

Program Standards

1. Program Summary

1.1 Program Location, Delivery, Pathway

Location	Method of Delivery	Pathway
University of San Diego	In-Person	Traditional Student Teaching
University of San Diego	In-Person	Internship

1.2 Initial Program Summary

Program Design

The PK-3 ECE Credential program will be one of the credential programs in the Department of Learning and Teaching in the School of Leadership and Education Sciences at the University of San Diego. This program will be led by a team of early childhood experts, those with PK-3 classroom experience as well as a strong commitment to social justice and equity. As is true with the existing credential programs in SOLES, the program will have oversight from the department Chair and Associate Chair as well as a Program Director. Students will be supported during their clinical experiences and through completion of their TPA by the Director of Field Experiences. Additional support will be provided by the credential analyst team, who will assure students are meeting key milestones for successful credential recommendation from admission to graduation.

The addition of the PK-3 ECE credential to the department's existing and successful Multiple Subject, Single Subject, Education Specialist, and Bilingual Authorization programs will further its mission by preparing equity minded students to fill the large number of vacancies that will soon exist with the adoption of UTK. It is our mission to advance the diversity of the teacher workforce and by providing accessible pathways for future educators to obtain their credential.

There will be 2 graduate level pathways for earning the PK-3 ECE credential:

1. 2-year, in-person, traditional student teaching pathway designed for individuals who have an earned bachelor's degree in an approved ECE field (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).
2. 2-year, in-person, internship pathway designed for individuals who have an earned bachelor's degree in an approved ECE field (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)..

USD SOLES has established partnerships for both traditional and internship pathways. Upon adoption of the PK-3 ECE credential, those participating districts will participate. Additionally, USD is home to the

Manchester Child Development Center (MCDC). MSCD will serve as a key partnership for the PK-3 ECE credential for student teaching and internship placements.

Program leadership is in constant collaboration with the program staff and faculty, as well as other key departments and contributors via regular meetings, faculty development workshops, feedback meetings and strategic planning. The department holds a retreat each fall and spring. The retreat is an opportunity to dive deeply into data related to student success and feedback, workshop curricular changes, and ultimately implement program improvement initiatives. Advancements made in these smaller convenings are then disseminated with the larger education unit and institution leaders. When appropriate and needed, program initiatives are voted on during faculty meetings or by curriculum committee. Program updates are shared with the SOLES community during monthly All Hands meetings.

To ensure viability and sustainability, the program intentionally worked carefully with community partners, such as leaders from the community college district, leaders across the USD campus, and early childhood educators, to ensure partnerships were in place to create accessible paths to earning a credential, curriculum met the needs of the community and university and CTC requirements, and ensure clinical placements would be extended for candidates. During Summer 2023, a group (see Initial Program Preconditions - Collaboration in Program Design and Implementation) of community partners were invited to give input and attend the faculty workshops and planning meetings. Facilitated by the Office of Field Experiences, SOLES is careful to nurture community partnerships and ensure maintenance of diverse field experiences for our candidates.

Response to First Review (Program Design)

The faculty have taken care to redesign each course to strategically imbed curriculum focused on the preparation of **young children in PK-3 settings**. This redesign is most evident in the completely revised TPE matrix. Specifically, each lead faculty ensured that every unit and assignment included resources, templates, instructions, and learning objectives that were specific to the PK-3 setting and differentiated, when appropriate, from General Education/Multiple Subjects.

Across syllabi, reviewers will see additional resources and instructions throughout that ensure that candidates pursuing the PK-3 credential will be well prepared. The faculty specifically ensured that the California K-3 Standards and Frameworks and the Preschool Learning Foundations and Curriculum Framework were utilized, referenced, and served as a basis for signature assignment outcomes.

This careful program design will become evident as reviewers examine the revised matrix, however some examples of assignments that reflect these updates are included below.

1. In EDTE 511, Equity and Advocacy in Educational Systems, PK-3 candidates work in small groups to create a UDL health-related lesson plan aligned with the California K-3 Standards and Frameworks and the Preschool Learning Foundations and Curriculum Framework. The instructions are specific, that the lesson plan should be developmentally appropriate for the age group of the candidates' students.
2. In EDTE 501, Methods for Language and Literacy, the lead faculty has provided reading resources that are specific to the PK-3 settings, clearly differentiating the assignments for the Multiple Subject and PK-3 ECE credential candidates throughout the syllabus.

3. In EDTE 513, PBIS, candidates complete an [Asset-Based Inventory](#). They work on this project throughout the semester and are provided with resources specific to their credential area. In this case, the project does not change, but the faculty has ensured that candidates have the opportunity to appropriately adapt the CRSTP to their students.

Coursework and Fieldwork Experience

Field work opportunities occur throughout a candidate's credential experience, in the beginning, middle, and concluding with student teaching placement.

To be fully prepared to teach in California schools, our candidates must have a variety of field experiences where they can experience a myriad of different curriculum, teaching styles, student populations, and grade levels. With this in mind, we have designated our fieldwork experiences to ensure our students are aware of and appreciate the diversity found in San Diego schools. Each student is required to participate in field experiences that are diverse with respect to school site, grade level, as well as cultural and academic backgrounds of the students.

Field placements take place at carefully selected sites chosen for teaching excellence, faculty and administrative support for candidate learning, location in the San Diego area, and diversity among the student body. Per CTC regulations, the teaching experiences are selected to reflect socioeconomic and cultural diversity and classrooms that include Emergent Bilinguals.

Placement decisions will be made at the discretion of the Office of Field Experiences. Although candidates are invited to share their preferences and make requests, decisions will be made in accordance with the goals of the program, the requirements of the state, and the professional judgment of the USD faculty and staff as to the placement site that best fits the experience and needs of the teacher candidate.

Field work occurs throughout a candidate's program and is carefully connected to coursework assignments. As shown in the [program of study](#), courses with a P require a minimum of 20 field work hours and are strategically spread throughout each semester, with the ultimate field experience being Student Teaching. During pre-student teaching semesters, field work experiences are utilized in courses to facilitate reflection, connecting theory and practice,

Student Teachers make a request for placement to the field office each semester ([sample survey](#)).

As indicated in the [student teaching handbook](#), during the course of a semester, the student teaching experience will include supervision in the following ways:

1. Initial triad meeting. This will be a group meeting between the mentor teacher, university supervisor, and teacher candidate at the start of the semester where roles and responsibilities, student teaching times (Teacher Candidate Weekly Schedule Form), and expectations will all be discussed. It is through this explicit communication that everyone can be 'on the same page' for a successful placement.
2. During the semester, the university supervisor will conduct 6 observations, in a combination of live on-site and/or recorded lesson formats. These are formal evaluations that must be completed as per CTC guidelines. The cooperating teacher will be invited to provide feedback and assessment both in-person and through the Tevera platform.
3. The university supervisor and cooperating teacher will each complete a final evaluation of the student teacher and discuss their feedback with the student teacher.
4. The university supervisor is responsible for submitting the student teacher's final grade for the

student teaching placement experience.

Student teachers are assessed against the TPEs and grade based on the [student teaching rubric](#).

University supervisors are selected based on their credential area expertise, experience with supervision, and past evaluations from teacher candidates and mentor teachers. Supervisors are provided an [orientation](#) each semester along with regular check-ins with the Director of Field Experiences, who manages all supervisors and monitors the teacher candidate experience. Supervisors are evaluated based on mentor teacher and student teacher feedback.

Response to First Review:

- Our [Statement of Fieldwork Prioritization](#) describes our commitment to anti-racism and anti-bias teaching and learning practices in the field. This document can be found on our Field Experience website and is shared with candidates as part of our meta values in each course syllabus.
- We are undertaking a revision of our observation tools during the 2024-25 academic year to include a more broad focus on teaching practice across a [pre-observation](#), observation, [post-observation](#) (POP) Cycle (housed in our Tevera dashboard) and [PK-3 ECE Specialist IDP](#) which will ensure candidate exposure to California's K-3 Standards and Frameworks and the Preschool Learning Foundations and Curriculum Framework.
- Upon approval to offer this credential from the CTC, [this position description](#) will be posted and highly qualified university supervisors will be hired to oversee the field experiences of PK-3 ECE candidates.

Assessment of Candidates

Assessment is embedded throughout the credential program. Within 60 days of admission, the credential analysts perform an evaluation and inform students of their status in relation to subject matter. If needed, guidance is provided to each candidate regarding how they can work toward meeting subject matter requirements. In collaboration with the Director of Field Experience, the credential analysts ensure that candidates are meeting key milestones that will ensure they are prepared for meeting program and credential recommendation requirements.

Candidates in the PK-3 Credential will be assessed using multiple measures at various points during their program. The [Self-Efficacy for Working with Diverse Learners](#) is a survey that is administered as a pre/post test before and after candidates complete their student teaching experience. Students report on their self-efficacy for working with diverse learners in three areas: curriculum and instruction, classroom community of practice, and student assessment. Data is shared with faculty to inform the areas in which candidates need additional support. This survey also informs ongoing department transformation and continuous improvement work geared toward increasing educator diversity. In addition, candidates are given the [Student Teacher Disposition Survey](#) at the end of their student teaching experience. The survey assesses candidates' professional attitudes, values, and beliefs, demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities.

Student teachers are [assessed against the TPEs](#) and grade based on the [student teaching rubric](#). Additionally, candidates are assessed via the CalTPA during their final semester of our program.

Throughout their time in our program, students who are not making successful progress or who are thought to be at risk are identified through a [disposition referral form](#). This form alerts the academic

programs manager, who disseminates the information and coordinates a student meeting with their academic advisor, the department chair, director of field experiences, faculty members, and university supervisor (as appropriate). Those in need of support complete a [collaborative student assistance form](#) outlining areas for improvement and have regular check-ins regarding their progress as determined by the assistance plan.

Performance Assessment: During the Student Teaching semester, candidates are enrolled in a bi-weekly Seminar on-campus class where candidates discuss their placements, and receive technical instruction on completing the CalTPA appropriate for their credential(s). The seminar is taught by the CalTPA Coordinator for the department (Amanda Roth). In addition to bi-weekly sessions, other dates are identified each semester for full-day Workshop opportunities for candidates to make progress toward their Cycle submissions. Candidates who do not pass a Cycle schedule a one-on-one meeting with the CalTPA Coordinator to unpack their score and determine the best course of action to edit and resubmit their Cycle submission. When appropriate, secondary passing standards are also discussed as an option for candidates who do not pass.

2. Organizational Structure

2.1 Organizational Chart

[Organizational Chart - SOLES Department of Learning and Teaching](#)

2.2 Third-Party Entity

N/A

3. Course Sequence and Faculty Qualifications to Teach Course

3.1 Course Sequence

The below linked Program of Study indicates applicable items for both pathways identified; traditional student teaching and internship. The only difference between the program of study for a traditional student teaching candidate and an internship candidate is the seminar added to the internship program for field support as required (EDTE 555F).

[Proposed Course Sequence](#)

Response to First Review:

The [proposed PK-3 ECE course sequence](#) details the sequential clinical practice experience teacher candidates would have during the PK-3 credential program. They begin with EDTE 551 Practicum, then complete EDTE 552 Extended Practicum, and then complete EDTE 553 Student Teaching. Each sequential field course provides one required field experience (e.g. grade/age level) with scaffolded teaching responsibilities and coordinated course assignments, building up to their final student teaching placement. Further descriptions on the sequence of field experiences can be found [here](#).

3.2 Program Faculty and Course Assignments

The PK-3 ECE credential will be taught by both new and existing department faculty. The table below indicates the proposed program faculty, their qualifications, and the courses they will teach.

Faculty Type	Number of Faculty	Courses Per Semester
Full-Time Faculty	7	2-3
Adjunct Faculty	3	1-2

3.3 Faculty Qualifications by Course

PK-3 ECE Faculty Qualifications by Course	
Course	Degree/ Qualifications
EDTE 500P - Diversity, Inclusion & Schooling	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education, Educational Context, or similar field • Experience teaching in a P-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 501P - Methods for Language and Literacy	Minimum Qualifications:

	• Masters Degree in Education, Educational Context, or similar field • Expertise in language and literacy for P-12 learners • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education Educational Context, or similar field • Expertise in language and literacy for P-3 learners, across the domains of listening, speaking, reading, and writing development, and foundational skills of reading • Experience teaching in a P-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 502P - Elementary Methods I: Math & Science	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service.

	Preferred Qualifications • Expertise in the key dimensions of curriculum and instruction theory and practice in mathematics and science in accordance with State and National STEM Standards in the PK-3 contexts • Earned Doctorate in Education, Educational Context, or similar field • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 510P - Educational Psychology	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Expertise in theory and pedagogy of educational psychology and its classroom applications • Earned Doctorate in Education, Educational Context, or similar field • Experience teaching in a P-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 503P - Elementary Methods II: Humanities	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of

	public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Expertise in overview of key dimensions of curriculum and instruction theory and practice in social studies and accordance with State and National Standards. • Earned Doctorate in Education, Educational Context, or similar field • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 511P - Equity & Advocacy in Educational Systems	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education, Educational Context, or similar field • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural

	Foundations of Education, Early Childhood
EDTE 512P - Methods for Multilingual Learners	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Expertise in language acquisition, English Language Development, and multilingual theory and practices across the domains of listening, speaking, reading, and writing development • Earned Doctorate in Education, Educational Context, or similar field • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 517P - Assessment: Pre-Referral to Collaborative Support	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional

	practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education, Educational Context, Teacher Education, or similar field • Experience teaching in a PK-3 setting with a strong background in administering of assessments as well as using data to inform instruction • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 513P - Positive Behavior Supports for Family, School, and Community Engagement	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education, Educational Context, Teacher Education, or similar field • Expertise in community and family engagement, or similar context • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 553F - General Education Student Teaching & Seminar (Student Teachers Only)	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field

	• Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education, Educational Context, Teacher Education, or similar field • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood
EDTE 555F - Internship Seminar (Interns Only)	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education, Educational Context, Teacher Education, or similar field • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early

	Childhood
EDTE 516 - Technology & Learning	Minimum Qualifications: • Masters Degree in Education, Educational Context, or similar field • Experience teaching in the P-12 setting • knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems • Strong commitment to social justice, diversity, multiculturalism, and inclusion of all learners • demonstration of effective professional practices in teaching and learning, scholarship, and service. Preferred Qualifications • Earned Doctorate in Education, Educational Context, Educational Technology, Teacher Education, or similar field • Expertise in current educational tech for early childhood settings • Experience teaching in a PK-3 setting • Strong knowledge of current research, policy, and best practices in at least one of the following areas: Social/Cultural Foundations of Education, Early Childhood

4. Course Matrix

[PK3 ECE IPA Course Matrix](#)

Revised Course Matrix for First Review: [LINK TO REVISED MATRIX](#)

5. Standard-Specific Evidence for Standards 4, 7, and 8

5.1 Program Standard 4 (Equity, Inclusion, and Diversity)

In alignment with the mission of SOLES - *to educate, engage, model, mentor and challenge the campus community to promote social justice and ignite meaningful change in our diverse society*, as well as the mission of the Department of Learning and Teaching - *to prepare its students to address the needs of the*

multi-ethnic, multilingual and multi-racial birth through adult student population and to advance scholarship that helps to promote this process, the PK-3 ECE program also intentionally addresses diversity, equity and inclusion in both coursework and clinical practice and upholds the meta-values of the department: critical inquiry, international and global citizenship, diversity and inclusion, anti-racism, and change for a more just world. From introductions in the foundational course, EDTE 3/500: Diversity, Inclusion & Schooling throughout candidates' complete programmatic experience, topics surrounding privilege, power, and bias are covered, and candidates are supported in thinking, exploring and embedding anti-bias, racially just and equitable learning outcomes. Introduction, practice and assessment are embedded program-wide. Additionally, ongoing conversations and feedback through advising also support asset-based pedagogies, continuous learning and professional development around issues of equity.

The Department of Learning and Teaching has embraced 5 meta-values; Diversity and Inclusion, Critical Inquiry, Antiracism, International and Global Citizenship, and Change for a More Just World. The meta-values serve as program learning outcomes and guide curriculum and student learning. Specifically, by the end of the program it is expected that students will “be able to identify and navigate sources of power/resistance, decision making and resources (and) challenge all forms of discrimination.” Students will be skilled at being aware of their own biases, understand deficit models and reframe/transform, and understand access and equity to be an overarching goal of education.

Department of Learning and Teaching Meta-Values



Additionally, students complete a self-assessment of their [Self-Efficacy to work with Diverse Learners](#), serving as formative feedback on the effectiveness of their implementation of strategies to address equity, inclusion and diversity. The assessment is completed in a pre/post-test format before and after their student teaching experience. Students are able to reflect on the areas they want to gain confidence and experience in before they begin their student teaching and reflect on their growth as they finish the semester. Further, cumulative results are shared with the faculty to help guide supervision and instruction.

(a) Privilege and Power: Personal Attitudes

Candidates are given the opportunity to link personal experience, practicum observations and course readings and ideas through a series of Cultural Autobiography Projects in EDTE 500. Through a [Cultural](#)

[Poem](#), asks students to compose an original poem that engages and illustrates dimensions of culture. The purpose of this project is to build community and trust by allowing students to share who they are with their learning community and to get students to think about the “systems of reality” and “sociopolitical contexts” from which we live our lives, a critical step to reflecting on the subtle assumptions embedded in our world view and understanding cultural others. Students are evaluated on how they connect their poem to course content.

The second project, the [Identity Journal](#), asks students to organize a collection of images or objects that reflect on their social identity journey within schooling and education and prepare a “show and tell”. Students explore how their identities have evolved over time and different forces that have influenced how they and others understand what those identities mean in educational settings.

Response to First Review:

The issues of power and privilege in different domains are addressed in the third project, the [Language Inventory](#), which asks students to track their own use of language in various social contexts and then reflect on their own “system of reality,” vocabulary and tone change with different settings and people, the cultural values embedded in communication, and how language reflects your identities and issues of power and privilege. Students synthesize the challenges and advantages of their language background with respect to teaching non-native English speakers.

(b) Privilege and Power: Analyze, Monitor and Address

Through a series of assignments leading to a Grant Application Project, students in EDTE 511 are able to analyze, monitor and address the issue of privilege and power at the individual and system levels. First, students engage in a [Systems and Policy Dialog](#) to uncover school, district, state, and national policies. Then, they focus on an equity related issue and generate an [inventory of resources](#) related to the needs of diverse learners aligned with their issue. These assignments culminate in the [Grant Application Project](#) that allows students to develop a plan for addressing an equity issue through the development of an intervention or program.

EDTE 511 has the established course objective of “engage in problem-solving to address the misuse of power in managing student behavior through restraint and seclusion”, in alignment with departmental meta-value II, changemaking for a more just world. This course objective is specifically addressed through readings such as:

- Nieto & Bode (2017). *Affirming Diversity: The Sociopolitical Context of Multicultural Education*. ISBN: 9780131367340
- Moll, L. C., Amanti, C., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into practice*, 31(2), 132-141.

Response to First Review:

EDTE 511 is the primary course in which candidates analyze, monitor and address the issue of privilege and power at the individual and system levels. First, students focus on an equity related issue and generate an [inventory of resources](#) related to the needs of diverse learners aligned with their issue. They analyze what resources are available, what is missing, and plan for what is needed. Then, they engage in a Systems and Policy Dialog to uncover school, district, state, and national policies. These assignments culminate in the [Grant Application Project](#) that allows students to develop a plan for addressing an equity issue through the development of an intervention or program.

(c) Explicit and Implicit Bias: Instruction, Classroom management, and Early Childhood Program Policies

Candidates in the PK-3 ECE Credential program are expected to enter our program having an earned bachelor's degree in an approved ECE field (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) as a prerequisite to entering one of our credential pathways (traditional student teaching or intern). Candidates will be expected to bring these competencies into our program; these components will be further explored through both early field work and student teaching/internship and also in coursework as related to TK-3.

Response to First Review:

Several courses in our program provide additional opportunities for students to learn about how bias impacts instruction, management and policy in schools:

1. In EDTE 511, students engage with case studies that contain issues of bias within the [Student Asset Analysis](#) and the [UDL MTSS Policy Implementation](#).
2. EDTE 513, Positive Behavior Supports for Family, School, and Community Engagement, focuses on preparing candidates to explore and work to eliminate bias, to create and sustain positive learning environments that tend to the whole child and their communities. The [Classroom Observation and Reflection assignments](#) ask students to notice behavior changes with various classroom contents and to problematize the notion of “troublemakers”.

(d) Role of The Teacher in Creating Equitable Learning Opportunities and Outcomes

As part of EDTE 511, candidates complete a [Grant Application Project](#) in which they examine how teachers and other stakeholders promote equity through advocacy in and around educational systems. Candidates examine: If local teachers were provided with ample funding to conceptualize and implement an intervention or program to create systemic change for equity, what might they create?

In preparation for this project, candidates participate in a [Family School and Community Resource Inventory](#) in which they explore resources related to the needs of diverse learners and a [Systems and Policy Dialog](#) to engage in collaborative conversations and research relevant policies occurring within schools, districts, state, and national policies.

Response to First Review:

In EDTE 511, candidates work to understanding of the role of the teacher in creating equitable learning opportunities and outcomes in early childhood education settings by engaging with a [UDL MTSS Policy Implementation](#), a step-by-step plan for the classroom that begins with knowing who your students are and identifying their needs before planning a lesson with assessments.

(e) Personal Bias and Inequity: Opportunities in Coursework and Clinical Practice

During their Student Teaching Seminar, students are given two opportunities to complete a self assessment of their [Self-Efficacy to Work with Diverse Learners](#), before and at the end of their student teaching experience. In a judgment free manner, students have the opportunity to recognize and reflect on their own biases and inequities, develop and implement strategies in their clinical practice for increasing their self-efficacy in this area, and reflect on their growth over the course of the student teaching experience. The survey asks candidates to reflect on their confidence in areas such as:

- Support the academic and social emotional needs of English language learners
- Identify and utilize resources that will represent the community where my students live
- Critically examine curriculum to determine whether it reinforces negative cultural stereotypes
- Locate and use examples that are familiar to and represent the diversity of my students
- Consider my students' diverse backgrounds to establish equitable classroom expectations

Students are also provided an opportunity to identify and analyze factors that lead to their personal bias and inequity through the [Cultural Autobiography Projects](#) during EDTE 500. The specific assignments have been detailed and linked above (5.1a).

During EDTE 511 students engage in a [Systems and Policy Dialog](#) assignment in which they engage in collaborative conversations and research relevant policies occurring within schools, districts, state, and national policies. Students will then include two policies related to their grant project within the context of their grant paper.

Response to First Review:

Evidence of opportunities for candidates to learn how to:

- a) to identify, analyze and minimize personal bias,

In EDTE 500, the three [Cultural Autobiography Projects](#) give students an opportunity to identify, analyze, and minimize personal bias. As candidates reflect on their own experience, they also share these projects with the class and engage in learning about the experiences of their peers.

- b) policies and historical practices create and maintain institutional bias, and

In EDTE 511, candidates complete a [Grant Application Project](#) in which they examine how teachers and other stakeholders promote equity through advocacy in and around educational systems. In this, they examine policy and historical practices that have contributed to inequity as they take on a [Systems and](#)

[Policy Dialog](#) assignment in which they engage in collaborative conversations about policies occurring within schools, districts, state, and national policies.

c) teachers can help address any identified inequity.

In EDTE 511, the focus of the entire course is how teachers can address identified inequities. The [Grant Application Project](#) and the [UDL MTSS Policy Implementation](#) are key examples.

(f) Growth, Development and Learning: Opportunities in Coursework and Clinical Practice

In EDTE 511, students complete a [Student Asset Analysis](#) in which they analyze a case study to place the students' schooling experience in social, cultural, and political context. They complete a Student Study Team (SST) form identifying the strengths, areas of concerns, strategies, and next recommended steps for the child. This is an opportunity to improve growth, development, and learning for all children and develop a plan for improving learning and access for the young child while considering the child's familial and community circumstances.

Response to First Review:

The [Student Asset Analysis assignment](#) (EDTE 511) requires candidates to examine student's support systems including their family and community engagement and how their home community impacts their learning. These contexts are used in combination with an understanding of the student's learning and teaching experiences and established educational plans to make recommendations for the child, describing goals and objectives for content learning for the student and the instructional adaptations that will be necessary to promote access to core curriculum. They submit both a Student Study Team and narrative explaining their recommendations.

In EDTE 513, candidates complete an [Asset-Based Inventory](#) in which they assess students' interests, needs, funds of identity, preferences for learning, questions they have about the class, schedules, etc. They choose one student to be a focus student for a case study and complete a [Culturally Responsive and Sustaining Transition Portfolio](#) with the student to help them identify their unique goals.

(g) Building on Children's Strengths and Assets: Opportunities in Coursework and Clinical Practice

Teacher candidates are introduced to Universal Design for Learning lesson planning in [Elementary Methods I](#). Throughout all coursework and field work assignments, Lesson plan [Template 1](#) and [Template 2](#) are required to be completed and submitted for feedback in all [formal observations](#). These templates focus specifically on Universal Design for Learning and documenting students strengths and assets as well as their learning styles and needs. In this way, candidates gather information about their students throughout their various placement settings and are expected to consider children's strengths and assets when creating lessons and units both for both coursework and field work experiences.

5.2 Program Standard 7: Effective Literacy Instruction in PK-3 Settings

EDTE 501 focuses on teaching literacy to young children across all content areas, inclusive of the broader domains of reading, writing, listening and speaking, as well as the more specific and narrow concepts of foundational skills. Not only are students able to create the foundational building blocks of reading development, they are also introduced to, given opportunities to practice, and assessed on their ability to build their teaching upon the theories and frameworks of Universal Design for Learning, MTSS, and Dyslexia Guidelines.

Resources from ECE & Early Literacy field experts, state-based resources, invited speakers, as well as district-sourced curricular materials are all curated by university faculty to introduce, allow opportunities for practice, and formative and summative assessments for candidates.

- (a) Principles of equity, diversity, and inclusion are embedded across all of the program's courses and clinical practice as literacy is a foundational aspect of all courses in the PK-3 credential. These principles are introduced through videos and modules such as [IRIS Center's Classroom Diversity](#) and practiced and assessed through course assignments like EDTE 3/501's [Layered Text Read Aloud](#).
- (b) [Multi-Tiered System of Support](#) is introduced through IRIS Center's modules and also extended to deepen the learning of [MTSS/RTI](#).
- (c) Responsive Instruction - Working through the Preschool Framework and other CA Department of Education statewide frameworks, candidates are introduced to developmentally appropriate theory and pedagogy that engages multiple dimensions of literacy and have opportunities to practice across the PK-3 span.
- (d) Incorporation of [California Dyslexia Guidelines](#) - Neurodiversity is covered in multiple courses such as EDTE 502 and EDTE 503 as well as a deep dive on Dyslexia and California's guidelines in EDTE 501.
- (e) [Integrated and Designated ELD](#) - CA's approach and framework to English Language Development and the implementation of both integrated and designated teaching instruction are covered in both EDTE 501 and EDTE 512.
- (f) [Promotion of Multiliteracy](#) - Bilingualism and multilingualism are both covered heavily in [EDTE 501](#) and [EDTE 512](#), introducing strategies to use with multilingual learners and English language learners.
- (g) The role of assessment, and the variety and effectiveness of assessments are introduced, practiced and assessed across the program, but heavily embedded in [EDTE 3/501](#). Students are introduced to formative assessment by using [NCTE's Statement on Formative Assessment](#), and CA district's approaches to progress monitoring and literacy assessments are covered. The course concludes

with reflecting on candidates' Case Study Assignment, which allows students to implement data-informed lessons, cycle through assessment and reassessment during their clinical practice.

Response to First Review:

Below we have included a table to 1) link courses and assignments to the applicable aspects of Program Standard they support and 2) provide a visual of the manner in which these elements are embedded throughout the program. These courses are listed in the order in which a student will most likely take them as they progress through the program.

It is very important to understand that clinical practice is embedded into every semester and course. Prior to student teaching, students are enrolled in practicum courses that do not carry any credit (EDTE 551: Practicum and EDTE 552P: Extended Practicum). This ensures each candidate has a clinical environment to observe, practice, and apply skills learned in other courses and thus, many assignments and projects rely on the clinical setting. Please refer to the [PK-3 ECE Program of Study](#) to visualize this parallel clinical opportunity.

Courses Supporting Reading and Literacy Instruction	Assignment (Linked)
Fall I	
EDTE 3/500P: Diversity, Inclusion, & Schooling	Cultural Autobiography Project - Opportunity to utilize practicum observations to model asset-based pedagogy using a series of creative and reflective assignments
EDTE 3/501P: Methods for Language and Literacy	Literacy Case Study - The literacy case study is a critical and robust project for the introduction, practice and assessment of candidates in TPE 7. It relies heavily on the clinical experience of Practicum. Sections A and B, require the candidates to collect information and data about the child and conduct a variety of literacy assessments to determine the appropriate instruction for the child. Section C specifically requires candidates to create a lesson plan that incorporates the Preschool Curriculum Framework, is linguistically appropriate for the age group, and grounded in UDL. Draw a Picture - this article introduces candidates to the implementation of visual-based literacy strategies that are useful for multilingual and English learner students. The study looked at

	students in grades kindergarten through sixth, but is also very applicable to the preschool classroom. <u>Fluency</u> - Candidates are introduced to the concept and apply it in assessment for children with dyslexia and the development of early literacy. <u>Phonological Awareness</u> - Candidates are introduced to phonological awareness as a pre-reading skill in PK. They learn about indicators of dyslexia in early childhood.
EDTE 3/502P: Elementary Methods I: Math & Science  EDTE 302-502-Fall 2023.docx	<u>Unit Planning and UDL</u> - Candidates apply Universal Design for Learning by revisiting lesson plans they have developed and finding new ways to incorporate Preschool Learning Foundations in Language and Literacy and UDL.
Spring I	
EDTE 3/503P: Elementary Methods II: Humanities	<u>Project Based Learning Unit</u> - Candidates utilize informational texts so that students may learn key foundational literacy skills including text fluency and academic language, oral expression, and cognitive skills that support reading comprehension and meaning making with disciplinary texts.
<u>EDTE 511P: Equity & Advocacy in Educational Systems</u>	<u>UDL MTSS Policy Implementation</u> - this project is an opportunity for candidates to work in collaboration with peers to develop a UDL lesson plan aligned with the CA Preschool/TK Learning Foundations with examples of Tier 1, 2, and 3 interventions.
<u>EDTE 512P: Methods for Multilingual Learners</u>	<u>ELD Lesson</u> - this assignment asks candidates to develop 3-4 developmentally appropriate English Language Development activities or lessons tailored for multilingual learners in PK to third grade with a focus on oral language and early literacy (foundational skills and reading comprehension). This assignment is robust and requires candidates to incorporate several ELD strategies for young learners. It also strategically overlaps with the ILEAPs assessments. <u>Individualized EL Proficiency Assessment for the Multicultural Learner</u> - Using their practicum clinical experience, candidates must select and

	justify language assessments appropriate for PK-3 multilingual learners, conduct and interpret the assessment, identify areas of needed support and develop an instructional activity to address the area of need. Candidates incorporate ELD and PK Standards into their project. Candidates conduct several ILEAPs during the semester. <u>UDL/SDAIE Changemaking Lesson</u> - Create a linguistically supportive lesson plan for a PK English Learner, integrating play-based strategies and in alignment with the California Preschool Learning Foundations and the Play in the Classroom. The lesson should foster language development while engaging students in active exploration, collaboration, and creativity.
<u>EDTE 517P: Assessment - Pre-Referral to Collaborative Support</u>	<u>Early Reading Assessment</u> - Candidates are introduced to early reading assessments appropriate for the PK-3 Setting, specifically - Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Early Reading Diagnostic Assessment (ERDA) <u>Holistic Academic Assessment Report and Presentation</u> - In this semester long project, candidates use their extended practicum clinical placements to assess a learning using multi-disciplinary input and comprehensive assessments (preferably EL). They propose IEP, ITP, MTSS, 504 goals based on baseline data, strengths, and areas of growth.
Fall II	
<u>EDTE 513: Positive Behavior Supports for Family, School and Community Engagement</u>	<u>Conversations with Family and Reflection</u> - This assignment leans into a critical part of MTSS, parent/family involvement. Candidates take this course while completing student teaching. Candidates connect with the parent or guardian of one of their focus students and conduct a real conversation. <u>Asset-Based Inventory</u> - This is an opportunity for candidates to get to know the students in their classroom during student teaching and create a Culturally Responsive and Sustaining Transition Portfolio (CRSTP) that is age appropriate. <u>Supporting Culturally and Linguistically Diverse</u>

	Families in the Early Years - Throughout this course, the instructor has provided resources like this specific to candidates in pursuing a PK-3 ECE credential.
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Response to Second Review:

We have strengthened both the coursework and clinical practice evidence to more clearly demonstrate that candidates receive comprehensive opportunities to learn, practice, and apply all components of Program Standard 7.

Specifically, we have:

- Expanded evidence of literacy practice throughout coursework and clinical experiences, demonstrating that candidates engage in literacy instruction beyond the six formal clinical observations through course assignments, case study activities, literacy environment analysis, assessment activities, and field-based application.
- Strengthened opportunities to demonstrate competency across all components of Standard 7 by revising coursework and assignments to explicitly address each literacy domain and corresponding TPE, including foundational skills, phonological awareness, meaning making, language development, effective expression, dyslexia, Universal Design for Learning, literacy environments, assessment, and integrated literacy instruction.
- Enhanced preparation for children ages 3–5 by revising the PK-3 coursework, readings, learning activities, assessments, and case study requirements to include developmentally appropriate content, instructional practices, and assessment tools specific to preschool-aged children.
- Revised assignments to provide clearer evidence of candidate practice and application, ensuring reviewers can readily identify where candidates apply literacy instruction in authentic PK-3 settings and how those experiences align with Program Standard 7.
- Strengthened alignment between coursework and clinical practice, ensuring candidates learn, practice, receive feedback on, and demonstrate competency in effective literacy instruction across the full PK-3 developmental continuum.

The detailed revisions below identify the specific coursework, assignments, and clinical practice experiences that address each component of Program Standard 7 and its associated TPEs.

Updated

 ECE Case Study

 EDTE 301/501 ECE Literacy Syllabus

7.2 [Dyslexia](#)

Candidates are required to engage deeply with the [Dyslexia Guidelines](#) through both reading and applied coursework. Students read the full Guidelines and participate in a structured jigsaw activity, in which each group is responsible for reading and presenting a specific chapter. Through this process, candidates explicitly learn and teach key components, including the definition and characteristics of dyslexia, as well as the principles of structured literacy.

Course assignments including the [Case Study](#) are designed to ensure that structured literacy instruction is not only understood conceptually but applied in practice. Candidates are expected to demonstrate knowledge of structured literacy as comprehensive, systematic, explicit, cumulative, and multimodal, with specific attention to phonology, orthography, phonics, morphology, syntax, and semantics in weeks 2,3,5 & 6; with a specific focus on [dyslexia](#) on weeks 9 and 10.

To further support application, candidates collaborate with mentor teachers and partner districts to identify and evaluate appropriate screening and assessment tools in their specific contexts. These include measures of phonological awareness, decoding, fluency, and reading comprehension, ensuring alignment between coursework and field-based practice.

7.5b Phonological Awareness

Assignments and readings specific to children ages 3–5 have been incorporated into [Week 3](#) of the 301/501 Literacy syllabus. The syllabus has been revised to reflect a clear focus on [early childhood education \(ECE, ages 3–5\)](#), and the [Case Study](#) assignment has been updated to include assessments appropriate for this developmental stage.

7.5f This standard has been addressed through the integration of resources and readings aligned with [Universal Design for Learning \(UDL\)](#) and [early childhood education \(ECE\)](#) to support structured and explicit instructional practices, as [Universal Design for Learning: A Checklist for Early Childhood Environments](#)

TPE 7.5h - This standard has been addressed by incorporating [Literacy Environment Walk](#) assignment along with targeted [readings](#) that support the development of print-rich environments and promote young children's engagement with print.

TPE 7.5i - This standard has been addressed through the integration of focused activities and supporting readings in [Week 3 Phonemic & Phonological Awareness](#) and [Week 6 Writing-Oral Storytelling](#)

7.6 Meaning Making

7.8 Effective Expression

7.8c,d,e Addressed through integration in [Week 6 Writing-Oral Storytelling & Invented Spelling](#), [course readings](#) and within the case study assignment, which includes a focus on analysis of student work and [writing development](#); letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 Addressed through integration in Week 12 [Content Integration and Digital Literacy and assignment](#)

7a. Foundational Skills

The [foundational skills](#) and building blocks of literacy and all of its domains – reading, writing, listening, and speaking, are thoroughly introduced, practiced, and assessed from PK - 3+ in the literacy course EDTE 3/501 as well as embedded in the literacy components of other courses as well as in the clinical experience. The [Reading 101 Modules](#), alongside the [CA State ELA/ELD Framework](#) documents are used to teach and support candidate learning of components of TPE 7 - Effective Literacy Instruction in PK-3 Settings.

Response to First Review:

USD's teacher preparation program embeds elements of TPE 7 throughout the program, giving candidates opportunities to learn and practice skills through parallel and interwoven classroom and practicum experiences. While enrolled in EDTE 301/501 (Methods for Language and Literacy), students are also enrolled in a practicum experience (EDTE 551P and EDTE 552P), which allows students to practice the foundational skills learned in the classroom. Literacy is embedded into all discipline specific courses including math, science, and humanities.

Evidence in Clinical Practice:

Through each clinical field experience, candidates are placed in various grade levels, specific to their pursuant credential, where they are both supported and evaluated by a university supervisor over 2-3 semesters and are utilizing their field experience to practice course content related to all topics, including literacy skills. While candidates' mentor teachers may be in any grade level appropriate to their credential, candidates are encouraged to visit multiple grade levels/classrooms at their assigned school site to gain sustained understanding of key concepts and skills, as described in their fieldwork syllabi ([example](#)).

Evidence in Coursework:

EDTE 301/501, Methods for Language and Literacy, is a critical course for preparing candidates to teach foundational literacy skills specific to TPE 7.5. In EDTE 301/501 (taken in conjunction with EDTE 551P

Practicum fieldwork or EDTE 552P Extended Practicum fieldwork referenced above), PK-3 candidates are introduced to Foundational Standards through readings such as, [Print Awareness](#), [Basics: Phonological and Phonemic Awareness](#), [Phonics: Introduction](#), [Decoding: The Basics](#), [Morphological Awareness: One Piece of the Literacy Pie](#), [Fluency Introduction](#), [Elements of Explicit Instruction](#), [What are Decodable Books and Why Are They Important](#), [Awaking Socially Just Mindsets through Visual Thinking Strategies and Diverse Picturebooks](#), and [Invented Spelling and Spelling Development](#), discussions, and practical applications.

They engage in implementing various assessments, data analysis and lesson planning through a robust Case Study Assignment (detailed below) and a Culturally Responsive/Universal Design for Learning Lesson Plan Assignment, which requires candidates to choose a culturally responsive, grade-level text and then build a lesson integrating **Universal Design Learning**, and additional layers (4+) from there. This assignment provides candidates with an opportunity to implement a **multi-tiered system of support**.

The course includes a [three-part Case Study](#) focused on making instructional decisions for a diverse group of readers in a classroom at their assigned placement site.

1. **Observations and Student Profiles:** The study begins with detailed observations of students in a PK-3 classroom during various activities to identify and assess their engagement levels, independence, and areas of struggle. With the help of a teacher, a small group of students experiencing difficulties in language arts is selected. Individual profiles are created for each student, detailing their learning behaviors and language proficiency.
2. **Assessments and Lesson Plans:** Assessments are administered to measure literacy skills, including foundational skills such as concepts of print, including letters of the alphabet, phonological awareness, including phonetic awareness, phonics, spelling and word recognition, including letter-sound, spelling-sound and sound symbol correspondences, decoding, morphological awareness, and fluency. Based on the assessment data, targeted lesson plans are developed and taught, incorporating CA ELA/ELD Standards and the CA Preschool Learning Foundations, specifically the Language and Literacy domain. The effectiveness of these lessons is reflected upon, and necessary modifications are made.
3. **Reassessments and Reflection:** After teaching, reassessments are conducted to evaluate progress and inform future instruction. The case study concludes with a reflection on the teaching practices and their impact on student learning, along with a portfolio of student work showcasing their academic progress.

EDTE 302/502 (Elementary Methods I: Math & Science) and EDTE 303/503 (Elementary Methods II: Humanities) ensure candidates are prepared to teach foundational skills in math, science, and humanities lessons through readings, discussions, in-class hands-on practical applications, and authentic assessments. As these are discipline-based methods classes (Science, Social Studies, Mathematics) particular attention is focused on candidates' ability to support students as they "read and write increasingly complex disciplinary texts with comprehension and effective expression".

Specifically, candidates are introduced and provided opportunities to practice Claim, Evidence, Reasoning writing strategies through a lecture and video and CER discussion and practice activity, which allows students to effectively decode and understand complex disciplinary text.

The [Interdisciplinary STEAM Unit](#) gives candidates the opportunity to practice creating an NGSS lesson that intentionally incorporates literacy and receive feedback on their implementation. During the [Field-Based Assignment](#), candidates **teach a lesson at their practicum site**. They are assessed on how well they incorporate content standards of reading, writing, speaking, and listening using disciplinary texts. [Number Talks](#) articles and group discussions promote candidates' ability to teach students to use

disciplinary vocabulary in context and connect big ideas to meaningful independent exploration and practice supporting student-discourse in math.

Similarly, in EDTE 303/503, Elementary Methods II: Humanities, candidates create a Project Based Learning Unit in which they are required to utilize informational texts so that students may learn key foundational literacy skills including text fluency and academic language and cognitive skills that support reading comprehension and meaning making with disciplinary texts. Candidates are expected to include discipline-based academic standards for literacy and incorporate plans to **incorporate Universal Design for Learning (UDL)** and student use of assistive technology to ensure that all students, including those with learning disabilities, can access and interact with informational texts. Likewise, in the Field-based Assignment, candidates work with their cooperating teacher to plan and teach a lesson that incorporates reading, writing, speaking and listening using information texts. **MTSS** is further practiced in EDTE 303/503 through class readings and group discussions centered around supporting all learners. In week 8, through readings, lectures, and practice opportunities, candidates learn to scaffold information text to support student understanding. In week 3, students read about and practice meeting the literacy needs of multiracial and multiethnic children.

The California Dyslexia Guidelines are introduced in EDTE 301/501 through lecture and reading activities. Specifically, candidates are introduced to PK-3 fluency and apply it in an assessment for children with dyslexia and the development of early literacy. Additionally, candidates are introduced to phonological awareness as a pre-reading skill in PK. They learn about **indicators of dyslexia** in early childhood. Within EDTE 317/517, Assessment, candidates complete a Case Study Assessment Report to demonstrate their ability to assess a learner using multi-disciplinary input and comprehensive assessments (formal and informal), including dyslexia screening, to make data-driven recommendations about academic and behavioral supports, as per the duties of an Educational Specialist. Candidates will propose goals based on baseline data, strengths, and areas of growth.

The EDTE 312/512 Methods for Multilingual Learners course offers a comprehensive experience in comprehending and addressing the distinct affective, linguistic, and academic needs of the EL population. Through Individualized English Language Proficiency Assessments of oral, written, and reading language, candidates practice and are assessed on their use of screening to determine students' literacy profiles and identify potential writing and reading difficulties. Candidates create an integrated or Designated ELD lesson aligned with the ELD and CA Preschool Learning Foundations standards. The lesson's objective is to promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures and discourse-level understandings as students read, listen, speak, and write. The lesson includes instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and encourages translanguaging.

Second Review Feedback Received: Standard is not fully addressed. Foundational skills in reading were well addressed in terms of introduction (I) and assessment (A) and less well addressed in practice (P). The reviewer was not able to find the lesson plan template.

Response to Second Review (7a. Foundational Skills):

7.5a Foundational Skills

Coursework and Case Study has been updated to reflect ages 3-4, specifically included readings and activities in weeks 2 and 3 to better support learning for this specific developmental stage. The Case Study has also

been updated to reflect assessments for this specific developmental stage. The Case Study is differentiated to include developmentally appropriate assessment tools for ages 3-5. Foundational skills are introduced and reviewed in lectures/reading materials for weeks 3-6. Kathryn Kelly What is the best way to document this/present evidence?

7b. Meaning Making

To create spaces for meaning making and meaningful learning, courses such as EDTE 501 and EDTE 512 expose candidates to age-appropriate literary and informational texts that are culturally relevant and affirming, and offer opportunities to serve as windows, mirrors, and doors. Representation in children's literature is inclusive of backgrounds, cultures, languages, genders, and abilities. The read aloud is a focus across content and literacy courses and is practiced and assessed via the [Layered Read Aloud assignment](#). This helps to ensure that literacy experiences are modeled and practiced.

Response to First Review:

Candidates have opportunities to practice engaging students in meaning making in a variety of courses and clinical settings:

- EDTE 502
 - [Interdisciplinary STEAM Unit](#) The STEAM (Science, Technology, Engineering, Arts, and Mathematics) unit provides rich opportunities for meaning-making by integrating diverse disciplines and experiential learning into cohesive learning experiences. Through hands-on projects, collaborative activities, digital literacies and multiple modalities, teacher candidates engage students in exploring real-world problems and develop creative solutions, fostering a deeper understanding of the interconnectedness of these disciplines. This interdisciplinary approach encourages students to make personal connections to the material, engage in deeper learning that is relevant and engaging. Students engage in meaning making using [meaning-making strategies](#).
 - [Jigsaw Discussion](#) engages candidates in a discussion of CA State Approved Textbooks with emphasis placed on supporting students' use and understanding of TK-6 disciplinary text. This activity provides another example of meaning-making strategies.

Candidates engage in strategies for meaning-making in various content areas (Math, Science, Humanities, etc.) using informational texts and multimodal literacies. In their lesson design, they actively engage students in the process of constructing meaning from text, including reading, listening, by drawing on their prior knowledge, critical thinking skills, and deep analysis to interpret information across different contexts and disciplines. During the [Field-Based Assignment](#), candidates **teach a lesson at their practicum site** and plan for meaning-making using the various strategies introduced in their coursework.

Second Review Feedback Received: Partially met. Most content is carefully documented in Standard 7b. Gaps tend to be for the younger ages and also in areas of practice. For example, reviewer found that 'creating literacy environments for young children' in the matrix on line 57 is insufficient, since it focuses only on books. Another example is matrix line 61, in which encoding is not addressed for children ages 3

and 4, or even 5. Ex. 3 is matrix line 63, which has excellent introductory information and assessment, but no clear practice.

Response to Second Review (7b. Meaning Making):

TPE Matrix

7c. Language Development

Language acquisition and development are introduced and explored in EDTE 501. Moving through the [Reading 101 Modules](#) as well as the [Building Blocks](#) activities offers a grounding to language and literacy. EDTE 512 also does a thorough review of language and practices in-relation to being a language learner and to effectively teach language learners. Oral and written language are both centered across the other courses. Oral and written reflections from time spent in their clinical practices also offered a modeling of the importance of both verbal and nonverbal language practices.

Response to First Review:

The elements of Language Development are introduced, practiced, and assessed in the classroom and clinical setting in EDTE 3/512,, EDTE 3/502, and EDTE 3/503.

The EDTE 312/512 Methods for Multilingual Learners course offers a comprehensive experience in comprehending and addressing the distinct affective, linguistic, and academic needs of the English Learner population. Through [Individualized English Language Proficiency Assessments](#) of **oral, written, and reading language**, candidates practice and are assessed on their use of screening tools to determine students' literacy profiles and identify potential writing and reading difficulties. Candidates create an integrated or Designated [ELD lesson](#) aligned with the **ELD and CA Preschool Learning Foundations standards**. The lesson's objective is to promote students' oral and written language development by **attending to vocabulary knowledge and use, grammatical structures and discourse-level understandings as students read, listen, speak, and write. The lesson includes instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and encourages translanguaging.**

EDTE 3/502 and 3/503 (Elementary Methods- Math & Science and Elementary Methods - Humanities, respectively) ensure candidate engage in language development strategies while implementing discipline specific pedagogy. These courses are taken parallel to practicum experience courses, allowing students to apply lesson planning and assessment strategies in a clinical setting. Specifically, in students complete a Field-based Assignment in which they teach 1 or more lessons to demonstrate their ability to remove barriers to development and learning and provide access through instruction strategies. In their lesson(s), they must **consider the language development needs of the small group and/or class** to which they are teaching. Students then reflect on their lesson. The reflection includes a description of the language demands of the lesson and/or texts used and how they were able to address those needs while teaching.

Second Review Feedback Received: Partially met. Reviewer found rich information here. What is missing is systematic development of oral language through planned interactions.

Response to Second Review (7c. Language Development):

7.7 Language Development

This component has been addressed through targeted instruction in Week 2 [Early Literacy Building Blocks/Foundational Skills](#), [readings](#) and the inclusion of a [language development assessment](#) within the case study assignment.

7d. Effective Expression

Effective Expression in both oral and written expression are thoroughly discussed through the [Literacy Levels Modules](#) and in the reading and writing workshop experiences.

Response to First Review:

In EDTE 501, candidates engage in building effective expression by learning explicit strategies for teaching [print awareness](#) and letter formation using [6 multisensory techniques for teaching writing](#) and learning practices such as [writing conferences](#) to explicitly teach students to plan, provide feedback to peers and revise.

In their fieldwork placements, as part of their [EDTE 301/501 PK3 Case Study Assignment](#), candidates are expected to implement mini-lessons in response to areas of need identified in their data analysis including print awareness, letter formation and other areas of need related to effective expression.

The [TPE Matrix](#) breaks down each element of TPE 7.8 (see rows 77-82).

Second Review Feedback Received: Partially Met. This section is nearly complete. Matrix line 79 does not explain how younger children of 3, 4, and 5 will work on emergent writing skills

Response to Second Review (7d. Effective Expression):

Addressed through integration in [Week 6 Writing-Oral Storytelling & Invented Spelling](#), [course readings](#) and within the case study assignment, which includes a focus on analysis of student work and [writing development](#); letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7e. Content Knowledge

Teacher candidates engage children in literacy instruction that integrates reading, writing, listening, and speaking in [discipline-specific ways](#), including through printed and digital texts and multimedia; [read alouds](#) and by providing choices that reflect and expand their interests.

Response to First Review:

Teacher candidates are introduced to a variety of evidence based literacy practices to engage their students in, as they develop content knowledge including activating prior knowledge, questioning, making inferences, and summarizing using activities such as:

- [EDTE 3/501 Layered Read Aloud](#)
 - For this assignment, candidates choose a grade-level mandated text, from their district or PK3-Early Childhood Education setting, curriculum, or school site, and then build additional (4+) layers from there. They are to incorporate culturally responsive and sustaining pedagogy practices, reflective of their readings and class sessions. The added layers should be both engaging and relevant for their students, and add in aspects of joy. A complete submission must have 5 layers or modes, a brief synopsis of each of the 4 components of Muhammed’s 4-Layered Equity Model (which includes the CCSS content based standards) as well as a short narrative of why they chose the layers they did. They are encouraged to use multimodal aspects, a video, a slidedeck, etc to submit the information.
- [EDTE 3/503 Theory into Practice: Content Literacy Skills Assignment](#)
 - Candidates complete several “Theory into Practice” exercises in which they select articles related to specific topics and demonstrate their application to state adopted standards. Using this new knowledge, they organize curriculum and create developmentally appropriate play-based activities. One of these TIP’s must be in Literacy Instruction and Content Literacy.
- [EDTE 3/512 UDL/SDAIE/Changemaking Lesson](#)
 - The purpose of this assignment is to create a culturally responsive, developmentally appropriate, and linguistically supportive lesson plan for PreK English learners. The lesson must support the language needs of PK English learners, consider how students will use language and what forms of language they will practice, highlight academic language terms and important vocabulary or concepts that students will encounter, and utilize a variety of types of resources to support interactive learning.

Second Review Feedback Received: Partially met. The gaps in item 7(e) on Content Knowledge show an underestimation of what very young children can do. Matrix line 84 does not have any examples for teaching candidates how to support children ages 3 and 4 to research questions of interest and deep dive into a discipline. Matrix Line 87 has a link to an article in NAEYC regarding the DAP. This is a strong assessment tool for young children that is widely used, but there is no information on how to use the tool, or even a link to the tool itself.

Response to Second Review (7e. Content Knowledge):

Addressed through integration in Week 12 [Content Integration and Digital Literacy and assignment](#)

 REVISED PK3ECE Course Matrix.xlsx

7f. Literacy Instruction for Children with Disabilities

A critical necessity of candidates is to be knowledgeable about best classroom and community practices for children with disabilities. As this program is embedded in the metavalues and frameworks of social justice and equity, we see literacy as liberation and access, and it is imperative that all students receive appropriate literacy instruction with the necessary modifications. Students learn about many resources through EDTE 513's [Family/Educator Resource Folder](#) and read articles such as the ones listed below to help them understand advocacy and differentiation for serving their students.

- Jones, V.L., & Higgins, K. (2010). Considering the constructs of resiliency when planning for students with learning disabilities. *Intervention in School and Clinic*, 1-4..
- Leininger, M., Dyches, T., Prater, M. A., & Heath, M. A. (2010). Teaching students with obsessive-compulsive disorders. *Intervention in School and Clinic*, 45(4), 221-231.
- Lo, L. & Hiatt-Michael, D. B. (2014). *Promising practices to empower culturally and linguistically diverse families of children with disabilities*. Family School Community Partnerships Issues. Charlotte: Information Age Publishing.
- McCoy, K.M. (2011). *Autism from the teacher's perspective: Strategies for classroom instruction*. Denver: Love.
- Rossetti, Z., & Goessling, D. P. (2010). Paraeducators' roles in facilitating friendships between secondary students with and without Autism Spectrum Disorder or developmental disabilities. *Teaching Exceptional Children*, 42(6), 64-70.

Response to First Review:

In EDTE 3/501, candidates become very familiar with the [California Dyslexia Guidelines](#). Students are required to read the entire Dyslexia guidelines. As part of their classwork they engage in a Jigsaw reading activity. Each group is required to present one part/chapter of the guidelines and present their part to the class. Candidates will work with their mentor teachers and partner districts to identify the appropriate screening tools including assessments on phonological awareness, decoding, fluency and reading comprehension.

Later, in EDTE 3/517 (Assessment), candidates are introduced to assessing children's development and learning through a [reading assignment and video](#). They are specifically introduced to [early reading assessments](#). As part of the Holistic Academic Assessment Report and Presentation, candidates create a support plan to identify IEP goals in the areas of growth the child has, based on their own assessment. They must create a collaborative recommendation that supports the needs of the child.

7g. Integrated and Designated English Language Development

[Integrated and Designated ELD](#) - CA's approach and framework to English Language Development and the implementation of both integrated and designated teaching instruction are covered in both EDTE 501 and EDTE 512.

Response to First Review:

EDTE 3/512, Methods for Multilingual Learners, is a critical course for the development of skills related to the instruction in English Language Development. Candidate complete robust assignments throughout

the course that provide them with sufficient introduction to ELD instruction and opportunities to practice and be assessed in the topics.

The [resources for young, early childhood English language learners](#) have been differentiated to provide distinct information to introduce PK-3 ECE candidates to ELD instruction.

In EDTE 3/512, candidates design a series of 3-4 developmentally appropriate [English Language Development activities or lessons](#) tailored to multilingual learners in the PK-3 setting. For PK, the series of activities should be strategically implemented throughout the day, both inside the classroom and during outdoor play, to create a seamless integration of language learning into their daily routine. They are required to incorporate strategies that are specific to young learners that they did not already utilize in other course projects. The assignment description provides additional details of how this project contributes to TPE 7.11.

7h. Literacy Teaching Performance Expectations and Supervised Clinical Practice

During Student Teaching, teacher candidates are paired with district-approved clear credentialed teachers in TK-3rd grade settings across a variety of local school districts. Candidates are expected to address all facets of the TPEs in practice and through observation-based assessments completed by their university supervisor. Further, candidates will demonstrate their proficiency through successful completion of the CalTPA Cycle 1 Math and CalTPA Cycle 2 Literacy Performance Assessment (Piloting in Spring 2023, Field Test in 2024-25). As stated in the [handbook](#), candidates are required to take over the literacy and math components of their mentor teacher's classroom for a minimum of 20 solo days of instruction. The Literacy TPE is a component of the [lesson observation form](#) utilized by university supervisors, which provides assessment, feedback, and opportunities for continued growth throughout the semester.

Response to First Review:

In order to ensure that all elements of the Literacy TPEs are introduced, practiced, and assessed each element of the TPEs have been broken down individually in the [revised TPE matrix](#). This coursework is supplemented and practiced during EDTE 551 Practicum, EDTE 552 Extended Practicum and EDTE 553 Student Teaching.

During EDTE 551 Practicum, EDTE 552 Extended Practicum and EDTE 553 Student Teaching, PK-3 ECE candidates are paired with a mentor teacher and assessed based on the [lesson observation form](#) pertaining to their Teaching Performance Expectations. Also in the concurrent coursework, they complete field-specific assignments where they apply what they have learned during the course to young children/students under the mentorship and guidance of the mentor teacher and supervisor.

5.3 Program Standard 8: Effective Mathematics Instruction in PK-3 Settings

The program is designed to blend theoretical knowledge with practical skills, ensuring that candidates are well-prepared to foster a classroom environment where deep mathematical thinking thrives, and multiple modes of communication are learned, modeled, and practiced. Through a combination of rigorous coursework and hands-on clinical practice, candidates are immersed in the theory and practice of

promoting effective student-to-student mathematical discourse, diverse teaching strategies, and creating supportive classroom environments.

In coursework, candidates actively explore a variety of communication modes that emphasize mathematical reasoning, justification, and argumentation. For example, in EDTE 302-502 candidates learn to use the [“number talks”](#) discussion protocol (Class Sessions 8 & 9). Additionally, they engage with visual aids, hands-on manipulatives, digital tools, and storytelling to help make abstract mathematical concepts accessible and engaging for children ([Class Sessions 7, 8, 9, 10](#)). This theoretical foundation is complemented by assignments and projects that require candidates to apply these strategies in simulated environments in each of the domains of the [California Common Core Standards: Mathematics](#) (Number and operations, including counting and cardinality, Mathematical thinking and understanding relationships, Algebra and functions, Measurement and data analysis, Geometry) preparing them for real-world application. It should be noted that special attention is given in coursework to candidates understanding how to integrate the eight mathematical thinking and communication practices within classroom instruction ([EDTE 303-502 Class Session 8](#)).

Clinical practice serves as the cornerstone of the program, providing candidates with the opportunity to apply their learning in real educational settings. Under the guidance of experienced mentor teachers, candidates engage with children from diverse backgrounds, practicing how to tailor their communication and teaching approaches to meet individual needs. This experience is invaluable, as it allows candidates to understand the nuances of building positive, respectful relationships with children, which is crucial for the effective teaching of mathematics.

Evidence of the program's success in preparing candidates for mutually respectful mathematics teaching and learning rests on feedback to teacher candidates from mentor teachers and university supervisors. Observed improvements in children's mathematical thinking and communication provide concrete evidence of the candidate's effectiveness.

In conclusion, the program's integration of comprehensive coursework with immersive clinical practice equips candidates with the necessary skills and knowledge to build positive relationships with children and engage in mathematics teaching and learning in a manner that is both respectful and effective. Through a focus on diverse modes of communication and tailored teaching strategies, candidates are prepared to inspire and nurture a love for mathematics in their students.

Response to First Review:

The key course addressing effective mathematics instruction in PK-3 settings, EDTE 302/502, Elementary Methods I: Math and Science, has been revised to strategically infuse differentiated resources and assignments for candidates pursuing the PK-3 credential. For example, in the Teaching Math: Focus on Spatial Reasoning and Geometry & Fractions lesson, [resources are provided for all grade levels PK-3](#).

Additionally, the K-3 Mathematics Standards Framework and the Preschool Learning Foundations and Curriculum Framework serve as key instructional resources for candidates as they complete the [Interdisciplinary STEAM Unit](#). During this unit they are required to utilize both frameworks in separate lessons.

Candidates take a 0 unit practicum experience course alongside of EDTE 502 (Elementary Methods: Math & Science), which allows them to put theory into practice. Domain 8 is assessed through lesson plans, demonstrations, assessments etc., such as the Interdisciplinary STEAM unit, that require work in the practicum site as well as in the classroom. The [Formal Observation Form](#) requires an assessment of “Effective Mathematics Instruction” via observation of a mathematics lesson. Candidates are observed and evaluated several times during each of 2 practicum experiences. These observations supplement classroom assessments of TPE 8.

6. Fieldwork and Clinical Practice

6.1 Fieldwork and Clinical Practice Hours Table

Placement Type	Practicum Hours	Practicum Hours	Student Teaching
Sequence	Semester 1	Semester 2	Semester 3
Grade Level	Pre/TK	Pre/TK	K-3rd grade
Hours	100 minimum	100 minimum	400 minimum

- Candidates must have 200 hours in a pre-K or TK, 200 hours in a K-3rd, and an additional 200 hours in any grade Pre-K-3rd.
- Professional and Practicum Equivalencies will be granted as applicable for PK clinical practice.

6.2 MOU for Placements

USD’s [MOU template](#) indicates that the district is responsible for providing student teachers with educational learning experiences that are planned, organized and administered by qualified staff and designed to facilitate the USD student’s professional development. It establishes criteria for veteran practitioner selection (section 3) , the responsibility of USD to provide training to mentor teachers (2g) and support for mentor teachers in providing feedback and evaluation to their assigned teacher candidates, in collaboration with placement’s assigned university supervisor (2h).

Manchester Family Child Development Center has expressed commitment to partnering with the department to provide clinical placement and internship site opportunities in a PK setting.

[MFCDC Partnership Letter](#)

Response to First Review:

The traditional MOU that it utilized to establish partnerships between USD and school districts is applicable to grades PK-12.

USD SOLES and the Office of Field Experiences values the relationships they have secured with districts and child development centers and thus, the Director of Field Experiences connects with site leaders and

mentor teachers each term to ensure they are aware of the assigned candidates' placement needs for that semester (hours, grade level, university supervision, solo and co-teaching requirements, and CalTPA requirements). The Director utilizes an [email template](#) to disseminate this information. The assigned university supervisor also discusses these requirements during the initial triad meeting. We feel this personalized outreach is important because it is rare that a mentor teacher would have the opportunity to see the details of a district-level MOU. Further, the needs of each candidate, particularly PK-3 candidates, are individualized. It is critical that mentor teachers are made aware of the specific needs of the candidates they will mentor each term.

The [MFCDC Partnership Letter](#) has been amended to include the requirements set by Standard 3.

6.3 Proposed/Draft veteran practitioner training material

SOLES used an online platform to provide training to veteran practitioners serving in support and/or supervisory roles that includes. All University Supervisors and Cooperating Teachers must take the course in which they will learn about coaching adult learners, a multi-tiered system of support, explore useful resources for content-specific pedagogy, and review a variety of instructional strategies.

Professional Development for Mentor Teachers

Response to First Review:

Requirements for all mentor teachers can be found on the [field office website](#) at the bottom of the page under, "Resources for Mentor/Cooperating Teachers". ([direct link to form](#)).

The San Diego County Office of Education PD Training linked on the [Field website](#) has been [updated](#). Further detail regarding the PD4MT training can be found [here](#), including sample email language which is used to communicate this requirement to mentor teachers each semester.

6.4 Documentation to Track Candidate Placements

The department recognizes the unique requirements of clinical practice for PK-3 ECE credential candidates and thus will use a [spreadsheet](#) to ensure that students are a) placed in both a PK and K-3 setting, b) received the appropriate amount of hours in each setting, c) are placed with a site supervisor with the appropriate credentials to provide adequate mentorship, and d) are granted equivalency for professional and/or practicum experience.

Response to First Review:

- Assurance of Diverse Clinical Settings: The [Fieldwork Prioritization Statement](#) which guides the Office of Field Experiences can be found on the field experiences webpage as well as at the front of guidebooks/handbooks for clinical placements (for example, the draft [Student Teaching Handbook](#)).
- Found on our [field website](#) and in our Student Teaching Handbook, both the [Fieldwork Prioritization Statement](#) and [Preparing Students to Teach in Diverse California Schools](#) section articulate our commitment to diverse and inclusive settings for our teacher candidates.

- As the second largest district in California, San Diego Unified School District is a key community partner serving preschool through grade 12 and serves as an exemplar of the type of strategic partnerships SOLES creates in order to provide students with clinical experiences congruent with Program Standard 3B. Their [Vision for 2030 strategic plan](#) documents their commitment to fostering culturally competent advocates and socially-aware agents of change. Further, their [Multilingual Education Department](#), “provides training and support to school sites in identifying, assessing, and monitoring English learners. (And provides) training and support to (their) Dual Language Programs and Biliteracy Pathways.” This placement provides candidates with a [culturally and ethnically diverse student experience](#), serving 46.5% hispanic students and 26.5% English learners. A [sample of practicum and student teaching placement progression](#) exemplifies the diversity of clinical experiences the Office of Field Placement ensures for each candidate. Placements like SDUSD will be utilized for PK-3 candidates as well.

6.5 Clinical Practice Expectations

The Department of Learning and Teaching’s Office of Field Experience provides several resources for candidates in regards to the expectations for Clinical Practice. The Student Teaching Handbook ([2024-25 draft](#)) is provided for candidates ([field placement requirement](#)), in addition to information sessions provided prior to each semester start related to specific field expectations. Teacher candidates are evaluated based on the lesson observation form, which is provided for candidates in the Tevera dashboard.

The Office of Field Experiences regularly updates their [resource website](#) to keep students abreast of expectations. A section is also provided for University Supervisors and Mentor Teachers regarding their [expectations](#).

Response to First Review:

- Candidates engage in clinical experiences throughout their program. An [overview of the clinical practice progression](#) has been included to demonstrate the various experiences. Specifically, candidates enroll in EDTE 551 (Practicum) which provides them an opportunity to observe a classroom in their credential area/grade level. This course does not have a meeting time and rather, the observations are used to complete assignments in parallel courses. Likewise, Extended Practicum (EDTE 552) continues candidates’ early clinical experience and provides opportunities for them to practice lesson planning and classroom teaching at least 4 times during the semester. They receive feedback from both a mentor teacher and a university supervisor as well as from institutional faculty during parallel courses. These pre-student teaching clinical experiences allow for TPEs “in practice”.
 - Examples of Assignments with Embedded Fieldwork/Practice:
 1. Introductory Assignment:
 - a. EDTE 500 (Diversity, Inclusion & Schooling) - [Field Experience Requirement](#)
 2. Practice Assignment:
 - a. EDTE 513 (PBIS) - [Conversations with Family and Reflection](#)
 3. Assessment Assignment:
 - a. EDTE 501 (Methods for Language and Literacy) - [Literacy Case Study](#)

- Because the Office of Field Experience Website is live and in use by current teacher candidates, there is no reference to the PK-3 credential within the documents on that site at this time. However, upon approval of this credential, language would be added as it pertains to the PK3 ECE credential. You can find this language in the [draft student teaching handbook](#) and in the “[For All Candidates](#)” section-- this handbook will be posted to the field website once the credential is approved and offered to candidates.
- The [Student Teaching Handbook](#) details the Student Teaching clinical experience [for all candidates](#).

6.6 Fieldwork Syllabi

The [syllabus for EDTE 553F \(General Education Student Teaching and Seminar\)](#) articulates the requirements for student teaching and indicates that students will be assessed during clinical practice through 6 formal observations in consultation with their assigned university supervisor demonstrating satisfactory achievement of the Teacher Performance Expectations (TPEs) and through final evaluations of student teaching as assessed by their University Supervisor and Cooperating Teacher.

6.7 Clinical Practice Assessment Instruments

The [Lesson Observation Form](#) is completed 6 times during student teaching by the university supervisor. Feedback is provided via the form and also through post-observation conferencing, and student teachers are requested to hone in on specific TPE areas throughout the semester until proficiency is demonstrated across all areas.

7. Implementation of a Teaching Performance Assessment

7.1 Proposed TPA Model

The CalTPA is the TPA model used for both General Education and Special Education credential seekers in our program.

7.2 TPA Coordinator

Amanda Roth, PhD, serves as the department’s CalTPA coordinator.

7.3 Candidate Placement Policy

The policy for candidate placements is provided to students [here](#) in the Student Teaching Handbook.

7.4 Performance Assessment Scoring

Our program utilizes the central scoring option.

7.5 TPA: Appropriate Use of Materials

Information for candidates regarding the appropriate use of materials is provided in the handbook [here](#).

7.6 TPA Appeal Policy

Provided to students [here](#) in the Student Teaching Handbook.

7.7 TPA Remediation Policy

The remediation policy and secondary passing standard options are provided for student teachers [here](#).

8. Candidate Advising, Support, and Credential Recommendation Process

8.1 Recommendation Process

The credential analyst team has a systematic process for ensuring all legal requirements are satisfied before recommending a candidate for a credential. The following steps are taken to ensure compliance is maintained:

- As instructed on page 11 of the [Teaching Credential Handbook](#), as candidates complete their teacher preparation program and credential requirements, they submit a request to be recommended via the [Request Credential Recommendation Form](#).
- Upon submission by the candidate, the recommendation request form is routed to the credential analyst team for review.
- Credential Analyst confirms that the following requirements have been satisfied, as applicable to the credential being recommended. If satisfied, the credential analyst signs off:
 - a. Certificate of Clearance
 - b. TB Test
 - c. Mandated Reporter Training
 - d. Official transcripts w/conferred undergraduate degree
 - e. Proof of Basic Skills
 - f. Proof of Subject Matter Competency
 - g. US Constitution
 - h. RICA/Foundations of Reading Test (if applicable)
 - i. CalTPA (and LPA if applicable)
 - j. CPR
 - k. Earned B- or higher in all credential courses
- The form is then routed to the Director of Field Placement. Director of Field Placement confirms that the following requirements have been satisfied. If satisfied, the Director of Field Placement signs off:
 - a. Required number of clinical practice hours for credential completed
 - b. Earned B- or higher in all credential courses
- The form is then routed to Academic Program Manager to also confirm the following. If confirmed, the Academic Program Manager signs off:
 - a. Earned B- or higher in all credential courses
- The form is then routed to the Chair and/or Associate Chair of the Department of Learning and Teaching for review and final approval. If approved, the chair signs off.

- The [completed form](#) is routed back to Credential Analyst with signatures from Director of Field Placement, Academic Program Manager, and Chair/Associate Chair of DLT.

Once all parties have signed, the completed form is sent to the credential analyst, which signals that the candidate can be recommended for the credential. This process occurs electronically through Salesforce and ensures that all legal requirements for credential recommendation are reviewed by multiple parties before a candidate is recommended for the credential.

8.2 Candidate Progress Tracking Tool for Credential Recommendation

The Credential Analyst team takes care to monitor all candidates progress toward meeting the requirements of the program prior to recommendation. Tracking begins upon admission and continues through credential recommendation. The team uses the [Credential Tracking Sheet](#) to keep record of each students' status. The Director of Field Placement and the Academic Program Manager have access to this sheet to support students and ensure they have the opportunities needed to meet all requirements throughout their program sequence.

8.3 Individual Development Plan

During the final student teaching semester, teacher candidates complete the [Individual Development Plan](#). This form is utilized during the final triad meeting of the semester as a framework for discussing and documenting the teacher candidate's strengths and continued areas for professional growth. Candidates are required to begin the form on their own, bringing their initial self-reflection as a starting point to the triad meeting. The teacher candidate finalizes their document and submits it for approval and signature to their mentor teacher and university supervisor. A fully executed copy is maintained by the Office of Field Experiences, and teacher candidates are instructed to maintain a copy to bring to their Induction Program once hired as a credentialed teacher.

Response to First Review:

The IDP Template has been updated to reflect the requirements and can be found here:

 [Individual Development Plan-PK-3.docx](#) . Upon program approval and implementation, this template will become active and fillable in the Tevera dashboard.