historically institutionalized the

privileging of one group of students over others. The College of Education (COE) strives to prepare educators with the knowledge and competencies to reflect this disposition in their professional work through their ability to provide:

Just Education

A commitment to meet the educational needs of all students in a fair, caring, respectful, non-discriminatory manner (NCATE, 2008). This includes recognizing and understanding the impact of one's own privileges, biases, perspectives, and beliefs on the interactions one has with students.

Equitable Education

A process that goes beyond providing equal opportunities, seeking to guarantee access to resources and the challenges and supports necessary for all students to attain high-quality outcomes, not predicted by race, ethnicity, socioeconomic status, gender, family structure, first language, religion, sexual orientation, (im)migration status, or disability.

Inclusive Education

A perspective that acknowledges, recognizes, and respects the knowledge and strengths all students bring from their communities (e.g., cultural, ethnic, disability, and linguistic) and makes community-based knowledge an integral component of curricular and pedagogical development. In this way, we as educators learn to value and draw upon students' backgrounds not only as a means to support them in developing tools to participate with success in the broader society and as a mechanism to transform how we do our work.

Professional Dispositions Expected of Candidates

Faculty model and encourage all candidates to reflect dispositions that represent the values and attitudes expected of professionals in the field of education. These dispositions are based on the COE's conceptual framework and encompass several behavioral indicators within the three program outcomes. As candidates move through their programs, it is expected they demonstrate a commitment to fairness and a belief that all children can learn through an increasing ability to:

Promote Diversity

Candidates demonstrate a commitment to just, equitable, and inclusive education that meets the needs of all students in a caring, respectful, and non-discriminatory manner. As future teachers and educational leaders, candidates identify and provide the academic support necessary for all students to attain high-quality outcomes. Candidates respect and value the inclusion of multiple perspectives, voices, styles of learning, and abilities and are responsive to students' diverse backgrounds and experiences.

Engage in Collaborative Endeavors
Candidates demonstrate interpersonal and communication skills that promote respectful and collaborative relationships with families, colleagues, and other professionals to support student learning and well-being. In their work with others, candidates model and encourage positive social interaction, active engagement in learning, and self-motivation.

Think Critically
Candidates systematically reflect on their practice and constructive criticism from others to make informed decisions and grow as effective educators and specialists. In their work with others, they use a variety of formal and informal assessments to evaluate progress and performance, identify individual and group needs, and modify their teaching and leadership strategies for program and individual growth and improvement.

Maintain Professional and Ethical Standards
Candidates understand and fulfill educators' and specialists' ethical and professional responsibilities as defined by state, national, and institutional standards. They display the emotional maturity, academic integrity, and professional commitment necessary to successfully demonstrate these standards in their work with students, families, and other professionals.

Value life-long learning
Candidates understand that professional development is a continuing process. They demonstrate the necessary skills to take responsibility for planning and pursuing their ongoing learning, reflecting with colleagues in their practice, and contributing to the profession's knowledge base. They act as responsible change agents in the field by contributing to the school as a learning organization to foster student learning and well-being.

Section 3: Program Overview

The California State University, Fullerton (CSUF) offers the PK-3 Early Childhood Education (ECE) Specialist Instruction Credential Program. Designed to prepare educators to teach preschool through third grade, this program focuses on equity-minded, developmentally appropriate, and culturally/linguistically sustaining pedagogy. Grounded in sociocultural constructivism, the program equips candidates to foster inclusive learning spaces that affirm young learners' diverse cultural, linguistic, and cognitive resources. Through coursework, fieldwork, and clinical practicum, candidates develop expertise in social and emotional learning, developmentally appropriate instruction, integrated English Language Development (ELD), and multi-tiered systems of support (MTSS). The program emphasizes inquiry driven practice, family and community engagement, and a reflective approach to teaching. Graduates are prepared to address systemic inequities and create transformative learning environments. This credential authorizes teaching in self-contained, general

education classrooms in preschool, transitional kindergarten, and kindergarten through third grade.

PK-3 ECE Credential Course of Study

Course	Course Title	Course Description
Program Prerequisites (9 units) **Note: These upper division program prerequisites are part of CSUF's professional preparation, including student fieldwork in READ 360.**		
READ 360 (3 units)	*Literacy Education for Social Change*	Guides students through theories of critical and de-colonial literacies, alongside exploration and practice in qualitative inquiry, in order to deeply reflect on meaningful educational and social change in schools and societies. **Fieldwork component**
CAS 325A (3 units)	*Conception through Age 8*	Biological, psychological, cultural and environmental influences on children's physical, cognitive and socioemotional development from conception through age 8. Enhance understanding of developmental research and theories that support cultural competence. Apply knowledge to promote optimal development of children

*CAS 350 (3 units)	*Curriculum and Early Learning Environments*	Developmentally appropriate curriculum and environments for children from age three to age 8 (preschool through 3rd grade). Includes strategies to individualize for children while providing effective developmental support for language and literacy, socio-emotional skills, art and creativity, math, and science.
PK-3 Credential (34 units) **Semester One (17 units)**		
*READ 407 (3 units)	*Culturally Sustaining Language and Literacy Learning in Early Childhood Classrooms*	Current trends and theories in PK, TK/K education; fundamentals of oral and early written language development, early literacy, teaching, and learning. Culturally and linguistically responsive and sustaining instruction; leveraging family literacy practices and books that reflect students' intersectional identities, as children begin to read. Fieldwork requirement
SPED 428 (3 units)	*Inclusion Education*	Introduces the concepts, strategies, and legislation for including children with disabilities alongside their typically developing peers in natural environments. Emphasis includes best practices such as Universal Design for Learning (UDL), environmental assessment, and collaboration with families and school personnel.
EDEL 430 (3 units)	*Foundations in Elementary School Teaching*	Curriculum of the elementary school, instructional planning, principles of effective teaching, generic instructional strategies, classroom management and legal issues in education.

EDEL 453 (1 unit)	*Teaching Performance Assessment Seminar*	Preparation for completing the California Teaching Performance Assessment (CalTPA)
*READ 438 (7 units)	*Supervised Clinical Practicum in PK/TK Classrooms*	Supervised clinical fieldwork experience in PK/TK classrooms (300 hours). Application of instructional theories, literacy, math, ELD, and early childhood pedagogies. Emphasis on lesson planning, culturally and linguistically sustaining teaching, collaboration with families and educators, reflective practice, and assessment of young learners.
Semester Two (17 units)		
*READ 408 (3 units)	*Foundations in Literacy: Teaching and Learning*	This course is designed to examine current trends in the teaching of early childhood education, with an emphasis in early reading and literacy development in grades K-3. Students will explore the fundamentals of reading and literacy education, with particular attention to equity-oriented considerations related to the influences of social, cultural, and historical factors (e.g., linguistic knowledge) on learning to read and reading to learn
*READ/EDEL 432 (3 units)	*Supporting STEAM in PK-3*	This course enables students to learn about and create STEAM lessons and activities that are developmentally appropriate for PK-3 children's learning and can be integrated throughout the curriculum with diverse groups of children
*READ/EDEL 431 (3 units)	*Mathematics and Numeracy*	This course will aid you in developing teaching strategies that foster PK-3 children's mathematical development. It will prepare you

	Curriculum and Instruction in PK-3	to plan, provide, and assess appropriate mathematics instruction and learning for diverse groups of children
EDEL 453B (1 unit)	*Teaching Performance Assessment Support: Assessing Learning and Culminating Teaching Experience*	Preparation for completing the California Teaching Performance Assessment (CalTPA).
*READ 439 (7 units)	*Supervised Clinical Practicum in K-3 Classrooms*	Supervised clinical fieldwork experience in K-3 classrooms (300 hours). Application of instructional theories, literacy, math, ELD, and early childhood pedagogies. Emphasis on lesson planning, culturally and linguistically sustaining teaching, collaboration with families and educators, reflective practice, and assessment of young learners.

* Designates new PK-3 ECE courses

PK-3 ECE Credential Program Learning Outcomes

The PK-3 ECE Credential is a two-semester program. The credential program meets state and national accreditation guidelines. Please visit CSUF's College of Education accreditation website for more information.

PK-3 ECE Credential Program Learning Outcomes**:**

- PLO 1: Plan for collaborative relationships with children, families, and educational partners, centering their diverse assets, interests, needs, and expertise to enhance young children's educational experiences. (IMPACT, REACH, Domain 6)
- PLO 2: Critically examine, design, and implement play-based, authentic, child-initiated and developmentally appropriate learning environments, curricula, and pedagogical approaches that affirm and cultivate young children's cultural, linguistic, cognitive, and socioeconomic resources. (TEACH, Domains 1, 2, 3, 4, 7, 8)

- PLO 3: Critically examine, design, and implement ongoing, feedback-driven, and developmentally appropriate approaches to assessment that center formative guidance as opportunities for children to revise, expand, and grow as learners. (TEACH, Domain 5)
- PLO 4: Analyze and critique the historical, ideological, policy-based, and structural factors, such as power, race, class, gender, language, and culture, that shape education (IMPACT, Domain 6)
- PLO 5: Design and apply inquiry cycles to address a problem of practice through culturally and linguistically sustaining, developmentally appropriate, and holistic pedagogical approaches that emphasize interdisciplinary learning and critical self-reflection. (TEACH, REACH, Domains 1, 2, 3, 4, 6, 7, 8)

PK-3 ECE Specialist Instruction Teaching Performance Expectations (TPEs)

Teacher credential programs must guarantee all teacher candidates have opportunities to learn about, practice, and be assessed teaching focal skills and strategies in their PK-3 clinical practice experiences. The PK-3 ECE Specialist Instruction Credential is designed to support candidates in the development and growth in the following eight (8) TPEs.

TPE Domain 1: Engaging and Supporting All Young Children
TPE Domain 2: Creating and Maintaining Effective Environments for Children's Development and Learning
TPE Domain 3: Understanding and Organizing Core Curriculum for Children's Learning
TPE Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children
TPE Domain 5: Assessing and Documenting Children's Development and Learning
TPE Domain 6: Developing as a Professional Early Childhood Educator
TPE Domain 7: Effective Literacy Instruction for PK-3 Settings
TPE Domain 8: Effective Mathematics Instruction

Assessment of PK-3 ECE Credential Teacher Candidate Proficiency

Multiple assessment measures ensure that candidates develop and demonstrate the knowledge, skills, and dispositions required of professional educators at four points in the program. All requirements must be met to move to the next phase of the program. The charts below show program transition points and teacher candidate performance measures.

PK-3 ECE Credential Program
Transition Points – Key Assessments and Requirement

ADMISSION TO THE PROGRAM

Key Assessments:

- Passing score on faculty interview
- Oral Language Proficiency
- Writing Sample (Non-Problematic)

Additional Requirements:

- Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education
    - Completion of all General Education requirements; no more than 6 units remaining in major
- Certificate of Clearance
- Verification of TB
- Verification of satisfying Subject Matter Competency (SMR). The PK-3 Early Childhood Education Specialist Instruction credential preparation program will determine that each candidate meets the subject matter requirement prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. Candidates are informed of these subject matter requirements during the application process, via the upcoming program website and information sessions. **Within the first 60 days of admission, program staff/advisors will complete an assessment of each candidate's subject matter standing using the Verification of Subject Matter Competency form.** Candidates may meet this requirement in one of two ways:
    1) Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies. OR
    2) Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework completed at a regionally accredited institution of higher education, with a grade of C or higher, in early childhood education and/or child development
- CPR training certificate
- Prerequisite courses CAS 325A, CAS 350, and READ 360 (Ethnic Studies) with grades of C- or better
- Completion of all General Education requirements; no more than 6 units remaining in major
- Cumulative GPA of 2.50 or GPA of 2.75 in last 60 unit
- Verification of 45 hours of child/youth classroom/center experience
- Personal Statement: ECE and JEIE Admissions Statement (faculty review)
- Two letters of recommendation (faculty review)
- Proof of Program Overview attendance

ADMISSION TO FIRST SEMESTER CLINICAL PRACTICE (STUDENT TEACHING)

Key Assessments:

- Credit on all coursework to date (grade of B or better)
- Passing score on fieldwork evaluations by the mentor teacher and clinical coach (average ≥2.0 on program rubric; remediation for any area scored lower than 2)

ADVANCEMENT TO SECOND SEMESTER CLINICAL PRACTICE (STUDENT TEACHING)

Key Assessments:

- Credit on all first semester coursework: READ 407, SPED 428, READ 430 (grade B or better) and READ 438 and EDEL 453 (credit)
- Passing score on fieldwork evaluations by the mentor teacher and clinical coach [if necessary] (average ≥2.0 on program rubric)
- Passing score on initial student teaching evaluations by the mentor teacher and clinical coach (average ≥2.0 on program rubric)

Additional Requirements:

- Submission of CalTPA Instructional Cycle 1
- Verification PK/TK teaching requirement (signature sheet)
- Verification of multilingual learners and students with disabilities classroom requirement (signature sheet)
- Advising Session with PK-3 Advisor
- Recommendation by PK-3 Advisor

EXIT FROM THE PROGRAM: The program recommends candidates for the credential

Key Assessments:

- Credit on all coursework second semester: READ 408, READ/EDEL 431, READ/EDEL 432 (grade B or better), and READ 439 and EDEL 453B (credit).
- Passing score on final student teaching evaluations by the mentor teacher and clinical coach (average ≥ 2.85 on program rubric, with no TPE 1-8 can be lower than 2)
- Passing scores on CalTPA Instructional Cycles 1 and 2
- Exit Survey

Additional Requirements:

- Literacy Performance Assessment
- Demonstration of knowledge of the principles and provisions of the Constitution of the United States completion requirement
- Successful completion of Bachelor's degree
- Verification K-3 teaching requirement (signature sheet)
- Verification of multilingual learners and students with disabilities classroom

requirement (signature sheet) • PK-3 Subject Matter Verification Form • Recommendation by PK-3 Advisor
POST-PROGRAM ASSESSMENT
• Year-out Program Survey (graduates and employers)

Section 4: Department, College and University Policies

COE Policy 1: Standards for Continued Participation in the Credential Program

CSUF Policy 2: Proficiency in Written and Spoken English

Stop Out Appeal Procedures

1. All students at CSUF have a right to academic appeal.
2. In the Department of Literacy and Reading Education (LRE), candidates who wish to appeal a program continuance decision (stop out) or a fieldwork or student teaching placement shall adhere to the following procedures:
    a. Confer with the instructor or clinical coach involved.
    b. Confer with the PK-3 ECE Credential Coordinator/Advisor, if the instructor or clinical coach is not able to provide resolution of the issues.
3. If the PK-3 ECE Credential Coordinator/Advisor is unable to provide a resolution, the teacher candidate must send a written appeal to the LRE Department Chair. The teacher candidate's appeal shall state specifically the nature of the dispute, and the remedy requested; describe the teacher candidate's attempts to resolve the dispute informally; and contain any supporting documentation such as exams, papers, assignments, and/or other corroborating documents. Your letter must be received within 10 days of the final decision from the PK-3 ECE Credential Coordinator/Advisor.
4. The Department Chair will consider the written appeal. The Department Chair's decision is final.

Please note: After a grade less than a B or No Credit (READ 453, READ 453B, READ 438, READ 439) has been earned for any course, the course may only be retaken one time. A second grade of less than a B or No Credit for the same course will result in permanent removal from the PK-3 ECE Credential program.

Course Attendance Policy

To meet the California state credential standards, teacher candidates must arrive on

time, and attend all class sessions, for the entire time, without exception. Any absences or tardiness may result in being placed on a teacher candidate improvement plan and may result in a grade of No Credit for the course. Documentation is required in cases of absences or tardiness due to a serious illness or emergency. Teacher candidates are responsible for obtaining missed information, including notes, handouts, etc., from a classmate AND contacting the instructor in advance (when possible). Additional assignments may be required to address missed content (see the instructor) and must be completed within the given timeline. The teacher candidate's work for this assignment will be kept as documentation that the credential competency was addressed during the missed class session has been met. Grads or credit cannot be given for the course if the makeup work does not meet the assignment requirements.

Please note that some make-up assignments cannot replace the in-class experience.

Standards for Academic Progress

All courses in the credential program will be graded, with the exception of READ 453, READ 453b, READ 438 and READ 439, which are credit (C) or no credit (NC). To receive credit for a course, all work must be completed with a minimum of a B (85%). Successful completion of each semester's coursework is necessary for advancement to student teaching the following semester.

If a grade of a B- or less or a "NC" is earned for any PK-3 ECE Credential course, the course may only be retaken once and put on a TCIP. A second grade of "NC" for the same course will result in permanent removal from the credential program.

All students at CSUF have a right to academic appeal. In the Department of Literacy and Reading Education, candidates who wish to appeal a grade, a program continuance decision, or a field or student teaching placement shall adhere to the procedures presented in Policy One.

Grade Appeal Procedure

At CSUF, if a student alleges that a faculty member recorded a grade in class based on arbitrary or capricious treatment, a student may challenge the grade under the Academic Appeals Policy, UPS 300.030. A student shall adhere to the following procedures:

1. Attempt to resolve the matter with the faculty member, then proceed to the department chair and the dean's designee.
2. If not resolved at this level, the student may appeal to the Academic Appeals Board in writing.
3. Note: The student needs to initiate the appeals process by contacting the faculty member within 30 calendar days of the first day of classes of the regular semester (fall or spring) following the grade assignment. The written appeal must be submitted within 60 calendar days of the first day of classes of the regular semester (fall or

spring) following the grade assignment.

From the CSUF Student Conduct page.

Teacher Candidate Improvement Plan Policy (TCIP)

All faculty, mentor teachers and clinical coaches are committed to providing the necessary support for teacher candidates' successful program completion. Teacher candidate progress is carefully monitored, and if it is determined that a teacher candidate is struggling to meet program requirements (e.g., TPEs, academic, and/or professional), a TCIP may be initiated. A TCIP is intended to provide guidelines and clear expectations so that teacher candidates may address growth areas for successful program completion.

The PK-3 ECE Credential Coordinator/Advisor will initiate a meeting with the TC to review the TCIP and address areas for growth. The TCIP is developed collaboratively with the candidate, outlining targeted instructional guidance, specific areas for improvement, and a clear timeline for progress and resubmission.

The TPA Coordinator meets with the candidate individually to clarify task requirements and rubric expectations, provide procedural support including assistance with registration and submission and offer tailored instructional resources.

During the meeting, timelines will be established, additional resources and/or supports will be provided, and signatures will be collected. Once a TCIP is issued, it remains in effect until the candidate has completed the program. All TCIP documentation is maintained in the candidate's advising file to ensure ongoing monitoring and accountability.

A teacher candidate's right to privacy of personal information assures that TCIP information will not be shared with the new mentor teacher when a teacher candidate decides to continue in the PK-3 ECE Credential. The TCIP information will be shared with the new clinical coach. The TC has the right to meet with the Department Chair and/or Associate Dean of the College of Education at any time during this process.

A Teacher Candidate who fails to meet the TCIP requirements within the timeframe indicated on the form may be removed from the program (dismissal). The Teacher Candidate may appeal the dismissal in such cases according to CPC Policy One.

In cases of severe violation of program regulations, a faculty committee may determine that immediate removal is warranted without a TCIP being issued.

Program Continuance/Stop-Out Procedures

Candidates' continued participation in credential programs at Cal State University, Fullerton depends on their ability to adhere to professional standards as assessed within each credential program. Candidates may be stopped out of the program if TCs do not meet the TPEs and the policies outlined in this handbook. When candidates are stopped out of the program, they must withdraw from coursework and student teaching (if applicable). In cases where a TC may be stopped out of the program include:

- Academic dishonesty as defined by the University Catalog and Department Student Handbook
- Inappropriate student conduct defined by the University Catalog and Department Student Handbook
- Unacceptable academic, field, pedagogical, and/or clinical performance behaviors
- Failure to meet the standards set by the Commission on Teacher Credentialing, including CTC assessment standards
- Failure to behave according to the profession's standards, public schools, University, college, department, and/or program
- Failure to demonstrate credentialing competencies
- Failure to maintain a GPA of 3.0 or above
- For appeal procedures, refer to Policy One.

Section 5: Clinical Practice Expectations

Clinical Practice and ECE Work Settings: Placement Policy

The PK-3 program's clinical practice experiences are designed to provide you with a developmental and sequential set of activities that are integrated with the program's coursework and extend your learning through application of theory to practice with PK-3 students in California early learning settings. **TCs must be placed (PK/TK and K-3) in classrooms with at least 20% of students who are multilingual learners and at least one student has an identified disability.** Some of these experiences may take place within your California Early Childhood Education employment setting, including California State Preschool, and Head Start as well as within TK-3 public school settings, provided you meet the 600 hours of clinical practice. The COE Credential Placement Coordinator approves all final placements. Teacher candidates are placed, when possible, in schools within a 25-mile radius of the CSUF main campus. In all placements, Teacher Candidates adhere to the placement school calendar.

Important to note: No more than nine semester units (or twelve with EL instruction) of credential preparation courses are to be completed before candidates begin student teaching experiences in a classroom or school.

Consent to Videotape

- Each Teacher Candidate must obtain a signed Consent to Record form from students in their classroom placement.
- Ask your Mentor Teacher if you should send them out via paper or digitally. Collect them. Hold onto them until you receive your passing score for TPA.
- Ensure that you know which students can be in your recording and which students cannot be in frame during your recording. They can be in the lesson - they just cannot be in frame of the recording.

Clinical Practice Timeline

Clinical practice consists of a minimum of 600 hours.

- First placement - 300 hours in a TK/PK classroom
- Second placement – 300 hours in a K-3 classroom

During the PK-3 ECE Credential program, Teacher Candidates will complete program activities as follows:

First Semester: First Student Teaching Placement in PK/TK Classroom (READ 438)

- Weeks 1 to 16 – Coursework
- Weeks 2 to 4 – Early Supervised Fieldwork
- Weeks 5 to 13 – Supervised Student Co-Teaching, whole class instruction
- Weeks 14 & 15 – Solo Teaching

Second Semester: Second Student Teaching Placement in K-3 Classroom (READ 439)

- Weeks 1 to 16 – Coursework
- Weeks 2 to 4 – Early Supervised Fieldwork
- Weeks 5 to 13 – Supervised Student Co-Teaching, whole class instruction
- Weeks 14 & 15 – Solo Teaching

Professional Preparation Program Equivalency for Clinical Practice

The PK-3 Early Childhood Education Specialist Instruction credential recognizes and grants equivalency for up to 400 of the 600 required clinical hours based on prior experience.

Note: Equivalency is only available for up to 400 hours of PK/TK clinical practice placement. There is no clinical practice equivalency for the required clinical practice in a K-3 setting.

Equivalency Option 1:

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 at least 200 hours of the required clinical practice experience.

(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.

(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. *(Note: For Equivalency Option 1, full-time teaching is defined as classroom-based teaching for at least 3 hours per day, for at least 75% of the school year. Title 5 Code of Regulations 80067(d)(1)(B)(ii)).*Verification of candidates with satisfactory full-time teaching experience shall include a statement by the employer confirming that the teacher's performance was rated satisfactory or better.

The candidate must provide the professional verification form of prior experience and a copy of their Child Development Permit.

Equivalency Option 2:
Candidates who have completed a practicum course at a regionally accredited institution of higher education 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- to 4-year-old children.

(C) The practicum was supervised at minimum by a trained faculty member/instructor with expertise in Early Childhood and Child Development pedagogy who provided observation and feedback to the candidate.

(D) The candidate earned a C or better on the practicum course.

The candidate must provide verification of the hours served through transcripts and course syllabi. The course syllabi should include the number of practicum hours completed.

Candidates who have completed both a verified work experience as outlined in Equivalency Option 1 above and a qualified practicum experience as outlined in Equivalency Option 2 above may be granted a maximum of 400 hours total toward the clinical practice requirement and shall complete the remaining 200 hours of clinical practice in grades K-3 classroom settings.

The candidate must provide the equivalency for clinical practice form of prior experience and a copy of their Child Development Permit.

Substitute Teaching Policy

All TCs must be in good standing with the program and have their PK-3 ECE Credential Program Coordinator and CC approval to substitute teach and have it count towards any required program elements. Under no circumstances will a TC be excused from coursework, assignments, or other program requirements to substitute teach. PK-3 ECE TCs must complete a minimum of four weeks of solo teaching (two weeks in 1st and two weeks in 2nd semester) in their assigned classroom during their program, and substitute teaching cannot count towards these four weeks.

Student Fieldwork Expectations

Early Supervised Fieldwork: This introductory 3-week phase allows teacher candidates to engage in observational learning within PK-3 classrooms. Candidates observe mentor teachers, analyze classroom dynamics, and begin to connect theoretical knowledge to real-world teaching scenarios. They are encouraged to reflect on their observations and consider the implications for their own future roles as educators. Candidates will debrief with faculty supervisors.

Teacher Candidates attend their fieldwork placement at **2 full days** per week. A full day begins 30 minutes before the start bell until 30 minutes after the ending bell. This includes being in the classroom ready and prepared for the day.

Teacher Candidates typically have an **additional half or full day** in their weekly schedule to participate in the classroom as needed (e.g., complete field-based course assignments and makeup missed days due to holidays or illness).

At the end of fieldwork, TCs will prepare the final paperwork. The Mentor Teacher and the Clinical Coach will sign applicable paperwork and complete the fieldwork evaluation for first-placement TCs.

Student Teaching Expectations

Clinical practice within teacher education programs is structured as a progressive and sequenced series of planning, teaching, and assessing activities, intentionally interwoven with concurrent theoretical and pedagogical coursework. Specifically, the clinical practice component typically involves three distinct phases: early fieldwork, initial student teaching, and final student teaching.

Initial Supervised Student Teaching: Building upon the foundational observations of early fieldwork, initial student teaching introduces candidates to active participation in the classroom. This phase emphasizes collaborative learning, with the teacher candidate and mentor teacher initiating co-planning of lesson plans. This co-planning process promotes shared understanding of instructional goals and strategies. Furthermore, co-teaching is introduced, allowing the candidate to gradually assume teaching responsibilities, such as small-group and full class lessons, under the direct guidance of the mentor. Candidates will plan and debrief with the mentor teacher and faculty supervisor. Teacher Candidates attend their initial supervised student teaching **2.5 full days** per week.

Final Supervised Student Teaching: This culminating phase of clinical practice provides teacher candidates with a more immersive and autonomous teaching experience. The **final two weeks** of each PK/TK and K-3 placements are designed to facilitate a transition towards independent teaching. During these periods, the candidate will engage in full day planning and instruction, solo teaching, or continue co-teaching, where they will assume primary responsibility for classroom instruction. The mentor teacher remains present, providing ongoing support, feedback, and guidance as the candidate essentially takes on the role of the lead teacher. This period allows teacher candidates to demonstrate their acquired skills and knowledge, and to solidify their readiness for independent teaching. Candidates will plan and debrief with Mentor Teacher and faculty supervisor. Teacher Candidates attend their solo teaching **5 full days** per week.

Throughout these phases, reflection is emphasized as a critical component of professional development. Teacher candidates are encouraged to analyze their teaching practices, consider student learning outcomes, and continuously refine their instructional approaches. This iterative process of observation, practice, and reflection fosters the development of effective and adaptable educators

During the student teaching placement, a structured progression of instructional responsibility is implemented to facilitate the teacher candidate's (TC) gradual transition to independent teaching. This progression is designed to ensure a comprehensive and supported learning experience.

Semester One Weekly Content Area Progression (300 hours): TK/PK classroom

- Initial Supervised Student Teaching Phase (Weeks 5-13):

- From the outset, the TC engages in collaborative planning and instruction with the mentor teacher, emphasizing co-planning and co-teaching methodologies.
- By the conclusion of the second week, the TC will assume the lead instructional role in at least one designated content area. This allows for focused practice and development of subject-specific teaching skills.
- In subsequent weeks, the TC will progressively expand their instructional responsibilities by incorporating an additional content area each week. This systematic increase in responsibility ensures a gradual and manageable learning curve.
- This process continues until the TC has assumed the lead instructional role for all content areas within the daily schedule, demonstrating their ability to manage a full range of instructional responsibilities.

Full-Time Lead Responsibility:

- Culminating Phase (Weeks 14 & 15):
  - During the eight-week placement, the TC will assume full-time lead instructional responsibility for the entire daily schedule for a minimum of two consecutive weeks. This intensive experience allows the TC to demonstrate their comprehensive teaching abilities, classroom management skills, and overall readiness for independent teaching.

Semester Two Weekly Content Area Progression (300 hours): K-3rd Classroom

- Initial Supervised Student Teaching Phase (Weeks 5-13):

  - From the outset, the TC engages in collaborative planning and instruction with the mentor teacher, emphasizing co-planning and co-teaching methodologies.
  - By the conclusion of the second week, the TC will assume the lead instructional role in at least one designated content area. This allows for focused practice and development of subject-specific teaching skills.
  - In subsequent weeks, the TC will progressively expand their instructional responsibilities by incorporating an additional content area each week. This systematic increase in responsibility ensures a gradual and manageable learning curve.
  - This process continues until the TC has assumed the lead instructional role for all content areas within the daily schedule, demonstrating their ability to manage a full range of instructional responsibilities.

Full-Time Lead Responsibility:

- Culminating Phase (Weeks 14 & 15):

- During the eight-week placement, the TC will assume full-time lead instructional responsibility for the entire daily schedule for a minimum of two consecutive weeks. This intensive experience allows the TC to demonstrate their comprehensive teaching abilities, classroom management skills, and overall readiness for independent teaching.

Contingency Planning**:**

- Absence Procedures**:** In the event of a severe illness or emergency necessitating the TC's absence (proper documentation required), the TC is responsible for preparing and providing detailed substitute lesson plans for the mentor teacher. This ensures continuity of instruction and minimizes disruption to the students' learning.

Individual Development Plan

Teacher Candidates in both student teaching placements are required to complete an Individual Development Plan (IDP). This living document serves as a tool for self-assessment, helping candidates pinpoint their existing strengths and areas where they can improve. It also prompts them to develop a concrete action plan, outlining specific steps to guide their ongoing professional growth throughout the placement.

The IDP is initiated through an initial conversation with the Mentor Teacher. Subsequently, the IDP is discussed and refined with the Clinical Coach during each observation session. The ultimate version of the IDP narrative is a culmination of the Clinical Coach's feedback and the Teacher Candidate's final reflections.

A signature from both the Teacher Candidate and the Clinical Coach is mandatory on the final IDP. This completed document must be submitted as part of the program's final paperwork to confirm completion.

Clinical Coach Observations

During your student teaching placement, your clinical coach will observe your teaching and provide constructive feedback on your planning and teaching a minimum of **six (6)** times throughout the semester. The clinical coach will determine if the teacher candidate is ready to progress to various stages of student-teaching (e.g. solo weeks) and, in consultation with the MT, may put in a Teacher Candidate Improvement Plan (TCIP see above). The TCIP is in place if concerns arise during the student teaching placement. The clinical coach, candidate, and mentor teacher will complete a mid-semester and end of semester assessment based on the teacher candidate's performance.

Clinical coaches will:

- Meet with your Mentor Teacher to discuss expectations and answer questions.

- By mid-semester, they will have observed and provided feedback at least three times.
- By the end of the semester, they will have observed and provided feedback at least three more times for a minimum of six observations during the semester.
- Meet with Mentor teacher to conduct a mid-semester check in
- Provide an Assessment at the end of the 300 hours in each placement. By the end of the semester, candidates demonstrate teaching development at the "applying" level in TPEs as noted in the assessment.
- Hold an exit conference with the candidate; the Mentor Teacher may join this meeting.
- Your clinical coach will complete at least six formal observations in each classroom setting. All observations must be uploaded to Canvas.
- Clinical coach feedback from observations will be shared via a debrief conversation with the candidate in a timely manner.
- Two observations will be co-observations by both your clinical coach and Mentor Teacher
- Two of the six observations should take place during a solo week.

Protocol for Communicating Concerns

Candidates are expected to maintain professional communication standards at all times while in the program. They should follow appropriate procedures when expressing concerns regarding mentor teachers, clinical coaches, course instructors, etc.

Concerns regarding mentor teachers:

1. Communicate concerns professionally and directly with the mentor teacher to resolve the concern.
2. If a resolution is not met with the mentor teacher, communicate with the clinical coach.
3. The PK-3 ECE Credential Coordinator/Advisor may be involved to help resolve the concern if steps 1 & 2 do not resolve the concern.

Under no circumstances should candidates discuss concerns regarding their mentor teacher with other school site personnel (e.g., other teachers; the principal) or fellow candidates.

Concerns regarding clinical coaches:

1. Communicate concerns directly and professionally with the clinical coach to try and resolve the concern.
2. If a resolution is not met with the clinical coach, communicate with the PK-3 ECE Credential Coordinator/Advisor.

Under no circumstances should candidates discuss concerns regarding their clinical coach with fellow candidates, mentor teachers, or other school site personnel.

At the end of the semester, teacher candidates can provide feedback to their clinical coaches on student opinion questionnaires (SOQs). Information from course evaluations is taken seriously and used for program improvement.

Concerns regarding course instructors:

1. Communicate concerns directly and professionally with the instructor to try and resolve the concern.
2. If a resolution is not met with the instructor, communicate with the LRE Department Chair.

Under no circumstance should candidates discuss concerns with other instructors, fellow candidates, mentor teachers, or other school site personnel.

At the end of the semester, teacher candidates can provide feedback to their instructors on student opinion questionnaires (SOQs). Information from course evaluations is taken seriously and used for program improvement.

In all the above scenarios, if a resolution is not met, the candidate may make an appointment to speak with the LRE Department Chair.

Lesson Planning Policy

During student teaching, candidates are required to plan for instruction using the formal lesson plan template. Below are the planning requirements.

- After assuming the lead role for co-planning/teaching a particular subject for at least one week and demonstrating adequate preparation, organization, and confidence in the subject area (as approved by your mentor teacher and clinical coach), you may plan using a lesson plan book. Lesson plan books must contain topics (key content terms), pages if referencing a teacher edition curriculum guide, resources, materials, technology needed, and forms of assessment.
- Your mentor teacher should review all lesson plans before teaching the lesson.
- A formal lesson plan must be prepared for all lessons your clinical coach observes using the formal lesson plan template.
- Lesson plans should be shared with your coach 48 hours in advance so they may send feedback. Your clinical coach will set a time for you to meet following the observed lesson.

- Copies of your lesson plans and lesson plan book should be kept in your Clinical Practice Notebook. If a subject has repetitive tasks, one lesson plan can serve for multiple days.
- Reflections are expected weekly in your notebook by Saturday at noon. Use the reflection questions provided on the lesson plan template.

To ensure a successful start:

- Use the **"One Teach, One Observe"** co-teaching strategy to collect specific data using the tools provided in the Specific instructions posted on Canvas in the Co-Teaching Materials Section.
- Assume responsibility for some daily classroom routines (e.g., morning opening, read-aloud, transitions to and from recesses, daily dismissal, etc.).
- Assume responsibility for planning and teaching *routine* whole-class lessons, such as spelling and/or read-aloud.
- Use the **"One Teach, One Assist"** co-teaching strategy in as many content areas as possible. Be sure to switch roles using this strategy (lead some lessons and assist with some).
- Work with small groups of students and use co-teaching strategies (Parallel, Supplemental, Alternative, and Station Teaching) when appropriate.
- Teach at least one solo whole class lesson. (Try implementing a lesson you developed in your courses!)
- Complete the field-based assignments for your courses (e.g., case studies).

Checklists

- You will be provided with weekly "to do" checklists for this online course. The weekly "to do" checklists and any additional materials needed such as slide decks, will be available each week in that week's block on Canvas.

Coursework Completion Policy

All coursework must be satisfactorily completed for a candidate to qualify for student teaching. Including:

- In student-teaching semesters, coursework must be submitted before student teaching begins. Satisfactory completion of coursework must be received before a candidate may begin student teaching.
- A TCIP will be given to candidates with incomplete coursework or an NC. The TCIP will outline course completion requirements for the candidate to continue on to student teaching. This could delay student teaching for up to a semester.

Additional Clinical Practice Professional Responsibilities

School Policy and Responsibilities

- Arrive at the school site on time, at least one-half hour before the start of school.

- Adhere to the school's policies (e.g., sign in the front office). Plan extra time for this.

Professional Dress and Appearance

- Teacher candidates in the program are expected to dress professionally in field placements. TCs should familiarize themselves with their school site's dress and appearance policies. Some things to consider are:
    - Piercings
    - Visible tattoos
    - Undergarments showing
    - Short or low-cut tops
    - Flipflops
    - Length of shorts, skirts, and dresses

Classroom Rapport, Preparation, and Responsibilities

- Learn the students' names and build rapport with the students.
- Conduct yourself in a professional manner at all times.
- Observe the MT and supporting personnel (teacher specialists, counselors, administrators, etc.) and reflect.
- Participate in school and classroom activities and routines.
- Contribute to the development of the learning environment (e.g., centers, bulletin boards, and instructional displays).
- Participate in selected and planned teaching of some small-group lessons.
- Establish professional relationships with families, caregivers, school staff, administrators, and teachers.

Professional Rapport and Communication with Mentor Teacher, CC, and Program Coordinator/Advisor

- Communicate regularly and reliably with the MT, CC, and Program Coordinator/Advisor respond within 24 hours.
- Come prepared for all activities, including CC visits.
- Reflect upon the teaching practice.
- Receive and reflect on feedback constructively and positively.

The Teacher Candidate is expected to engage in continuous development, which may include:

- Participate in one or more community or school activities (e.g., Back to School night, Open House, etc.).
- Participate in professional development activities or training along with the MT, such as professional learning communities (PLCs), grade level/department meetings, or IEP meetings.
- Participate in additional professional development activities in consultation with MT, CC, and Program Coordinator/Advisor

- Study curriculum materials (e.g. school curriculum center or district resource center).

Guidelines For Teacher Candidates in Districts with Labor Disputes

Occasionally, disputes occur in locations where we have candidates doing supervised field placements (e.g., fieldwork and student teaching). In such instances, teacher candidates may be placed in untenable positions between adversarial parties, each demanding allegiance (e.g., teacher candidates asked to act as replacement employees vs. honor the strike.)

Because we value our relationships with these sites, do not wish to take sides, and wish to protect teacher candidates under challenging situations, our policy during labor disputes is as follows:

a. Teacher candidates will be removed from the site in such labor disputes where services are being withheld.
b. If a dispute is a few days only, alternate university assignments will be made until the dispute is sufficiently resolved to continue.
c. In more prolonged disputes, new placements will generally be made. In cases where a new placement is not feasible, the department/program faculty will make a case-by-case determination of appropriate alternative activities.

The teacher candidate will not be penalized for these emergency actions.

Guidelines For Health Insurance and Teacher Candidate Injury

Purchasing and maintaining your health insurance is essential and highly recommended. Refrain from assuming that either the University or the school will provide medical coverage in your role as a teacher candidate. The Student Health Center on campus can provide treatment for some illnesses or injuries.

In case of an injury on campus or at your school site, please contact your ***instructor (or clinical coach) AND PK-3 ECE Credential Advisor/Coordinator*** within 12 hours of the incident. The instructor, clinical coach, or PK-3 ECE Credential Advisor/Coordinator must complete the Student or Visitor Injury/Illness Report and submit it to Environmental Health and Safety (T-1400), COE Dean's Assistant at extension 4021, and the Literacy and Reading Department Coordinator and Department Chair (CP-570) within 24 hours of the incident.

Removal From Field Placement

Candidates who are removed from Student Teaching (READ 438 and 439) for unsatisfactory progress or professional conduct issues will receive a grade of No Credit

for the course. Withdrawals are not permitted. This policy applies if a teacher candidate is asked to be removed by the mentor teacher, Principal, School Administrator, clinical coach, or PK-3 ECE Credential Advisor/Coordinator. If they are removed from a field placement, a decision to continue the program will follow the guidelines in this handbook. If the candidate is allowed to continue in the program, the course for which No Credit was received must be repeated.

Mandated Reporter - Child Abuse

If a child reports any type of abuse to you as a student teacher, this is what the California Department of Social Services states what a TC should do:

CANRA (Child Abuse and Neglect Reporting Act) does not include "student teachers" in its definition of mandated reporters and only refers to trainees/interns about mental health professionals (marriage and family therapists, clinical counselors). All references to school personnel are either administrators or employees, except graduate assistants involved in coaching at public or private postsecondary institutions. So as long as the teacher candidate is not considered an employee in any way, they would not be a mandated reporter. However, PC (Penal Code) 11165.7 44(b) encourages reporting by anyone who has direct contact with/or supervises students. ("...volunteers of public or private organizations whose duties require direct contact with and supervision of students are not mandated reporters but are encouraged to obtain training in the identification and reporting of child abuse and neglect and are further encouraged to report known or suspected instances of child abuse or neglect to an agency specified in Section 11165.9."). View this website for more information.

Live Scan

PK-3 ECE Candidates Candidates will work with a PreK-3rd grade student to complete the fieldwork and student teaching requirements for the program. The state of California requires the university to include a document showing fingerprinting (e.g., live scan) in the candidate's files. Candidates who have not been fingerprinted in the state of CA, can arrange to have this done at CSUF: https://police.fullerton.edu/fingerprinting/ Candidates who prefer to get the live scan at another agency may wish to Google Fingerprint (live scan) Agencies. For any questions or concerns with this requirement can be directed to the Dept. of Literacy and Reading Program Advisor.

Credential Ceremony Participation Policy

All program coursework, including all requirements for student teaching, must be satisfactorily met, and the commencement fee must be paid to participate in the commencement ceremony. This includes all PK-3 ECE Credential paperwork and evaluations. Candidates who complete program requirements after the ceremony date will be invited to participate in the ceremony the following year. Special circumstances may be presented to a designated faculty committee, and permission to participate will

be considered. Please note the credential commencement fee is a non-refundable fee, paid regardless of participation in the ceremony.

Section 6: Performance Objectives and Competencies

Competencies for teaching in PK-3 classrooms are satisfied by meeting the coursework requirements and the development and teaching of lessons in public school classrooms. The mentor teacher and the clinical coach are responsible for determining whether the specific objectives have been accomplished.

Competencies are demonstrated through completing the Performance Objectives. The designated authorized person will verify each objective as the candidate meets each objective. The completed form is returned to the Advisor at the end of the credential program.

Competencies in student teaching experiences are demonstrated by the candidate in the PK-3 public school classroom and community. Coursework and field experiences are coordinated to allow each candidate to apply theoretical knowledge in a natural school setting.

Student teaching (READ 438 and READ 439) competencies are measured by assessing the candidate's proficiency levels on all Teacher Performance Expectations (TPEs) using the Student Teaching Evaluation Form.

Teacher candidates evaluate their performance and develop recommendations for professional development and growth in the candidate's clear/induction program (first year of teaching). To accomplish this, teacher candidates will develop an Individual Development Plan (IDP) in consultation with their Mentor Teacher and Clinical Supervisor before completing the program.

Evaluation of Fieldwork and Student Teaching Experiences

At the end of each segment of fieldwork and student teaching, the mentor teacher and clinical coach with whom the candidate is working will evaluate the teacher candidate's professional disposition and potential for student teaching.

During student teaching, mentor teachers and clinical coaches will provide ongoing formative feedback or informal evaluations aimed primarily at assessing the candidate's progress in ways that give guidance for future improvement at the end of the student teaching placement. TCs will be formally evaluated at the end of student teaching, including a narrative and quantitative element on all TPEs and subject-specific pedagogical skills. Evaluations are filed electronically and archived in the evaluation database.

Criteria for Passing Student Teaching (READ 438 and READ 439)

To receive credit for student teaching, the following requirements must be met:

1st placement:

- An average of 3.0 or greater must be received on each evaluation to receive credit for the course.
- If a TC receives an unacceptable rating, they will be placed on a TCIP.
- If a TC does not achieve a 3.0 or greater average, they will need to retake the course.

2nd placement:

- An average of 3.0 or greater must be received on each evaluation.
- If a TC received any unacceptable ratings in their first placement, demonstrated improvement must be shown in their second placement.
- A candidate cannot receive any "Unacceptable" ratings.

NOTES:

- The mentor teacher or clinical coach must enter at least one score in every category throughout both placements (i.e., a candidate cannot have "No Evidence" ratings by both evaluators in any category over both semesters).
- In cases of discrepancy between clinical coach and mentor teacher ratings, resulting in the candidate having only one passing evaluation, a department committee may override the lower score if qualitative data (observation notes, narrative evaluations, etc.) provide evidence the candidate meets program proficiency levels. If this is the case, an email stating the reason for the override must be sent to the PK-3 ECE Credential Advisor/Coordinator.

Additional requirements:

- Supporting Multilingual Learners as verified on the Final Signature Sheet.
- Supporting student(s) with disabilities as verified on the Final Signature Sheet.
- The Clinical Practice Observation Form must be initialed and signed by the mentor teacher, course instructor, teacher candidate, and clinical coach.

Additional Program Assessments

As a state-accredited University, we are bound to the California Commission on Teacher Credentialing (CCTC) standards. These standards are on the CCTC website and are subject to change.

In addition to passing coursework and student teaching, students must pass the PK-3 ECE TPA (California Teaching Performance Assessment). These assessments provide

additional evidence of teacher candidates' ability to apply what they have learned from their credential program.

PK-3 ECE California Teaching Performance Assessment (TPA)

The California PK-3 ECE Teaching Performance Assessment (TPA) measures a candidate's knowledge, skills, and ability in relation to PK-3 ECE California Teaching Performance Expectations (TPEs). CSUF uses the PK-3 ECE TPA, which includes two instructional cycles.

- Math Cycle and Literacy Cycle assessments are based on TPEs completed in each student teaching semester is required to secure your teaching credential:
    - Math Cycle: Placement can be in PK through 3rd grade setting. This TPA will take place in Semester 1 while you are enrolled in EDEL 453A (*TPA Support*) and READ/EDEL 431: *Mathematics and Numeracy Curriculum and Instruction in PK-3.*
    - Literacy Cycle: Placement can be in a TK through 3rd grade setting. PK-only settings are not allowed for the Literacy Cycle.This TPA will take place in Semester 2 while you are enrolled in EDEL 453B (TPA Support) and READ 408: *Foundations in Literacy: Teaching and Learning.*

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Pearson Education administers the assessment and includes a registration fee for the submission of each cycle. As of the publication of this handbook, the registration fee is $150 for each submission. See the CalTPA website for additional information and Pearson registration guide.

TPA Remediation Policy
CSUF provides embedded support for CalTPA during the Fall and Spring semesters. The PK–3 ECE Credential Program provides a structured and systematic support and remediation process for teacher candidates who do not pass one or both CalTPA cycles on the first attempt.

- Candidates who do not meet the passing standard on one or both cycles may seek remedial support from their preparation programs and have the opportunity to retake the appropriate cycle(s) in accordance with the CalTPA Retake Policy .
- During the PK-3 ECE Credential Program, candidates will have support for submitting materials for each of the two CalTPA Cycles at least once; in the case of a score below passing, resources are available to work on retakes, which may be submitted during or after the program.
- Candidates who do not submit CalTPA by the required due date will receive a No Credit in the corresponding CalTPA support course and may be placed on a Teacher Candidate Improvement Plan (TCIP) if there are additional program concerns.

- Candidates who do not pass the required CalTPA cycles during the regular program timeline may be required to enroll in READ 599 during the Winter or Summer Intersession to receive faculty support on a retake submission.
- Candidates who do not enroll in the 599 independent study to receive additional support are still required to pass CalTPA Cycle 1 and Cycle 2 before they can be recommended for a preliminary credential.
- Candidates who do not submit the required CalTPA Cycle/s after completing READ 599 will receive "No Credit" for the course.
- Throughout this process, clear and timely communication is maintained with the candidate via email and advising meetings, ensuring they are aware of requirements, deadlines, and available resources. This structured approach is designed to support candidates equitably and systematically as they work toward successful completion of CalTPA requirements.

TPA Appeal Policy (as outlined in the Program Handbook)

- See Pearson's Retake Policy.
- If you received a Condition Code, contact Pearson Customer Support to determine if they have additional information as to why you received the code. CalTPA Condition Codes
- If you feel your work was scored in error, you may request a Score Verification directly from Pearson.
- Send Score Report to the TPA Coordinator and Set Up a Zoom meeting
- The TPA Coordinator will review your score report and provide additional guidance via email and/or Zoom.
- Develop your plan for the retake.
- If you received a Condition Code, revise your work as required before you resubmit the cycle. CSUF strongly recommends that teacher candidates retake by the next scoring cycle, if possible.
- If you requested a Score Verification, wait for those results. Email the TPA Coordinator once you receive results from Pearson.
- If you need to revise and resubmit your TPA work due to not passing and not passing with a secondary score, do so when ready.
- CSUF strongly recommends that candidates retake by the next scoring cycle, if possible.

Appropriate Use of Materials by Teacher Candidates

- Personal and Non-Commercial Use: You may print or download extracts of the CalTPA materials (guides, templates, rubrics) for your *personal and non-commercial use only*. This is primarily for your own preparation and understanding of the assessment.
- Preparation for Submission: The materials are designed to guide you through the process of preparing your CalTPA submission, including understanding the requirements, completing templates, and planning your video recordings.

- Sharing with Support Providers (under strict conditions): You may share your *own* CalTPA materials (including video clips) with support providers associated with your preparation program (e.g., faculty, supervisors, cooperating teachers, mentor teachers, peers, tutors) for feedback and guidance *before* submission.
    - Crucial: This sharing must be done under secure conditions, and you *must* have verified and, if necessary, obtained appropriate permissions from all individuals (students, other adults) who appear in your video recordings or whose work is included in your submission.
- Retaining Copies: You can retain copies of your submitted materials for your own records, provided you have all necessary permissions.
- Educative Purposes (with permissions): If you plan to use your *own* submission for other educational purposes beyond the immediate assessment (e.g., for a portfolio, professional development), you are responsible for securing additional permissions from all individuals appearing in the materials for this specific purpose.

Candidate Files - End of Program Paperwork

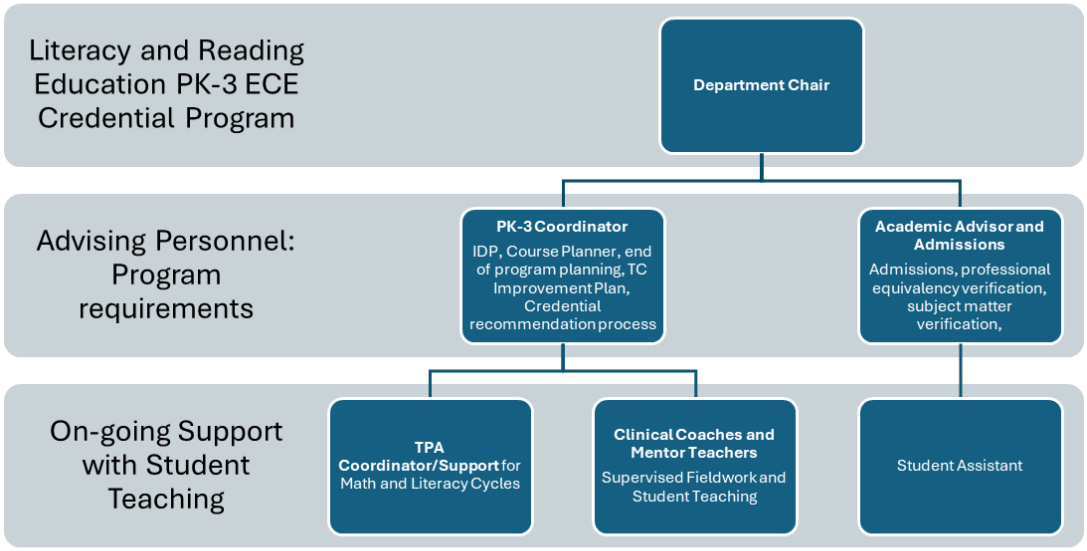
Candidates are responsible for ensuring all required paperwork is completed and collected. At the end of each semester, paperwork is collected by the PK-3 ECE Credential Coordinator/Advisor and the LRE Program Coordinator and placed in the candidate's file. All completed paperwork must be turned in to earn credit for student teaching.

Any missing or incomplete paperwork must be submitted before being recommended for a credential. Incomplete files will not be forwarded to the Credential Analyst's office until all paperwork is accounted for. Incomplete files may result in the delay of credential application and receipt.

Advising Forms and Materials

Advising forms and other important information can be found on the CSUF Canvas student resource site and here

The PK-3 ECE Credential Coordinator/Advisor and Clinical Coach should be contacted for questions regarding these forms.



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- Nic Vandever, Student Support Specialist

PROGRAM PARTNERS

- Fullerton Unified School District
- Fullerton College
- Orange County Department of Education
- Rowland Unified School District
- Saddleback Community College
- Santa Ana Community College
- Santa Ana Unified School District

PK-3 ECE CREDENTIAL PROGRAM HANDBOOK & POLICY ACKNOWLEDGEMENT

Please initial each policy to acknowledge that you have read and understood each.

1. Key Advising Personnel
2. PK-3 ECE Credential Teaching Performance Expectations (TPEs)
3. COE Policy 1 Standards for Continued Participation in the Credential Program
4. COE Policy 2 Proficiency in Written and Spoken English
5. Verification of Subject Matter Competency Requirement
6. Course Attendance Policy
7. Clinical Practice (Student Teaching) Expectations
8. Standards for Academic Progress
9. CalTPA Policy
10. Collaboration/Support Teaching Log
11. Credential Course Planner
12. Individual Development Plan
13. Teacher Candidate Improvement Plan Policy
14. Credential Ceremony Participation

15. Screen Recording Consent Form
16. PK-3 ECE TPA Math Cycle Checklist
17. PK-3 ECE TPA Literacy Cycle Checklist
18. Professional Equivalency Verification
19. Formal Lesson Plan

Acknowledgment

I understand that I am responsible for adhering to the aforementioned policies and to all the information found in this handbook. I understand that the handbook may change throughout the program and that it is my responsibility to make sure to review this document at the start of each semester.

My signature below indicates that I have read and understand the information presented in this handbook.

First and Last Name:
Signature:
Date: