



CalStateTEACH

CALIFORNIA STATE UNIVERSITY
PK-3 ECE SPECIALIST INSTRUCTION CREDENTIAL

Program Handbook

Abridged for IPR



Preparing the Teachers of Tomorrow

California State University
Office of the Chancellor
401 Golden Shore
Long Beach, California 90802

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Introduction and Overview

Welcome to the CalStateTEACH Program!

Dear PK-3 Candidate,

We are delighted to welcome you to CalStateTEACH, a California State University program that has been designed with you in mind.

CalStateTEACH provides you with the very best preparation while acknowledging the pressures and responsibilities you face. In fact, the program capitalizes on your work experience and builds on it. By integrating your classroom experiences with your self-study, the web based classroom discussions, the electronic materials, and personal guidance from CSU faculty, you will learn and grow as a teacher. You will likely find that the boundary between “theory” and “practice” will become less distinct as you move through the program.

As you progress, you will find your knowledge and skills expanding, your ability to analyze your own work sharpening, your decision-making abilities being honed, and your commitment to lifelong learning strengthening. By the conclusion of the program, you will find that your understanding of children—with all their diversity—and your sense of yourself as a moral force within the school have also deepened.

We know there is no greater way to influence student learning than through the efforts of well-prepared and deeply committed teachers. We are pleased to have you as part of our statewide learning community. You have been selected to participate in a program that offers you an innovative path to the teaching credential. We look forward to working with you.

CalStateTEACH would like to acknowledge the Commission on Teacher Credentialing PreK-3 ECE Specialist Instruction Credential staff for their work in creating documents for programs to understand the credential guidelines. This in turn assists programs in offering high quality programs. The documents include the PK-3 ECE Specialist Instruction Credential Handbook and the Clinical Practice Guide for PK-3 ECE Specialist Instruction Credential. This Guidebook borrows from their work.

CalStateTEACH Administration

CalStateTEACH Administration

Systemwide Director *Ernest Black, EdD*

Dr. Ernest Black is the Systemwide Director of the CalStateTEACH Program. He has taught at both the elementary and middle school levels in South Central Los Angeles. At the university level, he has taught master's and doctorate level courses. His latest research concentrates on the academic achievement of African American male students.

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North/Central Regional Director *Nan Barker, EdD*

Dr. Nan Barker is the Central Regional Director of the CalStateTEACH Program. She has worked in Deaf and Special Education at the county, school district, and university levels. Her latest research studies the use of Supervision to document novice teachers' growth in practice and deepening of meta-cognitive processes.

Contact: CSU, Fresno, 5005 N. Maple Avenue, M/S ED 1, Fresno, CA 93740, 559.278.0234

To inquire about admission status, please email fresno@calstateteach.net

Southern Regional Director *David Sandles, EdD*

Dr. David Sandles is the Southern Regional Director of the CalStateTEACH Program. He taught nineteen years in the K-12 system before transitioning to higher education. His research interests include early literacy development among underserved populations, Black male teacher recruitment, retention, and efficacy and creating equitable structures within classroom contexts.

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CalStateTEACH Program Information Center

Public website: <http://www.calstateteach.net> Course website: Registered participants/mentors: cst3.net

Resources: cst3.net

Course website: Registered candidates <https://calstateteach.instructure.com>

Program Background and Overview

For the purpose of making the content of this handbook easier to read, the following acronyms will be used. These acronyms are defined in the Glossary.

CTC: Commission on Teacher Credentialing

CDE: California Department of Education

TPEs: Teaching Performance Expectations

PK-3 CalTPA: One of three Teaching Performance Assessment models accepted by the Commission on Teacher Credentialing. The CalStateTEACH program uses only this model.

LPA: Literacy Performance Assessment

CalStateTEACH, a California State University program, is an alternative online, site-based teacher education program for individuals with a bachelor's degree who wish to obtain a teaching credential. CalStateTEACH is designed for working but not-yet-credentialed teachers, individuals desiring a career change to teaching, and other persons wanting to teach. The CalStateTEACH program utilizes a variety of technologies to provide the knowledge and skills necessary for professional classroom teachers. With a combination of self-study, online support, and personal coaching and support, the CalStateTEACH candidate earns a PreK-3 Specialist Instruction Credential.

Credential Authorization and Purpose

The *CTC PreK-3 ECE Specialist Instruction Credential* is designed to prepare educators to teach in early childhood settings from preschool to grade 3. Here are some key points:

- It aims to meet the demand for qualified teachers to support universal transitional kindergarten in California by the 2025-26 academic year.
- The credential allows holders to teach all subjects in a self-contained general education classroom setting, including the potential for English learner authorization and Bilingual Authorization in Spanish.
- It provides a pathway for current Multiple Subject Credential holders and Child Development Teacher Permit holders to serve in Transitional Kindergarten settings.

The program was designed by the faculty and administration of the California State University (CSU) system.

Program Description

Admissions Criteria for the PreK-3 Credential Program

1. Possession of a baccalaureate or higher degree
2. (a) Completion of the subject matter requirement with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies, or
(b) a possession of a degree in another field and completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
3. Two letters of recommendation.
4. Autobiographical statement describing reasons for applying to the PreK-3 Specialist Instruction Credential program and why CalStateTEACH is a good fit for the applicant.
5. Interview with assigned CalStateTEACH faculty member

Certificate of Clearance

All applicants must receive a Certificate of Clearance before enrolling in Term 1/Term 1A. (For fingerprint clearance information, please visit www.ctc.ca.gov/credentials/fee-and-fingerprint.html.)

Notification of Admission

The CalStateTEACH ECE PK-3 Specialist Instruction Credential Program identifies and assigns a University Supervisor to each teacher candidate within the first 30 days of the participant's enrollment in the program to assure ongoing timely advisement of credential requirements. Within the first 60 days of entry into the program, communication between the Regional Director and assigned University Supervisor affirms the institution's completion of an assessment of each candidate's standing in relation to demonstration of the subject matter competence requirement and notifies candidates directly of that standing.

Admission to a Teacher Credentialing Program

In addition to the above, Title 5, Article 9, Section 41100, mandates that for admission to a teaching credential program, the student shall be evaluated and a review conducted to determine that the student has met all entrance requirements and the following:

- Prerequisite Courses and Field Experiences. The candidate shall have successfully completed a supervised early field experience and other prerequisite courses and experiences prescribed by the campus.
- Professional Aptitude. The candidate shall demonstrate suitable aptitude for teaching in the public schools. Aptitude may be assessed through interviews,

- letters of recommendation, and professional interactions
- Physical Fitness. The candidate shall satisfy the standards of physical fitness required by the State Credentialing Agency.
 - Fundamental Skills. The candidate shall demonstrate proficiency in fundamental skills in written and spoken English, reading, and mathematics.
 - Scholarship. The candidate shall have attained a grade point average of at least 2.67 in all baccalaureate and post baccalaureate coursework or a grade point average of at least 2.75 in the last 60 semester units attempted.
 - Personality and Character. The candidate shall demonstrate personality and character traits that satisfy the standards of the teaching profession.

Admission Exceptions.

If a candidate has not met one or more admission requirements but possesses compensating strengths in other required areas, he or she may apply for conditional admission which must be cleared prior to admission to student teaching. The number of exceptions granted each year shall not exceed 15 percent of the total number of candidates admitted during the previous year.

Technology Competency Requirement

CalStateTEACH candidates are required to meet a technology competency requirement. Candidates will be able to:

1. Use technology as a tool to research, organize, evaluate and communicate information.
2. Use digital technologies to access, evaluate and create information.
3. Demonstrate an understanding of the ethical/legal issues about the access and use of information technologies.
4. Use appropriate educational technology, providing equitable access to all students, to engage all students and support their academic achievement.
5. Manage the use of appropriate educational technology in a K-12 classroom, assessing student learning, managing records, and providing feedback to students.
6. Practice and teach appropriate computer, network and Internet security procedures.

Candidates meet the requirement by (a) teaching with technology in their clinical placement and (b) submitting a series of tasks that demonstrate educational skills and knowledge.

Accreditation

CalStateTEACH is fully accredited by the Commission on Teacher Credentialing (CTC).

Program Curriculum

CalStateTEACH provides skills and knowledge that are appropriately and developmentally sequenced to meet the needs of beginning teachers. Each term has its curriculum which takes candidates through a series of activities designed to

develop their pedagogical knowledge, skills, and abilities. The activities which candidates complete during this program were developed to begin with the basics of teaching, then build toward highly complex instructional skills such as planning, teaching, and evaluating in culturally and academically diverse settings. The curriculum provides a structure and sequence to keep candidates on track throughout the CalStateTEACH program.

Although there are modules within each term that emphasize certain concepts and content, the curriculum in this program is integrated and spirals in complexity over the three semester. All program elements are appropriately sequenced to allow candidates to work with a number of different subject areas simultaneously. In this way, the program mirrors the working life of a beginning teacher who must do everything from the first day on the job. The course activities are designed to be continuous, which is evidenced as one activity builds upon another.

It is important that candidates set aside at least 25-30 hours per week of independent study time for CalStateTEACH. This is in addition to the time spent in the classroom implementing CalStateTEACH activities. Although at times candidates will work individually, reading, viewing lessons, writing, planning, or participating online, they will also be expected to collaborate regularly with Faculty and peers in the CalStateTEACH learning community. Candidates will meet regularly with Faculty and Mentors at their assigned school site. In every term, candidates will work collaboratively with small groups of peers to complete projects.

Many assignments will require classroom implementation both in candidates' assigned classrooms and occasionally in classrooms at a higher or lower grade level, to meet the State of California requirements for a credential. Candidates' time commitment involves continuing in the program with only the standard holiday-related vacations built into the schedule (holidays observed by the CSU and the district in which you are teaching). You will have short breaks between terms. You must be committed to working on a year-round schedule in order to complete the CalStateTEACH program in three 15- week terms, even if you are teaching in a traditional year classroom. Summer placements are challenging but required to complete the summer term. The Program cannot always ensure an appropriate Term 3 placement in the summer term. Candidates have the option to "stop out" for the summer term.

Credit Hour

As of July 1, 2011, federal law (Title 34, Code of Federal Regulations, sections 600.2 and 600.4) requires all accredited institutions to comply with the federal definition of the credit hour. For all CSU degree programs and courses bearing academic credit, the "credit hour" is defined as "the amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

- One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one

semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

- At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.”

A credit hour is assumed to be a 50-minute period. In courses, in which “seat time” does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement.

Curriculum Sequence

CalStateTEACH is divided into a minimum of three terms that culminate in a preliminary credential and 45 semester units of credit. Each term is 15 weeks long. Each term in the curriculum contains a variety of activities, organized by topics to help candidates demonstrate proficiency in the Teaching Performance Expectations (TPEs), California Department of Education Resources, textbooks, and a Teaching Performance Assessment. The program also includes two mandatory, in-person Saturday orientations. The following chart summarizes the content for each term.

	Term One	Term Two	Term Three
Planning	Introduction to California academic content standards; California Preschool/ Transitional Kindergarten Learning Foundations (CPTKLF); culturally appropriate lessons with knowledge of family and community; lesson planning; culturally responsive teaching; Universal Design for Learning (UDL); ELA/ELD framework; Emergent Literacy	California Math Frameworks; Next Generation Science Standards (science); Students with specific learning needs; Multi-tiered Systems of Support (MTSS) planning; Subject based and Cross curricular lesson planning; Social Studies; Visual and Performing Arts performance; Technology to support student learning	Subject based lesson Planning; Advanced Literacy Instruction; Consider development milestones; Health; Physical Development and Movement; Educational Technology
Instruction	Instructional models and approaches; play based learning; differentiation; UDL strategies; social/emotional development Integrated ELD and Designated ELD strategies; English Language Arts /English Language Development (ELA/ELD) Framework; Emergent Literacy; Content area reading;	Math and science specific methods; adaptations and accommodations; Multi-tiered Systems of Support (MTSS); cross curricular instruction; whole group instruction; Visual and Performing Arts instruction	Subject based lesson Planning; Advanced Literacy Instruction; Consider development milestones; Health and Nutrition; Physical Development and Movement; Educational Technology

Assessment	Basic principles of assessment; UDL; English Language Proficiency Assessments for California, and (ELPAC)	Emergent Literacy; Literacy case study; Teacher Performance Assessment (TPA); Literacy Performance Assessment (LPA); Rubrics	Subject area assessments; Literacy Performance Assessment; Rubric assessment; Self-assessment
Management	Student-Centered Classrooms; Social Emotional Development; restorative practices; Bully prevention and intervention; culturally responsive management;	Small group and whole class collaboration; Performance-based learning; Managing technology	Physical development and safety; mandated reporting;
Technology	Introduction to mobile learning; framework of technology integration; social media; collaborative tools; Canvas; Google Suite; iSupervision	International Society for Technology in Education (ISTE) Standards; Interactive multi-media to support student performance	Implementation of technology integration with students; laws governing technology use; Digital Literacy

Candidates' initiative, organization, and ability to manage time will serve them well in the CalStateTEACH program. The program is designed for mature, professional individuals who are highly motivated to complete their professional preparation.

Necessary Skills, Knowledge and Attitudes

CalStateTEACH expects candidates to develop the attitudes, skills, and knowledge necessary to effectively teach all students and to teach in culturally and linguistically diverse classrooms. Therefore, the competencies necessary to teach English language learners have been integrated into the CalStateTEACH program. Preparation for teaching special population students within the general education classroom is incorporated throughout the program. Of special importance is the knowledge of how children learn and how to apply that knowledge in the classroom.

CalStateTEACH assists candidates in building professional skills. Candidates will look beyond immediate classroom concerns to examine some of the issues that are important in their role as a professional. Ultimately, the Program expects that its candidates will make a significant contribution to the profession by improving classroom practices in their own classroom and school site.

Teaching and Learning Methods

California has specific guidelines for teaching student content which include the California Content Standards and frameworks and the California Preschool/Transitional Kindergarten Learning Foundations for the teaching of reading and language arts, science, mathematics, history and social sciences, visual and performing arts, physical education and health. CalStateTEACH based its choices of expectations for mastery of knowledge and skills on a variety of well-established sources, such as the California Teaching Performance Expectations. California

Department of Education publications and well known experts in the field. The program is designed to ensure that its graduates can teach the academic content required by the state.

CalStateTEACH is different from most other university course work in California. The program uses many different sources of theory, research, and practical knowledge to enhance their learning experience.

- Coursework resources: California Department of Education Publications, CalStateTEACH Textbooks, Redshelf, eTextbooks, and readings
- Participation in online communities with colleagues and faculty
- Personal observation and coaching by faculty member and Site Mentors

Technology plays a key role in the CalStateTEACH program. Candidates will submit work electronically and communicate with faculty and peers. The Program provides technology support through the CalStateTEACH portal.

Support

While in the CalStateTEACH program, candidates are provided with continuous and supported learning opportunities from a variety of personnel. All candidates have an assigned faculty for each term. Faculty is responsible for a cohort of students. Faculty not only observe candidates in classrooms but also provide feedback on and evaluate academic assignments.

Candidates may have different faculty for one or more terms in the program or they may remain with the same faculty throughout the program. In addition, a Mentor, an experienced teacher at the assigned school site, will also observe candidates and provide them with feedback on their teaching. The principal/site administrator may also provide formative feedback. Together, Faculty, Site Mentors, and the principal/administrator, provide an intensive support network.

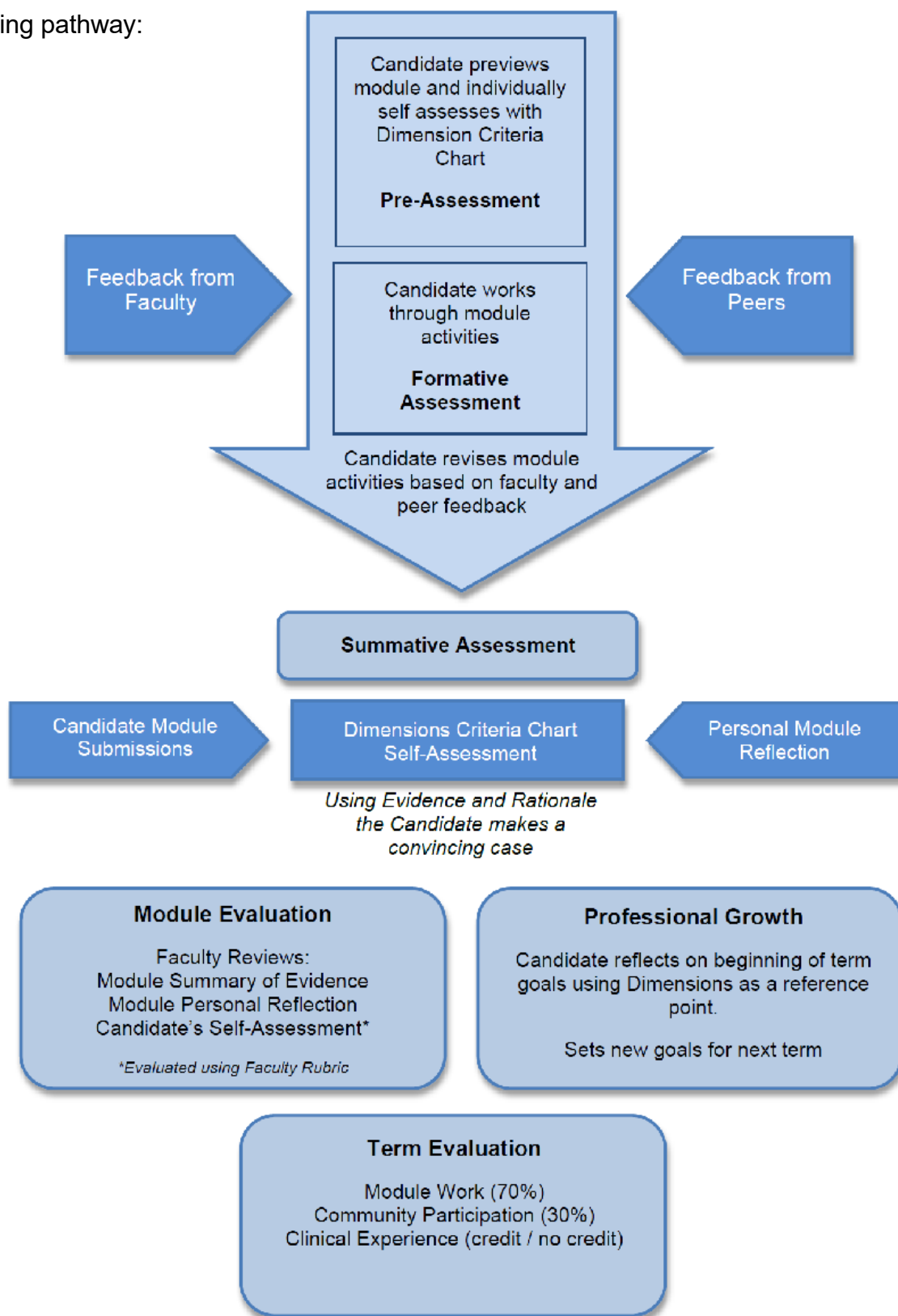
Assessment and Evaluation

Evaluation for each term of the program is based upon a combination of the work submitted, substantial community discussion contributions, and demonstrated instructional competency. Faculty and Mentors meet with and observe candidates' teaching and classroom management throughout the term.

Each term, candidates submit evidence of work from activities, modules, and classroom teaching for formative review and to demonstrate achievement on the Teaching Performance Expectations (TPEs). At the end of each module, candidates submit a culminating activity providing evidence towards meeting the module expectation. Faculty evaluate candidates' module work, participation in Zoom communities, and clinical experience. Candidates receive a letter grade in academic work and credit or no credit in field experience courses. The letter grade is weighted 70% for module work and 30% for community participation and other program communication. To receive credit for clinical experience, candidates must achieve B level work. Mentors observe and provide feedback, while faculty determine the final

grade.

Grading pathway:



Addressing Concerns

It is unlikely you will encounter any problems that cannot be solved with the help of your Site Mentor and Faculty. They are your support team. If you have a concern, even if it seems small to you, contact them right away. Try to work through your concern with open and respectful communication.

If you are unable to solve the problem through your on-site support team and Faculty, you should contact your Regional Director. In the rare case that your problem cannot be resolved at the Regional Center level, the Regional Director will refer it to the Systemwide Director of CalStateTEACH. In the CalStateTEACH program, you are both a student and a professional. As such, it is your responsibility to take the appropriate initiative when and if you need assistance. Your Faculty and program administrators are here for you and will do everything in their power to resolve any concerns or issues you may have.

Credential Recommendation

To be recommended for a Preliminary Credential by the host campus, a candidate must meet all legal requirements for the credential including but not limited to:

1. Successful completion of the CalStateTEACH approved Commission on Teacher Credentialing preparation program.
 - a. Successfully complete and submit learning modules as assigned to the Faculty member by the due date
 - b. Completes required clinical practice hours
 - c. Participate in a professional manner in the online discussion forums as expected
 - d. Display appropriate professional behavior at all times
2. A candidate must receive a grade of B or higher in Term Three and have a 3.00 average to be recommended for a credential.
3. Passage of a Commission approved California Teaching Performance Assessment PK-3 CalTPA, including the Literacy Performance Assessment
4. Completion of an Individual Development Plan (IDP) moving into the Induction Phase to earn a Clear Credential.
5. Cardiopulmonary Resuscitation (CPR) Certification
The CalStateTEACH program requires an Adult/Child/Infant CPR certification prior to filing for the PreliminaryPreK-3 Credential. The American Heart Association has listings of CPR classes available in local areas. (For more information: <http://www.americanheart.org>)

Program Design

Overview

The program length for CalStateTEACH is 45 semester units if the program is completed in three terms, 54 units if the program is completed in four terms, and 57 units if the program is completed in five terms.

CalStateTEACH students have three options for enrollment in the program and may move between the options as their employment dictates. Student teaching is divided into three categories:

Field Participant and Intern Pre-service Requirement.¹

These courses must be completed prior to advancing to Initial Student Teaching. Courses CST431, 12 units and CST 431S, 3 units or CST 431A, 6 units and CST431S, 3 units and CST 431B, 6 units and CST 431S, 3 units

Initial Student Teaching.

These courses are a preparation for Final Student Teaching/Field Placement. These courses must be completed prior to advancing to Final Student Teaching/Field Placement.

Courses CST 432, 12 units and CST 432S, 3 units or CST 432A, 9 units and CST 432S, 3 units and CST 432B, 9 units and CST 432S

Final Student Teaching/Field Placement

The courses are taken in conjunction with full time student teaching with a minimum of ten weeks in the classroom.

Courses 433, 9 units and CST 433S, 6 units

Credential Pathways –

CalStateTEACH students have three options for enrollment in the program and may move between the options as their employment dictates.

Student Teacher Option

Candidates in the student teaching option are supervised during early field experience in Term One, initial student teaching in Term Two, and full-time student teaching in Term Three.

This option allows candidates who are subject matter qualified, but not employed in a school, and candidates who are not yet subject matter qualified to enter the program. Subject matter qualification can be met by successfully completed in the following ways:

¹ Course numbers are subject to change.

(a) Completion of a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies, or

(b) a possession of a degree in another field and completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

CalStateTEACH provides an opportunity for candidates applying to the Student Teaching Option to enter the program with senior standing. The baccalaureate degree must be posted before the start of the candidate's second term in CalStateTEACH.

Term One

To enroll as a *Fieldwork* Participant in Term One, you must have **met the Subject Matter requirement**. You will be conditionally admitted into the program, and your work will include:

- Two full days per week in your field setting with an assigned Cooperating Teacher.

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- Six formal observations by your Faculty member who meets with you and your Cooperating Teacher. At least one observation must be of a full lesson for an individual, small group, or whole class of students.

Term 1A/1B

If you are not yet subject matter qualified, CalStateTEACH candidates may take the units necessary to complete the subject matter requirements by having a split term. You will be conditionally admitted into the program.

Applicants who have not yet completed a bachelor's degree or higher from a regionally accredited institution of higher education may begin the program in a pre-professional split-term one (1A and 1B). If the candidate must complete the requisite 24 semester units in early childhood education and/or child development, the teacher candidate may begin the program in a pre-professional split-term one (1A and 1B). The applicant must then be in possession of a permissible bachelor's degree prior to enrolling in term two of the program or completion of the 24 unit requirement. With this prerequisite track, the candidate takes longer overall to complete the program.

Candidates are not officially admitted into the program until they have fulfilled the subject matter requirement.

Term Two

To be formally admitted into the program and begin Term Two, you must fulfill the **subject matter requirement**. In Term Two you are formally admitted to Initial Student Teaching, and your responsibilities are increasingly complex and challenging, including 15 hours or half time each week working/observing in your field setting with an assigned Mentor.

Term Three

In Term Three, candidates begin a minimum ten week, full-time, student teaching placement.

Teacher Residency Option

The Teacher Residency Option is similar to the Student Teaching Option. Candidates in the Teacher Residency option will undergo a year of preparation in a school or district where they can likely gain permanent employment. Under this option, residents will spend one academic year in a classroom with an in-service teacher to learn effective practices in planning, management, assessment, and other skills needed to be successful practitioners.

In addition, Residency candidates will need to complete clinical practice hours in a PK-TK setting or a K-3 setting depending on residency setting.

Residents also receive financial assistance through the school or district to offset the costs of tuition and other living expenses. Residency programs have an established agreement between the school or district and CalStateTEACH. There is an additional application and interview process for this option.

Intern Option

In the intern option, candidates are full-time contracted public school classroom teachers. CalStateTEACH partners with rural, remote, and urban districts that have had difficulty recruiting and retaining teachers in their districts. The intern credential offers individuals the opportunity to become teachers while, at the same time, earn a living. Our intern partner districts are not displacing certificated employees. To the contrary, many of these districts have many unfilled and open positions. The intern credential is a way to fill these positions and offer a cohesive education for students enrolled in these classes.

Candidates in the intern option are supervised in a PreK-3 setting by CalStateTEACH faculty and a Mentor throughout the program. Monthly observations are made by the candidate's assigned faculty. The candidate confers regularly with the Mentor.

Intern Credential

CalStateTEACH serves as an alternative certification pathway, designed to meet specific district needs when fully certified candidates are not available. Prior to becoming eligible for a CalStateTEACH Intern Credential:

1. All candidates must fulfill the subject matter requirement.

2. Have an offer of a teaching position in a PreK-3 in which the core curriculum (reading and language arts, history and social science, mathematics, and science) is taught to all students. If in a PreK-TK classroom, the California Preschool/Transitional Kindergarten Learning Foundations must be taught.

Length of Intern Credential

Intern Credentials are valid for two calendar years. Employment is restricted to a specific school agency. A onetime, one-year extension by appeal is available at the request of the CalStateTEACH program and support of the employer when an educator fails to complete the program in the time allotted due to a hardship.

Requirements specific to Intern option:

1. Complete 160 hours of pre-service: 144 hours of general pedagogy and 45 hours of teaching English learners. This includes foundational content in the following:
 - State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with California's [K-3 Student Content Standards](#) and [Frameworks](#) and the [Preschool Learning Foundations](#) and [Curriculum Framework](#) in the core curriculum areas for grades PK-3).
 - General pedagogical strategies for PK-3 children, including classroom management and planning.
 - Subject-specific pedagogy, as appropriate to content areas for children in PK-3 settings.
 - Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.
 - Instruction in English Language Development for multilingual and English learner students.
2. Complete a [professional development plan](#) with coursework.

CalStateTEACH requires that all eligible public school teachers who have successfully met the requirements listed above for an Intern Credential apply for a CalStateTEACH Intern Credential. Your Regional Center will assist you in the Intern Credential application filing process.

Employed Private School Teacher Option

Private school teachers are eligible for the program if their school implements the Preschool/TK Learning Foundations, K-3 Content Standards and Frameworks, and if the teachers have received training in both. Candidates in the employed private school teacher option are full-time teachers of record. They are supported in their professional growth at their school site by CalStateTEACH faculty and site-based mentors. The majority of their clinical work is done in their school but they are also required to do a 5 week placement in a public school. They must be enrolled to complete that 25-day requirement.

Program Policies and Information

General Policies

Confidentiality of Student Assignments

Please be advised that in our distributed learning environment, which uses electronic communication, the following applies:

- Messages sent to the class or posted in general discussion sections of the CalStateTEACH course website may be reviewed from time to time by program administrators.

Program administrators, the website administrator, Regional Directors, and other faculty members have access to your CalStateTEACH website messages. Your personal email messages (those sent to one or several specific individuals), however, will not be subject to review so long as they are not on the CalStateTEACH webmail system.

Assignments you submit may be subject to review by program staff other than faculty members for reasons of maintaining program quality.

- All program assignments are subject to review by program faculty and administrators for the purpose of assuring consistent application of program assessment quality and standards.

Dress Code

CalStateTEACH candidates are required to dress and act professionally. An appropriate appearance is defined as clothing that models professionalism for P-12 students, parents and community. The intent of our dress code is to maintain professional standards and enhance the probability of candidates' success in employment.

Low rise pants, tops that do not reach below the top of pants or plunge low, spaghetti straps, tube tops, halter tops, jeans, shorts, mini-skirts, frayed or tattered garments, offensive odors or fragrances and unkempt hair are inappropriate. Attire that is revealing or detracts from the professional role of a teacher is also unacceptable. Tattoos are not to be visible and tongue studs are not to be worn during student teaching. Also, if you know that you are doing an activity that may be messy; we recommend lab coats and/or aprons. Special event days specified dress-down days, or planned activity days may allow changes in the CalStateTEACH dress code.

Candidates should be sure to meet or exceed local school district dress and safety codes. If the local school district code is more casual than CalStateTEACH guidelines, our guidelines supersede them. If the district or school code is more formal, the local guidelines supersede ours. Candidates may be asked to leave their assignment if appearance is not appropriate or if a professional ethical demeanor is not maintained.

Importance of Filing Complete, Accurate, and Authentic Application Documents

CalStateTEACH advises prospective students that they must supply complete and accurate information on the application for admission, residence questionnaire, and financial aid forms. Further, applicants must, when requested, submit authentic and official transcripts of all previous academic work attempted. Failure to file complete, accurate, and authentic application documents may result in denial of admission, cancellation of registration or academic credit, suspension, or expulsion (Section 41301, Article 1.1, Title 5, California Code of Regulations).

Graduate and Post-Baccalaureate Application Procedures

All graduate and post-baccalaureate applicants (e.g., doctorate, joint Ph.D. applicants, master's degree applicants, those seeking educational credentials or certificates, and where permitted, holders of baccalaureate degrees interested in taking courses for personal or professional growth) must file a complete graduate application as described in the graduate and post-baccalaureate admission materials at www.calstate.edu/apply.

Applicants seeking a second bachelor's degree should submit the undergraduate application for admission unless specifically requested to do otherwise. Applicants who completed undergraduate degree requirements and graduated the preceding term are also required to complete and submit an application and the \$55 nonrefundable application fee.

Since applicants for post-baccalaureate programs may be limited to the choice of a single campus on each application, re-routing to alternate campuses or later changes of campus choice are not guaranteed. To be assured of initial consideration by more than one campus, it is necessary to submit separate applications (including fees) to each. Applications submitted by way of www.calstate.edu/apply are expected unless submission of an electronic application is impossible. An electronic version of the CSU graduate application is available at www.calstate.edu/apply.

Reservation

CalStateTEACH reserves the right to select its students and deny admission to the Program as the Program, in its sole discretion, determines admission based on an applicant's suitability and the best interests of the Program.

Appeal of Admission Decision

Section 89030.7 of the California Education Code requires that the California State University establishes specific requirements for appeal procedures for a denial of admission. Each CSU campus must publish appeal procedures for applicants denied admission to the University. The procedure is limited to addressing campus decisions to deny an applicant admission to the University.

Admissions appeal procedures must address the basis for appeals, provide 15 business days for an applicant to submit an appeal, stipulate a maximum of one

appeal per academic term, provide specific contact information for the individual or office to which the appeal should be submitted, and indicate a time estimate for when the campus expects to respond to an appeal. The appeal procedures must be included in all denial of admission notifications to students and must also be published on the campus website.

An applicant has the right to appeal a denial of admission. If an applicant believes that the denial is based on error, prejudice, capriciousness, arbitrariness or is not in alignment with established admission criteria, the applicant may file an appeal and offer evidence to support the claim.

Applicants who wish to appeal a denial of admission must do so within 15 business days of the date of the notification, submitting the completed Request to Appeal along with the notice of denial of admission to the Systemwide Director at CalStateTEACH, CSU Chancellor's Office, 6th Floor, 401 Golden Shore, Long Beach, CA 90802.

Admission, Eligibility and Leave Policies

Programs Leading to Licensure and Credentialing Admission into programs leading to licensure and credentialing does not guarantee that students will obtain a license or credential. Licensure and credentialing requirements are set by agencies that are not controlled by or affiliated with the CSU and requirements can change at any time. For example, licensure or credentialing requirements can include evidence of the right to work in the United States (e.g., social security number or tax payer identification number) or successfully passing a criminal background check. Students are responsible for determining whether they can meet licensure or credentialing requirements. The CSU will not refund tuition, fees, or any associated costs, to students who determine subsequent to admission that they cannot meet licensure or credentialing requirements. Information concerning licensure and credentialing requirements are available at <https://www.calstateteach.net/admissions-requirements>

Admission Procedures and Policies

Requirements for admission to CalStateTEACH are in accordance with Title 5, Chapter 1, Subchapter 3, of the California Code of Regulations. Complete information is available at www.calstate.edu/apply.

Electronic versions of the CSU undergraduate and graduate applications are accessible at www.calstate.edu/apply. Applying online via www.calstate.edu/apply is expected unless electronic submission is impossible. An acknowledgment will be sent when an online application has been submitted. Application in "hard copy" form may be obtained online via www.calstate.edu/apply as a portable data format (PDF).

Clinical Experience and Supervision

Overview

CalStateTEACH, in collaboration with its school district partners, designs, implements, and regularly evaluates a planned developmental sequence of clinical experiences. In this sequence, candidates have the opportunity to develop and demonstrate the knowledge and skills necessary to educate and support all K-8 students in meeting the state-adopted academic standards.

Coursework and clinical experiences in the CalStateTEACH Program are interrelated, emphasizing first-hand experiences in a variety of fieldwork and student teaching settings from the first week of the program to the last. The integrated design and application-based nature of CalStateTEACH insures that all candidates plan and practice multiple strategies for managing and delivering instruction from the beginning to the end of the Program.

Each 15-week Term provides extensive opportunities to observe, acquire, and utilize important pedagogical knowledge, skills and abilities, focusing on the Teaching Performance Expectations (TPEs). Throughout the program, candidates are given many opportunities to practice and reflect on the TPEs. Candidates complete required experiences with English learners, special-needs students, and in high poverty schools. The required experiences give our candidates the opportunity to learn strategies that support the achievement of all students.

Goals

Clinical practice is designed in such a way that candidates learn from and are supported and guided by experienced educators from both their program and in their placements. Through clinical practice, candidates are provided with opportunities to apply the knowledge and skills learned in their program that are embodied in the Teacher Performance Expectations (TPE). An end goal of clinical practice is that candidates are well prepared for the role of new teacher as well as successfully complete a Teaching Performance Assessment (TPA) to demonstrate they have achieved the TPEs and ensure they are prepared to enter the profession.

Clinical Practice Experiences for the PK-3 ECE Specialist Instruction Credential

Progression of Clinical Practice Experience

As you move into fieldwork experiences you will find that your clinical practices evolve and become more complex as you increase in responsibility moving closer to completion of the preparation program and licensure. Clinical experience can encompass a wide variety of activities that range from early fieldwork that includes planned and intentional (supervised) observation of veteran teachers modeling promising practice in lesson design and instruction, to beginning supervised

practice using various teaching strategies in diverse settings, to assuming full responsibility for students in the classroom, and demonstrating pedagogical competence. At its most advanced, the clinical practice experience includes at least four weeks of solo or co-teaching or its equivalent (often referred to as the culminating clinical practice experience) allowing the candidate to experience fully the responsibilities of a classroom teacher and for the candidate to have opportunities to demonstrate they are ready to assume this role.

During early field experience and student teaching assignments, candidates participate in two or more of the following grade spans: PreK and TK-3. Faculty select sites to ensure that candidates have experience across the specified age and grade levels. Candidates who are teachers of record, while they are in the program, must have a classroom experience different from the one in which they teach to meet this requirement.

Interns and Private School Teachers Requirements: While they are full-time teachers of record, they are supported in their professional growth at their school site by CalStateTEACH faculty and site-based site mentors. Interns will be required to experience another age band as part of the program. Private School candidates will complete the majority of their clinical work in their school but they are also required to do a 5 week placement in a public school.

Candidates in the intern option are supervised in a TK-3 setting by CalStateTEACH faculty and a site mentor during the required program hours. Candidates are supervised by a qualified preschool supervisor and a qualified site mentor during the required program hours in a PreK-TK setting. Observations are made monthly by the candidate's assigned faculty member. The candidate confers regularly with the site mentor.

Expected Outcomes for Candidates in Clinical Practice

Expected Outcomes for Candidates in Early Field Clinical Experience (Term One)

Intern Requirement: Each PK-3 ECE Specialist Instruction credential Intern program must include a minimum 120-clock hour (or the semester or quarter unit equivalent) preservice component which includes foundational content. CalStateTEACH follows the same guidelines for all teacher candidates. The tasks progress depending on the level of classroom responsibility.

Expected Outcomes for Candidates in the Initial Student Teaching Clinical Experience (Term One)

Student Teacher/Residency	Intern/Private School
Become familiar with the school community, its values and its engagement with parents and the community, the context of learning.	Become familiar with the school community, its values and its engagement with parents and the community, the context of learning.

Introduction to the CA PKT Learning Foundations, content standards and frameworks for early childhood education grades PK-3	Introduction to the CA PKT Learning Foundations, content standards and frameworks for early childhood education grades PK-3
Demonstrate various classroom management strategies to engage students	Demonstrate management strategies to establish and nurture an inclusive classroom. Establish and practice routines and procedures.
Engage in small group tutoring, teaching, and assessment using appropriate strategies in literacy and math.	Engage in small group and whole group planning, teaching and assessment.
Teach a culturally responsive lesson in a core curriculum subject.	Incorporate culturally responsive pedagogy into teaching core content area instruction.
Observe an English Learner and analyze their learning challenges and the supports provided by the classroom teacher and the school.	Use state and local assessment data to develop strategies to teach English and Standard English Learners.
In a small group setting teach developmentally appropriate strategies of literacy and math lessons.	Use developmentally appropriate strategies to teach literacy and math lessons.

Expected Outcomes for Candidates in the Initial Student Teaching Clinical Experience (Term Two)

Student Teacher/Residency	Intern/Private School
Engage in small group tutoring, teaching, and assessment.	Engage in small group and whole group planning, teaching and assessment.
Teach mathematics lessons using the <i>CA Mathematics Framework</i> and <i>PTK Learning Foundations</i> .	Teach mathematics lessons using the <i>CA Mathematics Framework</i> and <i>PTK Learning Foundations</i> .
Teach lessons that incorporate <i>CA Science Standards</i> and <i>PTK Learning Foundations</i> .	Teach lessons that incorporate <i>CA Science Standards</i> and <i>PTK Learning Foundations</i> .
Teach a lesson using adaptations for students with special needs.	Teach a lesson using adaptations for students with special needs.
Describe the strategies that your mentor teacher uses to support and manage an inclusive classroom.	Demonstrate management strategies for students with behavioral issues.
Design and implement, as possible, a History/Social-Science interdisciplinary unit. Diagnose and plan an intervention for a struggling reader.	Design and implement a History/Social-Science interdisciplinary unit. Diagnose and plan an intervention for a struggling reader.
Create short term and long term lesson plans and units.	Create short term and long term lesson plans and units.

Create short term and long term lesson plans and a unit in the content area of visual and performing arts. Instructional plans will address collaborative learning and culturally responsive settings.	Create and implement short term and long term lesson plans and a unit in the content area of visual and performing arts. Instructional plans will address collaborative learning and culturally responsive settings.
Prepare for, take, and pass the CalTPA Cycle 1	

Expected Outcomes for Candidates in the Student Teaching Clinical Experience (Term Three)

Student Teacher/Residency	Intern/Private School
Engage in small and large group tutoring, teaching, assessment, and reflection	Engage in small and large group tutoring, teaching, assessment, and reflection
Teach a sequence of evidence-based literacy lessons, whole class. Implement an intervention for a struggling reader	Teach a sequence of evidence-based literacy lessons, whole class. Implement an intervention for a struggling reader.
Diagnose the whole class, teach a lesson sequence, assess student learning and re-teach.	Diagnose the whole class, teach a lesson sequence, assess student learning and re-teach.
Teach lessons in health and healthy expectations.	Teach lessons in health and healthy expectations.
Teach lessons in physical development and movement	Teach lessons in physical development and movement. Create short term and long term lesson plans and units.
Teach lessons using appropriate technology	Teach a sequence of lessons using appropriate technology. Manage collaborative learning
Student teach for a minimum of ten weeks.	
Take over the class for four weeks solo teaching and/or co-teaching.	
Prepare for, take, and pass the CalTPA LPA.	Prepare for, take, and pass the CalTPA LPA

Minimum Requirements for Clinical Practice for the PK-3 ECE Specialist Instruction Credential

Supervised clinical practice provides all candidates, regardless of pathway, with the opportunity to practice the knowledge and skills required by the credential and included in the PK-3 ECE TPEs. There are two primary requirements for clinical practice for the PK-3 ECE Specialist Instruction Credential for all candidates, regardless of pathway.:

1. A minimum of 600 hours of clinical practice throughout the course of the preparation program. The hours required in the CalStateTEACH program surpass that number.
2. Clinical practice experiences must include two different grade levels within the PK-3 grade range:
 - a. at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting serving children ages 3-5 and
 - b. at least 200 hours in a Kindergarten through third grade (K-3) setting.
 - c. at least 200 hours in serving either age group in a or b above.

CalStateTEACH may have additional hours above the required minimum of 600 hours. These requirements are applicable to all PK-3 ECE Specialist Instruction credential candidates regardless of the type of program pathway. This means that even intern and residency candidates must find ways to meet the requirements in 1 and 2 above. If structured carefully, candidates may be able to complete all of their clinical practice during regular school hours. Accomplishing this requires intentional and sometimes creative placements, scheduling, and close coordination with placement sites. Although interns serve as teachers of record, they must be provided guidance and support for the duration of their service on an intern document.

Additionally, as is indicated in the record keeping section, your CalStateTEACH University Supervisor will keep thorough documentation that the candidate has satisfied the clinical practice requirements.

Appropriate Placements for PK-3 ECE Specialist Instruction Credential Candidates

The PK-3 ECE Specialist Instruction Credential requires placements for a PK-3 ECE Specialist Instruction Credential candidate based on:

- 1) age and grade level,
- 2) curriculum being taught, and
- 3) supervision requirements

Age and Grade Level Defined

Suitable K-3 settings are the primary elementary school grades and where the K-3 Content Standards and Frameworks are taught. Candidates must meet the 200 hours completed in a K-3 setting, provided these settings meet all other criteria required by the Program.

Pre-K and TK settings are those generally serving children ages 3-4 years old. These include California State Preschool, Head Start programs, independent center-based preschools, and Transitional Kindergarten classrooms in public school settings. Candidates must meet at least 200 hours completed in a PK or TK setting serving 3-4 year olds,

PK-3 Curriculum

Placements will be selected to provide you with experiences that allow you to practice and acquire the knowledge and skills included in the PK-3 ECE TPEs and

rooted in California's adopted Preschool/TK Learning Foundations, K-3 Content Standards and Frameworks appropriate to the age/grade levels of the children. Placements that do not rely upon these foundational state approved/adopted documents are not appropriate settings for clinical practice. Clinical practice settings ensure that candidates are able to practice and become proficient in their pedagogical skills related to California's adopted curriculum for their age and grade span. Placements will also provide candidates with opportunities to choose, administer, analyze, and apply results of a range of early childhood assessments of learning as well as of social-emotional growth and development and allow for the candidate to demonstrate the full range of TPEs.

Some of these experiences may take place in the candidate's California early childhood education employment setting including California State Preschool or Head Start TK-3 public school settings, as well as within independent/private early childhood center-based settings aligned with the adopted Preschool/TK Learning Foundations, K-3 Content Standards and Frameworks.

Supervision

Clinical experiences will be under the guidance and supervision of a qualified district site mentor or veteran practitioner in addition to your University Supervisor. This guidance and supervision may occur in person or via technology-assisted communication.

Placement and Supervision

All candidates regardless of pathway must have a placement in a poverty impacted, diverse setting, with English Learners and students with special needs. Candidates are supervised by CalStateTEACH faculty and school-based mentors in classrooms throughout the program.

In some instances, CalStateTEACH clinical practice requirements may be greater than the 600 minimum required by the credential.

Clinical Practice Experience and Fieldwork Hours²

Student Teaching Option Requirements:

Student Teachers record all the hours spent at clinical placement.

Early Field Experience 421S 431S	Initial Student Teaching 422S 432S	Full-time Student Teaching 423S 433S
Hour Requirements: 2 days x 6 hrs. x 15 weeks	Hour Requirements: 3 days x 3 hrs. x 15 weeks	Hour Requirements: 5 days x 6 hrs. x 10 weeks
Electronic Timesheet 160 hrs. per term	Electronic Timesheet 225 hrs. per term	Electronic Timesheet 300 hrs. per term

² Course numbers are subject to change.

University Intern Option Requirements:

University Interns record all the hours in which they have been supported by their mentor and other school site personnel and supervised by their CalStateTEACH faculty. They are expected to be at their school site in accordance with their contract. Arrange schedule so that you have two to four hours a week to work with mentor(s) at your school site for a total of 144 annual hours. Meet to work with an ELA specialist for a total of 45 annual hours.

Early Field Experience 421S 431S	Initial Student Teaching 422S 432S	Full-time Student Teaching 423S 433S
Hour Requirements: 2 hrs. per week for support/ supervision 1 hr. per week of EL Support	Hour Requirements: 2 hrs. per week for support/ supervision 1 hr. per week of EL Support	Hour Requirements: 2 hrs. per week for support/ supervision 1 hr. per week of EL Support
Electronic Timesheet 72 hrs. per term with 22.5 hrs. of EL Support	Electronic Timesheet 72 hrs. per term with 22.5 hrs. of EL Support	Electronic Timesheet 72 hrs. per term with 22.5 hrs. of EL Support

Private School Employed Teacher Option Requirements:

Private school employed teachers record all the hours in which they have been supported by their mentor and other school site personnel and supervised by their CalStateTEACH faculty. They do not record the days they are teaching. They are expected to be at their school site in accordance with their contract.

Early Field Experience 421S 431S	Initial Student Teaching 422S 432S	Full-time Student Teaching 423S 433S
Hour Requirements: 2 hrs. per week for support/ supervision 1 hr. per week of EL Support	Hour Requirements: 2 hrs. per week for support/ supervision 1 hr. per week of EL Support	Hour Requirements: 2 hrs. per week for support/ supervision 1 hr. per week of EL Support
Electronic Timesheet 72 hrs. per term with 22.5 hrs. of EL Support	Electronic Timesheet 72 hrs. per term with 22.5 hrs. of EL Support	Electronic Timesheet 72 hrs. per term with 22.5 hrs. of EL Support

School Placements

Clinical practice sites are selected to demonstrate commitment to developmentally, culturally, and linguistically appropriate practices, as well as to collaborative relationships with families/guardians. In addition, clinical practice sites demonstrate evidence-based practices, have partnerships with other appropriate educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical practice sites have a fully qualified site administrator and offer curriculum aligned with the adopted *Preschool/TK Learning Foundations, K-3 Content Standards and Frameworks*. Private settings are eligible as clinical practice sites as long as the site meets all criteria as outlined in the standards.

During early field experience and student teaching assignments, candidates participate in two or more of the following grade spans: PreK-TK and K-3. Faculty select sites to ensure that candidates have experience across the specified grade levels. Candidates who are teachers of record, while they are in the program, must have a classroom experience different from the one in which they teach to meet this requirement.

Supplementary Classroom Experience – Intern, Residency and Private School Options

In some instances, university interns and private school teachers will be required to teach while they are off-track or during the summer in a classroom other than their own. This may be completed on a volunteer basis or as a paid teacher. Supplementary placements provide opportunities to fulfill the CTC requirements for both PreK-TK and K-3 experiences.

If a CalStateTEACH university intern or private school teacher is employed in a setting which is not culturally and/or linguistically diverse and does not contain English learners, that candidate will be required to spend a fifteen day placement in a PreK-3 public school setting with a Site Mentor who possesses an English Learner Authorization.

If a CalStateTEACH university intern or private school teacher is employed in a school that is not low performing or hard to staff, that candidate will be required to gain experience through a fifteen day placement in a low performing or hard to staff school or a high poverty, achievement gap closing school.

If a CalStateTEACH university intern or private school teacher is employed in a school in which the composition of the student body is more than 75% the same racial/ethnic group as the candidate, that candidate will be required to exchange classrooms with another teacher or otherwise gain sufficient experience (15 days) to complete all relevant program activities and outcomes requiring working with learners from diverse backgrounds.

All candidates are assured of the opportunity to work with students with special needs and English learners in their placements so that they can meet the requirements of the program and the credential. Many activities require planning for and implementing instruction for English learners and students with special needs, so candidates gain significant background and experience. At least one term of the clinical experience sequence must be in a setting that includes English learners and students with special needs.

Clinical practice for the PK-3 ECE Specialist Instruction Credential requires that all candidates complete a minimum of 200 hours each in both a PK or TK setting and a K-3 setting, with the remaining 200 hours in either setting. **Interns (and residents) are not exempt from this requirement.** The CalStateTEACH program provides guidance in collaborating with employers to determine how each intern candidate will be able to obtain the additional required clinical practice hours.

Since CalStateTEACH has worked with many districts, most employers have options for the intern before the first term begins.

Program Supervisor Observation Requirements

Your assigned program supervisor as well as district/LEA-employed supervisors assists you to refine your teaching practices toward mastery of the TPEs. This structure may look a little different depending on whether your option as a student teacher (traditional or residency) or as the teacher-of-record. Nevertheless, these supervisors play critical roles in ensuring that you are guided and well supported in the development as a teacher.

Candidates working as the teacher-of-record are supervised in an appropriate setting by CalStateTEACH faculty and a site mentor throughout the program. The candidate's assigned faculty member makes monthly observations. The candidate confers regularly with the site mentor.

Candidates are supervised, advised, and evaluated during fieldwork by program and district employed supervisors. University supervisors provide 6 formal observations, 4 in person or video and 2 videos capturing the re-teaching or extension of the first observed lesson. Faculty, mentors and candidates use the Canvas Studio tool to upload and annotate video lessons. Candidates and faculty use the ECE TPEs and content standards to plan and evaluate the lessons.

Eligible Clinical Practice Activities

Only lessons and learning activities that are intentionally designed by the program, occur in placements that are selected or approved by the program, and are for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice may qualify as part of the clinical practice hours requirement. The primary purpose of the clinical practice experience requirement is to provide candidates the opportunity to practice and reflect on the various teaching strategies and approaches that they are learning in coursework under the careful guidance and support of veteran practitioners at both their school site and from their program. In order to guide candidates in developing the competencies they need to serve their students; clinical practice is instruction that is:

- A. prepared with and guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (co-teacher, mentor, university supervisor, faculty, etc.)
- B. followed by designated time for reflection.

If a candidate completes some of their instruction in a classroom where the district/LEA- employed supervisor/mentor teacher is not present, that instruction may qualify toward the 600-hour requirement, as long as it incorporates the elements above.

Activities are considered eligible to be included in the clinical practice hours when the candidate participates in intentional planning, facilitating, teaching, assessment,

and reflection.

Examples of appropriate clinical practice activities include, but are not limited to:

- Guided and supervised teaching including whole class and small group instruction; planned, intentional engagement with children; facilitation and assessment of play and other learning experiences; solo teaching, other direct contact with children that includes planning and reflection; and co-planning time with veteran practitioners for lessons and/or activities that the candidate will deliver/facilitate.
- Collaborating with veteran practitioners in assessing and analyzing student work, reflecting on lessons, and planning for the needs of individual children.
- Time working with professional learning communities, grade level and department meetings, student success team/IEP meetings.
- Time working with families and caregivers, along with veteran practitioners, to strengthen candidates' understandings of their students' community and culture and to help engage families and caregivers in supporting their children and their learning.

Among activities that should **not** be included in the 600 hours are general lesson planning done independently by the candidate or hours spent supervising extracurricular activities that do not involve candidates' intentional planning and reflection. In addition, mock instruction, or observation of fellow candidates (and without PK-3 students present) as part of a course would **not** qualify as part of the required hours.

District-employed Supervisor Support Requirements

On site mentors observe five hours per week. Candidates and faculty use the ECE TPEs and content standards to plan and evaluate the lessons.

1. The five hours per week of district/LEA-employed supervisor support and guidance time is only required during the period that the candidate is assigned a specific mentor teacher. They are not required during early field experiences when the candidate does not have an assigned district/LEA-employed supervisor/mentor teacher.
2. Support and guidance may include a variety of activities, including lesson-modeling, guided play, observation and coaching, co-planning and feedback on lesson planning, problem-solving regarding instruction, classroom management, student access to curriculum, and other student-related issues, grade-level meetings, and email and phone conversations with a district-employed supervisor. The goal is to ensure that all candidates, regardless of pathway, are properly supported and supervised during their clinical practice.
3. For intern candidates, support and supervision (144 hours of general support and 45 hours of English learner support annually) is a shared responsibility between the program and the employer. Hours spent with a district/LEA-employed supervisor to satisfy the intern annual hour requirements may qualify

towards meeting this five hours/week requirement. Support and supervision must continue as long as that candidate is serving on an intern document even if they have completed all program requirements and are completing examination requirements.

Record Keeping

University supervisors and candidates share responsibility to maintain records verifying candidate clinical experiences. CalStateTEACH will decide the most appropriate way to keep track of the documentation to demonstrate that the candidate is meeting the clinical practice and supervision requirements. It is important to ensure that the record keeping includes all relevant requirements for your hours documenting the clinical practice experiences with university supervisor and site mentor, (e.g. number and age/grade level of placements, information about the district employed mentor, and other specific requirements). These records become part of your permanent record to make sure that all clinical supervision requirements are met.

Capturing Evidence of Observations

Clinical supervision may include an in-person site visit, video capture or synchronous video observation, but it must be archived either by annotated video or scripted observations and evaluated based on the TPEs. Faculty, mentors and candidates use the Canvas Studio tool to upload and annotate video lessons.

1. The video instruction is assessed against the agreed upon instructional plan and adopted TPEs. The data gained from the observation will assist the you to understand where program improvements are needed.
2. The video evidence of the observation does not need to be archived for any length of time beyond that which is needed for the supervisor to observe and evaluate the teaching performance.
3. When capturing video of observations for the CalTPA, for best results refer to the [CalTPA Preparation Materials](#) *Capturing and Preparing Your Videos for Upload into the ePortfolio System*

Video Permissions and Usage

Throughout the CalStateTEACH Program, you are asked to reflect on your classroom teaching by video recording yourself implementing a lesson plan. Reflecting on your teaching practice by reviewing these videos will also help prepare you to successfully complete the CalTPA. You will upload proof of permission to video record in the classroom to your folio for each term.

Two forms are provided to meet this requirement. Each is used in a different situation. Please read the descriptions below and select the option and form that fits your situation. If at all possible at your school site, please use the Video Permission District Form.

- Option 1 (preferred) If your school has already collected video permissions for each of the students in your class and has them on file in the school, then you can use the Video Permission District Form. The form simply requires your principal's signature as documentation that the school holds the forms. You do not need to submit the individual student forms in this case.
- Option 2 If the school does not have signed permission forms on file for each of the students in your class, then you must collect the permissions yourself. Use the Individual Permission to Video and Use Student Work Form. You must obtain a signature from a parent or guardian for each child in the classroom. If you are unable to get such permission from one or more parents, under no circumstances can those children be recorded, nor can you use their work or their voices in your submissions to CalStateTEACH.

Note: Classroom videos are to be uploaded only to the CalStateTEACH course website. *Sharing classroom video(s) in any other venue is grounds for program disqualification.*

Originality Policy

You are the copyright owner of the original videos and lessons that you create. Copyright covers creative works like books, movies, plays, music, artwork, sculptures, photographs, computer programs, and more. So, just about everyone—including students of all ages—is a copyright owner, even if they've never registered their works. In the United States, copyright protects a creative work from the moment the author fixes it in a tangible form of expression, meaning the work is written, recorded, or captured in some medium that can be perceived, reproduced, or communicated for more than a short time.

Using other people's original works without permission is a crime which may result sanctions by the CalStateTEACH Program and could result in Civil and Criminal Penalties for Violation of Federal Copyright Laws.

Solo or Co-Teaching Requirement

This element of clinical practice ensures that candidates have experiences similar to those that they will experience as a credentialed teacher in their own classroom with full responsibilities for the students. Co-teaching may occur any time the university supervisor and site mentor agree that the student teacher is ready to assume that role. Typically, student teachers and residency candidates experience 10 weeks of full-time student teaching toward the end of the program.

Solo or co-teaching includes those activities in which the candidate plans or co- plans the lessons, delivers the lessons/facilitates play, and assesses a child's growth and learning. During this period, the candidate is expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being a teacher of record. The solo or co-

teaching experience must provide an authentic teaching experience and the opportunity to demonstrate pedagogical competence.

1. The solo or co-teaching period is to ensure that the candidate experiences the full range of instruction rather than sporadic lesson delivery. During this time the candidate should be fully responsible for: ensuring lessons and other learning activities are planned, resourced, and facilitated based on the students in their classroom, monitoring student progress toward achieving the academic goals included in the plans, informal and formal assessment of students, and reflection of their teaching practice. In co-teaching situations, the candidate should take the lead and be accountable for all elements of the learning activities.
2. The solo or co-teaching experience may occur at any time during the clinical practice placement during which the candidate is prepared to take on the responsibility. Solo teaching is often completed during the final portion of the term; however, the program and the triad (candidate, university- and site-based supervisors) may find another time to be more appropriate.
3. Because portions of the placements may be completed during the solo or co-teaching student teaching experience, the program designs solo or co-teaching experiences to give you experiences with the CalTPA forms and format.

Candidates in the student teaching option are supervised during early field experience in Term One, initial student teaching in Term Two, and full-time student teaching in Term Three.

Clinical Practice Placements and the Teaching Performance Assessment

As of July 1, 2025, Candidates will be expected to take and pass a new Commission adopted CalTPA specifically designed for the PK-3 ECE Specialist Instruction Credential. School placement will need to be intentional for Candidates to demonstrate their best efforts teaching P-TK and K-3. Programs must ensure that candidates are placed in an appropriate setting that allows for video capture of students and/or support personnel for completing the TPA.

Intern and Employed Private School Teacher Requirements

Clinical practice for the PK-3 ECE Specialist Instruction Credential requires that all candidates complete a minimum of 200 hours each in both a PK or TK setting and a K-3 setting, with the remaining 200 hours in either setting. **Interns (and residents) are not exempt from this requirement.** The CalStateTEACH program provides guidance in collaborating with employers to determine how each intern candidate will be able to obtain the additional required clinical practice hours. Since CalStateTEACH has worked with many districts, most employers have options for the intern before the first term begins.

Online schools, independent study programs, and home schools are not prohibited as placements for interns, however, the program will examine the setting to determine if that is appropriate for a teacher candidate. Some TPA activities, such as the ability

to teach whole groups of students, may not be possible in these environments.

Interns in a non-diverse setting must complete a 150-hour experience in a public school setting that is poverty impacted and diverse, with English Learners and students with special needs. They must be enrolled in a clinical experience course for faculty oversight.

Candidates in the private school teacher option are full-time teachers of record. They are supported in their professional growth at their school site by CalStateTEACH faculty and mentors. The majority of their clinical work is done in their school.

Private school teachers must complete a 150-hour experience in a public school setting that is poverty impacted and diverse, with English Learners and students with special needs. They must be enrolled in a clinical experience course for faculty oversight.

Candidates may not undertake placements in schools in which their children or other relatives are either enrolled or employed without the permission of the Regional Director.

Professional Preparation Equivalency for Clinical Practice

As you recall from page 23, the required Clinical Practice hours are as follows:

- a. at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting serving children ages 3-5 and
- b. at least 200 hours in a Kindergarten through third grade (K-3) setting.
- c. at least 200 hours in serving either age group in a or b above.

In recognition of candidates who may be experienced early childhood educators and/or have completed structured Early Childhood Education practicum(s), there are two equivalency options for the clinical practice hours. To be eligible you must meet specific criteria to be granted equivalency.

To be considered for equivalency, you will need to complete the [Clinical Practice Equivalency Form 1](#) as part of your initial application package. After it is approved, you will be notified, and the results are attached to your credential file.

Equivalency Option 1 – Professional Work Experience

IF you meet *both* the requirements stated below, you may be granted equivalence for:

- a above: at least 200 hours in a preschool (PK) and/or transitional Kindergarten (TK) setting serving children ages 3-5 and
- c above: at least 200 hours in a PK or TK setting while in the credential program.
- b above: You must meet all other program requirements, including at least 200 hours in a K- 3 setting.

Candidates who are eligible for this clinical practice equivalence must meet both of the following criteria:

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

What does Teacher Level or Higher Mean? The Child Development Permit structure contains 6 levels. To meet requirement (A) above, one must possess either a valid Teacher, Master Teacher, Site Supervisor, or Program Director level permit. Candidates holding the Assistant and Associate level permits do not qualify for the clinical practice equivalency under this part of the standard.

What does full time teaching experience mean? For the purposes of this provision of the PK-3 ECE Specialist Instruction Credential, full-time experience is defined as classroom-based teaching for at least **three** hours per day, for at least 75% of the school year. Part time experience, or experience serving as anything other than a lead teacher, shall not be acceptable.

What does the requirement mean by Lead Teacher? Lead teacher means an adult who has direct responsibility for the care and development of children from birth to 5 years of age in a center-based early childhood care setting and serves in a teaching capacity with 3- and/or 4-year-olds.

Confirming a setting that meets (B) above: CalStateTEACH must have documentation demonstrating that the employment did occur in a recognized child care setting (website, paper, screenshot, etc.). It is the candidate's responsibility to provide the records when completing the [Clinical Practice Equivalency Form](#).

Satisfactory Teaching Experience: Satisfactory teaching experience addresses the scope of the teaching experience that the candidate had to qualify for this clinical practice equivalency. Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. Verification shall include a statement from the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):

- i. The use of developmentally appropriate teaching strategies for preschool-aged children.
- ii. The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.

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

Determining whether to grant between 200-400 clinical practice hours for candidates who meet this requirement. CalStateTEACH will grant all candidates that meet the requirements for clinical practice Equivalency Option 1 - 200 hours of clinical practice experience for their work in PK. However, the Regional Director, with input from the University Supervisor, will review the candidate's records to determine equivalency of the additional 200 hours.

Equivalency Option 2 – Completion of Practicum(s) in Early Childhood Education

Candidates for the PK-3 ECE Specialist Instruction Credential who have completed a practicum course at a regionally accredited institution of higher education, including a community college, must complete [Clinical Practice Equivalency Form 2](#). The additional clinical practice equivalency hours may be granted for these hours equaling the number of hours served in the practicum course, up to a maximum of 200 hours, provided that **all** of the following conditions are met:

- i. The practicum course is credit bearing and degree applicable towards a Teacher level or higher-level Child Development Permit or a degree in Early Childhood Education, Child Development, Child and Adolescent Development, Early Childhood Studies, or Human Development.
- ii. The practicum hours completed were in a preschool or early childhood setting serving 3–4-year-old children and included clinical practice experience that was supervised at minimum by a trained faculty member/instructor who provided observation and feedback to the candidate.
- iii. The candidate earned a C or better on the practicum course. Courses earned with a “Pass” or another designation deemed by the institution of higher education to be equivalent to a grade of “C” or higher are also acceptable.
- iv. The candidate provides to the Commission-approved PK-3 ECE Specialist Instruction program verification of the hours served through transcripts and other documentation as determined by the Commission-approved program.

Receiving Equivalency for both Options 1 and 2

Candidates who have completed **both** a verified work experience as outlined in Equivalency Option 1 **and** a qualified practicum experience as outlined in Equivalency Option 2 may be granted a maximum of 400 hours total toward the clinical practice requirement.

The candidate will complete the remaining 200 hours of clinical practice in grades K-3 during the teacher preparation program. Candidates may not receive more than 400 hours of clinical practice equivalency under any circumstances.

CAUTION: It is important to understand that clinical practice hours will be needed while preparing for and completing the CalTPA. This means that granting the full 400 hours of clinical practice equivalency for completing both Options 1 and 2 above, you will only need 200 hours to complete the clinical practice hour requirement. However, you may still need to do more than the remaining 200 clinical practice hours in order to complete the CalTPA. Completion of the clinical practice hours and the CalTPA must both be completed to receive recommendation for the PK-3 ECE Specialist Instruction Credential.

Academics Standards

Administrative Grading Symbols and Grade Points

Candidates in CalStateTEACH are given a letter grade for academic coursework and credit/ no credit for clinical experience coursework. The grade is based on the Faculty member's assessment of the candidate's performance in module work, online discussion contributions and the professional website. The following are the specific grading criteria used in the program (plus and minus grading is **not** used by CalStateTEACH):

A (4.00 grade points per unit)

Candidate performance has demonstrated a high level of competence.

B (3.00 grade points per unit)

Candidate performance has demonstrated a level of competence in conformance with expected standards for persons in the CalStateTEACH program.

C (2.00 grade points per unit)

Candidate performance is below standards for persons in the CalStateTEACH program.

Note: A candidate must receive a grade of B or higher in Term Three and have a 3.00 average to be recommended for a credential.

F—Fail (0.00 grade points)

Candidate performance fails to meet minimum standards for persons in the CalStateTEACH program.

Note: No classes for which a grade of F was assigned will be used to meet credential requirements.

CR—Credit (not calculated in GPA)

A grade of CR (which results in the candidate receiving the number of units specified for the course) indicates work equivalent to a B or higher.

NC—No Credit (not calculated in GPA)

A grade of NC (which means that the candidate did not earn the units attributed to the course) indicates work equivalent to less than a B.

W—Withdrawal

If the withdrawal occurs **prior to the end of the second week** of instruction, and approval is granted, the administrative symbol **W** will be recorded on your permanent record at the host CSU campus for your Regional Center. The **W** carries no connotation of quality of candidate performance and is not used in calculating grade point average.

Authorization to withdraw after the second week of instruction shall be granted only for serious and compelling reasons. Such reasons must be documented by the candidate. Poor academic performance is not evidence of a serious reason for withdrawal. If a withdrawal is authorized after the second week of instruction, a grade of W will be recorded.

WU—Withdrawal Unauthorized (0.00 grade points)

WU indicates that an enrolled candidate did not withdraw from the course but failed to complete course requirements. It is used when, in the opinion of the Faculty member, completed assignments or course activities or both were insufficient to make a normal evaluation of academic performance possible. For purposes of grade point average computations, this symbol is equivalent to an **F**, with zero grade points per unit. Candidates may petition for retroactive withdrawal from the term, provided they can document both the serious and compelling reasons that required the withdrawal and the date of such withdrawal. **Such a petition must be filed within 30 days of the start of the following term.** If approved, the negative effect of the **WU** grade will be removed from the grade point average.

I—Incomplete Authorized

The symbol **I** indicates that a portion of the required course work has not been completed and evaluated in the prescribed time period, due to unforeseen but fully

justified reasons, and that there is still a possibility of earning credit. It is the responsibility of the candidate to bring pertinent information to the information of the instructor and to determine from the instructor the remaining course requirements which must be satisfied to remove the Incomplete. A final grade is assigned when the work agreed upon has been completed and evaluated.

An “I” must normally be made up within one calendar year immediately following the end of the term during which it was assigned.

This limitation prevails whether or not the student maintains continuous enrollment. Failure to complete the assigned work will result in an “I” being converted to an “IC” symbol, unless the faculty member assigns a specific letter grade at the time the Incomplete is assigned, which would replace the “I” in the student’s record after the calendar year deadline.

Please note the following:

- For the Faculty member to consider the candidate’s request for an Incomplete assignments for the term must ordinarily be at least 75% complete with passing grades.
- In assigning a grade of I, the Faculty member shall file a CalStateTEACH Incomplete Grade Justification with the Regional office, signed by the candidate, the instructor, and the Regional Director. The Incomplete Grade Justification includes
 - 1) A statement of requirements for term obligation, and
 - 2) A statement indicating the quality of the candidate’s work to date.This not only provides an interim evaluation for the candidate but assists the instructor in assigning a final grade in those instances where the assigned instructor is no longer available.
 - As each term is a prerequisite to the next term, the candidate cannot continue in the CalStateTEACH program until the Incomplete is removed.
 - The Incomplete will be replaced with a final grade once the work agreed upon has been completed and evaluated.
 - The responsibility for changing the Incomplete grade rests with the instructor.

IC—Incomplete Charged (0.00 grade points) The IC symbol may be used when a candidate who received an authorized incomplete I has not completed the required course work within the allowed time limit. The IC replaces the I and is counted as a failing grade for grade point average and progress point computation.

Midterm Notice of Unsatisfactory Progress

Faculty will send a **Midterm Notice of Unsatisfactory Progress** to the Regional Director by the seventh week of the term. Faculty will provide specific examples of unsatisfactory progress in one or more of the following categories: clinical experience, academic modules, online discussion groups or collaborative community groups, professional

conduct or ethics, or failure to meet Teacher Performance Expectations (TPEs). The Regional Director will notify the candidate.

Remediation Plan

The candidate will create a Remediation Plan and present it to the regional director who will share it with the faculty and the mentor, if clinical experience is the issue.



Remediation Plan for Unsatisfactory Progress Form		
This form must be submitted to the candidate's Regional Director within 5 business days of the date of notification of unsatisfactory program progress.		
Candidate Contact Information		
Name:	ID#:	
Home Phone:	Cell Phone:	
Mailing Address:	Email Address:	
Unsatisfactory Progress Information		
Regional Center:	Term:	Instructor:
I have been notified that I have not made satisfactory progress in the following areas:		
<ul style="list-style-type: none"> • clinical experience • academic modules • online discussion groups or collaborative community groups • professional conduct or ethics • failure to meet Teacher Performance Expectations 		
Remediation Plan		
By this date _____ (date), I will remediate my performance in the program by taking the following steps:		

A copy of the remediation plan shall be uploaded into the confidential candidate record. The candidate will meet the goals established in the plan by the date established in the plan or be subject to academic failure and subsequent academic disqualification.

Change of Grade

Assignment of grades and change of grades are the prerogative of the Faculty member. A change of grade may occur only for compelling reasons such as in cases of clerical error, administrative error, or where the Faculty member reevaluates the original assignments of a candidate and discovers an error in the original evaluation. A clerical or administrative error is an error made and acknowledged by the Faculty member or an assistant in calculating or recording the grade. A change of grade shall not occur as a consequence of the acceptance of additional work or reexamination beyond the specified term requirements.

Probation and Disqualification

- **Academic Probation**

Credential candidates will be placed on academic probation if their cumulative grade point average falls below a 3.0 (B grade average) in all units attempted subsequent to admission to the program.

A candidate may be placed on administrative-academic probation by the Regional Director for any of the following reasons:

- 1) Withdrawal from the program of studies in two successive terms or two terms in any of three terms. Candidates whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment are exempted.
- 2) Repeated failure to progress toward the stated degree objective or other program objective, when such failure appears to be due to circumstances within the control of the candidate.
- 3) Failure to comply, after due notice, with academic requirements or regulation, as defined by program policy.

When such action is taken, the candidate shall be notified via email and/or in writing by the Regional Director. This notification shall provide the conditions for removal from probation and the circumstances that would lead to disqualification should probation not be removed.

- **Academic Disqualification**

Academic Disqualification means that the candidate has not maintained satisfactory academic standards and is involuntarily separated from the university.

- **Administrative Academic Disqualification**

The Systemwide Director may designate the Regional Director to act to disqualify a candidate not on probation when one or more of the following circumstances exist:

- 1) Conditions for removal from administrative-academic probation are not met within the period specified
- 2) Candidate becomes subject to academic probation while on administrative-academic probation
- 3) Candidate becomes subject to administrative-academic probation for the same or similar reason for which he/she has been placed on administrative-academic probation previously, although not currently in such status

- 4) At the end of any term, the candidate has a grade point average below 1.0
- 5) The cumulative grade point average is so low that in view of the candidate's overall educational record, it seems unlikely that the deficiency will be removed within a reasonable period

When such action is taken, the candidate shall receive email and/or written notification including an explanation of the basis for the action from the Regional Director.

- In addition, if a candidate at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the candidate is preparing to render him/her unfit for the profession, disqualification will occur immediately upon notice to the candidate, which shall include an explanation of the basis for the action, and the program may require the candidate to discontinue enrollment as of the date of the notification. The decision to disqualify a candidate under these terms shall be made by the Regional Director in consultation with the Systemwide Director; the Regional Director shall notify the candidate. Examples of unacceptable behavior include, but are not limited to:
 - 1) Academic dishonesty as defined by this Program Handbook
 - 2) Inappropriate student conduct as defined in this Program Handbook
 - 3) Unacceptable academic, pedagogical, and/or clinical performance
 - 4) Failing to meet the standards set by the Commission on Teacher Credentialing
 - 5) Failing to behave according to the standards of the teaching profession, partner public school districts, the California State University, the regional campus, and/or program
 - 6) Failing to attend clinical placement
 - 7) Sharing classroom video(s) in an inappropriate venue. Classroom videos are to be uploaded only to the appropriate CalStateTEACH sites and viewed only by Program approved personnel.

Grade Appeal Process

Faculty have the sole right and responsibility to provide careful evaluation and timely assignment of appropriate grades. There is a presumption that assigned course grades are correct. It is the responsibility of the candidate appealing an assigned grade to demonstrate otherwise.

If a candidate believes that the final grade issued is based on instructor or clerical error, prejudice, capriciousness, arbitrariness or is not in alignment with established grading criteria in the course website, the candidate may file an appeal and offer evidence to support the claim.

If the candidate believes that his/her grade was affected by discrimination or sexual harassment, he/she shall be referred to the appropriate office at each regional center: Fresno: Office of the Vice President for Student Affairs and Dean of Students. Prior to filing a grade appeal, the candidate shall make every attempt to resolve the grade dispute with the instructor through the informal processes established by the CalStateTEACH Program. The candidate must make a

documented attempt to meet with the faculty member within 20 business days of the start of the following term to make every effort to resolve the issue.

If the candidate is unable to reach an informal resolution of the grade dispute, the candidate may file a formal appeal of the grade within 10 business days of the documented attempt to meet with the faculty member.

The formal appeal process shall commence when the candidate presents a written appeal to the Regional Director. The appeal must directly and specifically address one or more of the criteria for appeal: instructor or clerical error, prejudice, capriciousness, arbitrariness or lack of alignment with established grading criteria.

Repetition of Term Policy

After reinstatement, a candidate may repeat a term for which a failing grade (including a C) was earned. In computing the grade point average for a candidate who repeats a term, only the highest earned grade and grade points will be used. That said, the original grade will remain on the academic record along with the new one.

Reinstatement

If disqualified, the candidate is not eligible for reinstatement for a minimum of one semester. The candidate will be required to reapply for admission and submit a petition for reinstatement to the Regional Director.

The formal reinstatement process shall commence when the candidate presents a petition for reinstatement to the Regional Director. The Petition for Reinstatement form is in the Program Handbook. The petition must directly and specifically describe and document the candidate's good-faith efforts to improve academic standing and improve circumstances within the candidate's control that directly resulted in his/her disqualification. All written supporting evidence must be attached and submitted along with the completed form.

The Systemwide Appeals Board will review the reinstatement petition, with approval based upon documented good-faith efforts to improve academic standing and improve circumstances within the candidate's control that directly resulted in his/her disqualification. Faculty from the region in which the candidate is enrolled are not eligible to serve.

The Systemwide Director shall within 5 business days notify the candidate and the Regional Director of the decision of the Systemwide Appeals Board regarding the petition. The candidate will be informed in writing of the Board's decision within 20 business days of receipt of the completed reinstatement petition.

Within 10 business days of notification by the Systemwide Director of the Systemwide Appeals Board decision, the candidate may appeal by submitting a written rebuttal of the Board's decision to the Systemwide Director at

CalStateTEACH, CSU Chancellor's Office, 6th Floor, 401 Golden Shore, Long Beach, CA 90802. The appeal to the Systemwide Director must set forth in detail the reasons the candidate believes the Board improperly executed the procedures and/or misapplied the academic standards set forth in this policy. No new evidence may be introduced in the final appeal.

If the due process procedures and standards set forth in this policy are found by the Systemwide Director to have been met, the Board's decision will be considered final. The Systemwide Director may appoint a second Appeals Board if it is determined that the process was flawed in any fundamental respect. Within 5 business days of receipt of the final appeal, the Systemwide Director will notify the candidate whether the Board's decision will be considered final or whether a second Appeals Board will be convened. A candidate may only be reinstated twice.



Petition for Reinstatement
Please note that a disqualified candidate is not eligible for reinstatement for a minimum of one semester. The form must be submitted to the Systemwide Director (CalStateTEACH, CSU Chancellor's Office, 6th Floor, 401 Golden Shore, Long Beach, CA 90802).

Personal / Contact Information:	
Name:	ID#:
Home Phone:	Cell Phone:
Mailing Address:	Email Address:

Reinstatement Information		
Regional Center:	Term:	Instructor:
I am requesting a reinstatement because I have documentation of the following good-faith efforts to improve my academic standing and circumstances that resulted in my disqualification:		
<ul style="list-style-type: none"> • Attended classes (community college, extended education, etc.) • Attended professional development • Other: 		

The Academic Appeal Committee includes three faculty members. These members may participate in a grade appeal only if you consent to this.	
I hereby authorize CalStateTEACH faculty of the Academic Appeal Committee to have access to information and materials contained in my program records.	
Signature _____	Date _____

Attach a statement that details the reason for the appeal and the evidence in support of the claim. Attach all relevant documents, including documentation of your attempt to resolve the dispute informally with the instructor who assigned the grade.

Signature _____ Date _____

Academic Integrity

CalStateTEACH, as part of the California State University, is committed to maintaining academic integrity. Academic dishonesty is a serious offense that can diminish the quality of scholarship, the academic environment, the academic reputation, and the quality of the CalStateTEACH program. The following policy is intended to clearly define academic dishonesty in the CalStateTEACH program and to state the responsibility of candidates, faculty, and administrators relating to this subject. All forms of academic dishonesty in the CalStateTEACH program are a violation of university policy and are considered a serious offense. Academic dishonesty includes, but is not limited to:

- **Plagiarism.** Plagiarism is intentionally or knowingly presenting words, ideas, or work of others as one's own. Plagiarism includes copying assignments, copying computer programs, using a work or portion of a work written or created by another but not crediting the source, paraphrasing another's work without giving credit, borrowing or using ideas without giving credit, crediting oneself with a product produced by others, using others' web postings as one's own, and having others participate in online discussions on one's behalf. At many times in the CalStateTEACH program, candidates will be encouraged to modify or use pre-existing lessons or unit plans. All ideas or materials collected or used from outside sources must be cited appropriately. Copying lessons or unit plans when original work is required and presenting this work as original is considered plagiarism.
- **Use of Unauthorized Aids.** This includes using any material or sources of support prohibited by the administrators or faculty members.
- **Falsifying Any University Document.** This includes falsifying signatures on university forms (such as Drop/Withdrawal/Leave of Absence Forms, and Classroom Observation Forms), forging another's signature (such as the Mentor's or instructor's or that of another candidate), and falsifying prerequisite requirements. The candidate is responsible for reviewing all program policies, with special attention regarding the policy on academic dishonesty. The Faculty member can clarify any questions the candidate may have about the policy. The Faculty member must report each instance of academic dishonesty to the Regional Director. The Regional Director may appoint a three-member faculty committee to review the alleged dishonesty and decide on the candidate's continued participation in the CalStateTEACH program. Consequences for any form of academic dishonesty in the CalStateTEACH program may result in one or more of the following:
 - A failing grade for the assignment related to the instance
 - A failing grade for the term
 - Dismissal from the CalStateTEACH program

Completing the Teacher Performance Assessment Requirement

Under the requirements of California legislation and the Commission on Teacher Credentialing, all teacher candidates must complete a rigorous assessment of their

professional performance. As of July 1, 2025, *PreK-3 ECE Specialist Instruction Credential* candidates will take the CalTPA PK-3 as a CalStateTEACH candidate.

The CalTPA process is built around two cycles of instruction that ask candidates to demonstrate their ability to plan instruction with attention to the content and the students they are teaching, teach in ways that engage all students in powerful learning opportunities and assess student learning formally and informally, reflect on the outcomes of their teaching, and apply what they learned to their next steps in teaching (Plan, Teach and Assess, Reflect and Apply). The cycles are to be completed at two different times during a candidate's preliminary program and they must pass both of the cycles of instruction. The due date for the CalTPA is scheduled on the course calendar. The CalStateTEACH CalTPA Center provides directions and support for completing tasks.

Each assessment is scored by qualified and trained teachers and teacher educators who are subject matter experts with experience supporting beginning teachers. Half of current scorers are recruited from higher education and half are recruited from P-12 educators, including National Board Certified Teachers.

Score Reporting: CalTPA scores are reported three weeks after each submission deadline. The current CalTPA Submission and Reporting Dates schedule is listed on the CalTPA home page. Candidates receive an individual Assessment Results Report for each CalTPA instructional cycle submission. The report will include a Rubric Performance Summary showing both individual rubric scores with corresponding performance descriptions and the overall cycle score. It will also include a Cycle Performance Summary showing the status and reporting date for all submitted and scored cycles and the candidate's overall status toward meeting the CalTPA requirement. Preparation programs receive Institutional Data Reports showing individual candidate results and progress toward overall assessment requirements for all candidates who submitted one or more cycles for the reporting date.

CalStateTEACH has a website with materials and video instruction on passing the CalTPA. During Module 8 and Module 11, CalStateTEACH faculty provide review, direct instruction and targeted practice.

CalTPA Appeal policy

Administrative Review: During official scoring, candidate submissions are screened for originality. Submissions are identified for administrative review if screening indicates a match of identical or similar language with other sources. In the event that the administrative review process is not complete by the scheduled reporting date, the results associated with a submission under investigation will be held until the review is complete. To protect the privacy of the candidate and the integrity of the results reporting process, detailed information about the basis for the administrative review is not available to candidates or programs during this time.

Voided Results: A candidate's CalTPA results may be voided if it is determined that the candidate violated any of the Rules of Participation or if there is adequate reason to question the validity or legitimacy of their registration or assessment results.

Retakes: Candidates may need to retake a cycle for a variety of reasons (e.g., the performance standard was not met, a condition code was received, previous results were voided). When a cycle is retaken, the candidate must re-register, pay all applicable fees, and complete and upload a new submission for scoring. The new submission is scored in its entirety without reference to the previously submitted assessment materials. In most cases, retakes must include new evidence that has not previously been submitted for scoring. However, revised or edited versions of previously submitted materials may be part of the retake submission.

CalStateTEACH CalTPA Remediation Policy

If extended supervision is determined, Module 15 is offered to directly target any CalTPA deficiencies. Until the CalTPA is passed, the candidate may continue enrollment with fees assessed.

Additional Information

Professional Clear Teaching Credential

Once a Preliminary PreK-3 ECE Specialist Instruction Credential is earned, candidates can obtain a Professional Clear Teaching credential through successfully completing a state- approved induction program or, if an induction program is unavailable, through an approved fifth year program. Induction programs may be offered by school districts, county offices of education and/or institutions of higher education. More information about induction programs can be found at [Induction — CalStateTEACH](#). A list of approved programs is available at <https://www.ctc.ca.gov/commission/reports/data/approved-institutions-and-programs>

To jump-start your transition to Induction, CalStateTEACH Program Module 14 offers an opportunity to look ahead, set realistic goals, and begin the new school year on a positive note. The [Individual Development Plan](#) (IDP) is designed to support reflection on learning and preparing for the transition from a Preliminary Credential to the Clear Credential. This process is connected to the Culminating Project, allowing candidates to synthesize professional growth and identify goals for continued development.

As part of this process, candidates compare the *California Teaching Performance Expectations* (TPEs) with the *California Standards for the Teaching Profession* (CSTPs), identifying areas of strength and growth. These discussions inform the foundation and later completion of the **CalStateTEACH IDP Bridging Document**.

The steps for developing the IDP are as follows:

1. **Collaboration:** The candidate, Site Mentor, and University Supervisor work together to reflect on the candidate's performance and select artifacts for the Culminating Project that demonstrate growth across TPE/CSTP domains.
2. **Strengths and Goals:**
 - In the left-hand column of the Bridging Document, the candidate and Site Mentor outline strengths aligned to the broad TPE/ CSTP standard areas.
 - The right-hand column is reserved for use later with the Induction Mentor, who will guide goal-setting during the Induction Program.
3. **Goal Setting:** Candidates begin drafting professional development and growth goals that they will carry forward into the Induction phase. For example, if TPE 7 (Literacy) or TPE 8 (Mathematics) are identified as growth areas, these will be mapped to corresponding CSTP domains.
4. **Submission and Documentation:**
 - The candidate submits the completed IDP Bridging Document to their University Supervisor for review and signature.
 - A copy is saved for future reference and shared with the Induction Mentor once the candidate enters the Induction Program as a teacher of record.

This collaborative and reflective process ensures that each candidate enters Induction with a clear, personalized roadmap for continued professional growth.

**CalStateTEACH***California State University
Teacher Preparation Program***CalStateTEACH Individual Development Plan (IDP)
Bridging Document****Candidate Name:****Program:** CalStateTEACH PK-3 Specialist Instruction Credential**School site mentor:****University Supervisor:****Step 1 Directions:** Based on evidence gathered during your teacher preparation program, use the columns to describe your strength(s) in relation to the following.

Teaching Performance Expectations	Clinical Experience (Student Teaching, Intern program)	Implications (To be completed with your Induction Mentor)
TPE 1: Engaging and Supporting all Students in Learning		
TPE 2: Creating and Maintaining Effective Environments for Student Learning		
TPE 3: Understanding and Organizing Subject Matter for Student Learning		
TPE 4: Planning Instruction and Designing Learning Experiences for all Students		
TPE 5: Assessing Student Learning		
TPE 6: Developing as a Professional Educator		
TPE7: Effective Literacy Instruction for PK-3 Settings		
TPE 8: Effective Mathematics Instruction in PK-3 Settings		

Step 2 Directions: Reflect on evidence gathered during your teacher preparation program and identify one to four tentative professional development and growth goals.
Step 3: The candidate is responsible for completion of this document and submission to Induction Mentor for use in the Pk-3 Specialist Instruction Induction Program

Documentation Review: Candidate Signature _____ Date _____

CalStateTEACH Faculty Advisor Signature _____ Date _____

Qualifications for University Supervisors, Site Mentors, and Administrators

Criteria for the Selection of University Supervisors

CalStateTEACH faculty serve as faculty, advisor, coach, and online facilitator for a group of CalStateTEACH candidates. Faculty are responsible for school placements and make regular visits to school sites to observe classroom teaching. Faculty have primary responsibility for determining whether a candidate's academic progress and classroom practice are sufficient for the candidate to progress to the next term and be recommended for a credential. In addition, faculty provide ongoing feedback on assignments throughout the program to support the candidate's academic success and assign grades. Candidates may have different faculty for one or more terms in the program or they may remain with the same faculty throughout the program.

- Holds an appropriate California credential according to field placement:
 - 1) K-3 Multiple Subject with EL Authorization
 - 2) PreK-TK
 - Master Teacher or higher level Child Development Permit or

- Equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education
- Recent professional experiences in early childhood settings where the curriculum aligns with California's Preschool/Transitional Kindergarten Learning Foundations and the California Content Standards and Frameworks.
- Participates in the CalStateTEACH PreK-3 orientation to the TPEs, CalTPA, and the program's expectations, curriculum and assessments
- Professional learning (conferences, professional development or other) in culture, ethnicity, diverse learners, multilingual learners, and/or gender orientation.
- Participates in the 10 hour Mentor Training video that includes the cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

Criteria for the Selection of Site Mentor

A Site Mentor is an experienced and fully qualified teacher (either currently teaching or recently retired) at the school site who provides formative and summative feedback to CalStateTEACH program candidates. A Site Mentor may fulfill the role of host to a student teacher or mentor to an intern colleague. The Site Mentor is an experienced and fully qualified public school teacher who models effective pedagogical practices, demonstrates instruction based on the state-adopted content standards, share materials, and provides a supportive forum in which candidates can explore and observe effective educational practices. The Site Mentor confers regularly with the assigned Faculty and provides formative and summative feedback regarding the candidate's progress and readiness to be recommended for a California Preliminary PreK-3 ECE Specialist Instruction Credential.

- Holds an appropriate California credential according to field placement:
 - 1) K-3 Multiple Subject
 - 2) PreK-TK
 - Multiple Subject Credential
 - Master Teacher or higher level Child Development Permit or
 - Equivalent expertise such as an advanced degree or other evidence of professional competence and expertise in the field of early childhood education
- Holds certification/expertise/experience working with English learners
- Completed three years of successful teaching experience,
- Models the Preschool/ Transitional Kindergarten Learning Foundations; the comprehensive reading/language arts instruction; and the California Content Standards and Frameworks

- Exemplary teaching as determined by the employer and the preparation program
- Participates in the CalStateTEACH PreK-3 orientation to the TPEs, CalTPA and the program's expectations, curriculum and assessments
- Participates in the 10 hour Mentor Training video that includes the cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.
- Utilizes a clinical supervision model when working with Teacher Candidates
- Seeks to remain current in the knowledge and skills needed to provide effective candidate supervision and address program expectations for Clinical Practice experiences
- Match of candidate and Site mentor collaborative process between the employer and the program

Administrators

The principal is a site level instructional leader who collaborates with the candidate, assigned Faculty, and Mentor throughout the program and performs professional evaluations required by the school district.

Clinical sites must have a fully qualified site administrator.

For interns, the principal's evaluations are critical to the candidate remaining at an approved teaching site. Without a classroom, the candidate will not be permitted to complete the CalStateTEACH Intern program.

The CalStateTEACH program will not provide its assessment data to the principal for use in evaluation processes.

CalStateTEACH Courses & Sequence

Completed by all Candidates including Student Teachers, Interns and Option 1/2.

All Modules have an Expanded Course Descriptions (ECD). In addition, Modules 4, 5, 6, and 7 have an Expanded Syllabus.

Term 1 – 15 Weeks, 12 Units

Module 1 ECD

Why education for the young learner?

Candidates will explore the CTC PK-3 Instructional Specialist Credential with question, “Why education for young learners?”, attention to the Teaching Performance Assessment (CalTPA), Teaching Practice Expectations, PK-3 Content Standards, and the CalStateTEACH Modules. They practice using the required program technology, e.g., taking annotated videos and navigating online textbooks. They will explore their own attitudes and students with attention to understanding cultural differences, children’s learning challenges, and local customs. Importance of Early Childhood Programs <https://youtu.be/T0HkePBaq7Y>

Candidates, excepting Interns, will begin observing in a master teacher’s classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Module 2 ECD

What is a Student-Centered Classroom?

Candidates will discover how to set up a student-centered classroom and learning environment for Pk-3. They will learn about the power of play, classroom management in a diverse environment, and Universal Design for Learning. They will learn how to strengthen differentiated instruction and diversity in children’s approaches to learning. They will begin to understand how this knowledge flows into basic lesson planning with Universal Design for Learning an integral part of their teaching.

([The UDL Guidelines \(cast.org\)](#)) [UDL At A Glance \(youtube.com\)](#)
(<https://youtu.be/gmGgplQkrVw>) Std 4 P1 <https://youtu.be/gmGgplQkrVw>

Candidates, excepting Interns, will observe in a master teacher’s classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Module 3 ECD

What is meant by social emotional development is more than just feelings?

This module acknowledges both cultural and emotional well-being. Candidates will study the diversity found in children’s social and emotional development. They will study how teachers can support children’s social and emotional development especially responding to children of trauma and grief. They will understand the importance of warm, responsive Interactions and relationships with Adults, Community, and Family. They will read and practice how to have a safe and supportive environment for peer interactions. They will practice strategies for prosocial development and empathy for even those children with difficult behavioral issues.

Candidates, excepting Interns, will observe in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Module 4 ECD

How does Language Development happen?

Overview of the CDE EL/ELD Frameworks and Learning Foundations. They will discover strategies for teaching standard English Learners. They will observe an English Learner and/or Standard English Learner to observe their language development recognizing diversity in children's language and literacy development. They will report on integrated and designated English Language development and supports provided by the classroom teacher and the school.

Candidates, excepting Interns, will observe in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Module 5 ECD

What evidence-based means of teaching and assessing the foundational skills to all children are part of a comprehensive literacy program?

The course provides an in-depth introduction to evidence-based literacy instruction and the different types of assessments. Candidates explore literacy profiles with different student assessments while completing the Emergent Literacy Case Study and the Comprehensive Literacy Case Study for a focus student. The CDE EL/ELD Frameworks and Learning Foundations will be examined in-depth. The candidates will look at age level appropriate to their assignment, age levels, and how teachers support children's language and literacy development. They will be introduced to everyday connections to language and literacy and make home connections.

Candidates, excepting Interns, will observe in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Term 2 – 15 Weeks, 12 Units

Module 6 ECD

How do we teach Mathematics to Young Learners?

Candidates will examine the CDE New Math Frameworks, PK Learning Foundations, and their textbook. They will read and practice strategies to teach math concepts PK-3 with focus on developmentally appropriate inquiry-based math instruction addressing emergent numeracy, concepts of number and patterns, mathematical vocabulary, measurement, and geometry. EL, Diverse students and students with Special Needs will be addressed.

Candidates, excepting Interns, will participate in a master teacher's classroom with faculty supervision. Intern Candidates will be observed for using the information in their classroom.

Module 7 ECD

How are Science, Technology, Engineering and Math Connected?

Candidates will study the crossover between the STEM content areas wrapping up the

Module with a interdisciplinary lesson and implementation. They will study the [CA Science Framework 2016](#) and the [California Preschool/Transitional Kindergarten Learning Foundations Volume 3](#).

Candidates will learn how science pedagogy can be more inclusive of race and gender through culturally responsive teaching strategies. The final wrap-up lesson plan will contain a science experiment that is age appropriate.

Candidates, excepting Interns, will assume responsibility in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Module 8 ECD

What is Special Education and how does it impact General Education?

Candidates will have an overview of Special education, the General Education Practitioner Responsibilities, what to consider before a referral to special education, and the Multi-tiered System of Support. They will discover how MTSS assists in distinguishing the differences between PK-3 children who may be "at risk", in need of early intervention, and those with disabilities. This content will be followed by CalTPA Cycle 1 studying the CalTPA Guidebook and CalStateTEACH support resources. They will use this time to review the CalTPA Checklist to develop a plan to thoroughly understand their students and the instructional plan to support All children's learning. It is expected that candidates will take the CalTPA Cycle 1 during this Term.

Candidates, excepting Interns, will participate in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Module 9 ECD

What should young learners know about the world and their place in it across time and space?

Module 10

How do the Visual and Performing Arts, the Creative Arts, Media, and Play cut across all cultures and peoples? (Module 8 ECD)

Candidates will be introduced to the five strands of the arts: Dance, Media Arts, Music, Theatre and Visual Arts. In their classrooms they will investigate how teachers can support children's exploration of the arts for its own sake, how to use core content for teaching, and finding themselves going deeper within the school community. They will practice setting up engaging environments and varied learning materials for PK-3. Assignments will be given to seek opportunities for home and cultural connections.

All Candidates, excepting Interns, will assume responsibility in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Term 3 – 15 Weeks, 12 Units

Module 11 ECD

How do we transfer the learning about literacy to the teaching of literacy?

Candidates will use this time to review language and literacy practices from Term 1, and practice knowledge, skills, and abilities to respond to each section of the Literacy Performance Assessment. They will plan instructional activities using literacy strategies to maximize language development. The module will introduce the CalTPA Literacy Performance Assessment Guidebook and CalStateTEACH support resources. It is expected that candidates will take the CalTPA LPA during this Term. The CalStateTEACH TPA Coordinator will be available to answer questions as they arise.

All Candidates, including Interns, will participate in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom.

Module 12 ECD

How important is a healthy lifestyle early in life?

The Module will use the CDE Health Framework TK-3 and Learning Foundations as a frame for the course. Candidates will discover through reading assignments of current research the relationship between healthy students, early childhood development, positive classroom behaviors, and academic achievement. They will explore the health expectations for Prek-3. They will read current literature and write a response to health outcomes in differing cultural, socio-economic, and racial neighborhoods. They will understand universal and standard precautions, taking care of children's personal needs, vaccinations, and other requirements. [California Preschool/Transitional Kindergarten Learning Foundations Health; Health Education Content Standards for California Public Schools, Kindergarten Through Grade Three; Health Essential Concepts](#)

All Candidates, including Interns, will participate in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom

Module 13 ECD

How do we grow strong minds and bodies?

The Module will use the CDE Health Framework TK-3 and Learning Foundations to study the relationship between an active lifestyles and improved health. They will discover large and small motor skills development while practicing techniques to safely teach these skills. Candidates will read how a healthy mind and body benefits academic performance and can increase stamina in overcoming physical, mental, and academic challenges. The module will discuss difference in children's physical development, how to set up the environment for safe physical development, planning activities for specific skills and how to create opportunities to engage children in physical activity.

All Candidates, including Interns, will participate in a master teacher's classroom with faculty supervision. Intern Candidates are observed for using the information in their classroom

Module 14 ECD

Celebrating Success and Looking to the Future!

Candidates will review their discoveries over the past year and plan a Capstone Creative Project on their learning and new understanding. Candidates are provided a faculty

scoring rubric to assist in their decision-making processes. The reflection on the program and take aways will serve to support their thinking as they complete the Induction Development Plan moving from the Tier 1 Preliminary Program to Tier 2 Clear.

Module 15 ECD

Extended Supervision

Candidates who have not completed program elements or the CalTPA (including Cycle 1 and LPA) will have time to work with their University Supervisor to complete all requirements leading to the PreK-3 ECE Specialist Instruction Credential.

Course requirements/assignments:

Each term, candidates submit evidence of work from activities, modules, and classroom teaching for formative review and to demonstrate achievement on the Teaching Performance Expectations (TPEs). At the end of each module, candidates submit a culminating activity providing evidence towards meeting the module expectation. Candidates receive a letter grade for the module work.

Module grades = 70% of total grade

Collaborative Community Participation and program communication = 30%

Candidates complete assignments asynchronously but within a common time frame to allow for effective collaboration with peers. Work in collaborative groups is guided by group developed norms and requires effective communication and time management.

PK-3 ECE Specialist Instruction TPE

Domain 1: Engaging and Supporting All Young Children in Learning

TPE 1.1. Demonstrate knowledge of the range and characteristics of typical and atypical child development from birth to age eight, including competencies related to developmental progression (e.g., cognitive, social, emotional, linguistic, and physical) and use that knowledge to engage and support all children in learning.

TPE 1.2. Demonstrate and use knowledge about children's assets, including their prior experiences and interests, funds of knowledge, language, and sociocultural backgrounds, to engage and support them in learning.

TPE 1.3. Demonstrate and apply knowledge of the integral role and effects of children's interpersonal relationships (e.g., peers, school staff, parents/guardians, community) and cultural factors (e.g., traditions, beliefs) to engage and support them in learning.

TPE 1.4. Connect learning to meaningful and relevant contexts in the lives of children and facilitate both child and teacher-initiated active learning experiences which engage children's interests to deepen and extend their learning.

TPE 1.5. Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner.

TPE 1.6. Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.

TPE 1.7. Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.

PK-3 ECE Specialist Instruction TPE

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

TPE 2.1. Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children's development and learning.

TPE 2.2. Create a positive classroom climate by building rapport and a caring relationship with children and showing respect for children's perspectives, identities, and home languages, providing assistance when needed, recognizing their work and accomplishments.

TPE 2.3. Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children's development and learning.

TPE 2.4. Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.

TPE 2.5. Nurture children's positive and developmentally appropriate social behavior, self-regulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive student-to-student and student-to-teacher interactions.

TPE 2.6. Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).

TPE 2.7. Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).

PK-3 ECE Specialist Instruction TPE

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

TPE 3.1. Demonstrate knowledge of current state adopted standards (e.g., [Preschool Learning Foundations](#) and [Curriculum Frameworks](#), as well as the [K-3 Student Content Standards](#) and [Frameworks](#)), and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.

TPE 3.2. Use subject specific pedagogy in accordance with the [Preschool Learning Foundations](#) and applicable [K-3 Student Content Standards](#) within and across the core curriculum, including a focus on language, literacy, and mathematics.

TPE 3.3. Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.

TPE 3.4. Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.

TPE 3.5. Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development.

TPE 3.6. Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following:

- using developmentally appropriate instructional technology,
- applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and

- expression,
- using Multi-Tiered System of Supports (MTSS), including assistive technology.

TPE 3.7. Model and promote critical digital literacy and digital citizenship where developmentally appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.

PK-3 ECE Specialist Instruction TPE

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

TPE 4.1. Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.

TPE 4.2. Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children's content knowledge, language development, and social, emotional growth.

TPE 4.3. Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.

TPE 4.4. Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development.

TPE 4.5. Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.

TPE 4.6. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.

TPE 4.7. Plan and adapt developmentally, linguistically, and culturally responsive learning activities / lessons, instructional materials, and resources for all children including mono- and multi-lingual learners to provide access to the core curriculum.

TPE 4.8. Apply information based on observation as well as information that may be provided by parents/guardians about children's current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities.

PK-3 ECE Specialist Instruction TPE

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

TPE 5.1. Demonstrate and apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics, and use the results to help plan and modify instruction and to document children's learning over time.

TPE 5.2. Assess each child's learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.

TPE 5.3. Analyze and interpret formative and summative assessment data to determine children's progress toward meeting learning goals.

TPE 5.4. Apply assessment data and information from children's IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.

TPE 5.5. Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual-and multilingual children, as well as children with language or other disabilities.

TPE 5.6. Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.

TPE 5.7. Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children's progress in meeting social, emotional, content- specific, and language development goals.

PK-3 ECE Specialist Instruction TPE

Domain 6: Developing as a Professional Early Childhood Educator

TPE 6.1. Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.

TPE 6.2. Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.

TPE 6.3. Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.

TPE 6.4. Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).

TPE 6.5. Co-plan, co-teach, and communicate effectively with colleagues, mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one’s own effectiveness in meeting children’s learning needs.

PK-3 ECE Specialist Instruction TPE
Domain 7: Effective Literacy Instruction for PK-3 Settings

TPE 7.1. Plan and implement evidence-based literacy^{13 14} instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of California’s English Language Arts and Literacy Standards, English Language Development Standards, and Preschool Learning Foundations; the themes of the *English Language Arts/English Language Development Framework* (Foundational

¹³ Literacy comprises reading, writing, speaking, and listening; these processes are closely intertwined and should be understood to include oral, written, multimodal, and visual communication. The themes of the *ELA/ELD Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) crosscut the four strands of the ELA/literacy standards (Reading [Literature, Informational Text, Foundational Skills], Writing, Speaking and Listening, and Language) and the three parts of the ELD standards (Interacting in Meaningful Ways [Communicative Modes], Learning About How English Works [Language Processes], and Using Foundational Literacy Skills). In practice, these themes, strands and parts are overlapping and should be integrated among themselves and across all disciplines.

¹⁴ For children with disabilities the terms reading, writing, listening, and speaking should be broadly interpreted. For example, reading could include the use of braille, screen-reader technology, or other communication technologies or assistive devices, while writing could include the use of a scribe, computer, or speech to text technology. In a similar vein, speaking and listening could include American Sign Language, sign-supported speech, or other means of communication. Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the [Preschool Curriculum Framework](#).

TPE 7.2. Plan and implement evidence-based literacy instruction appropriate to children’s age, grade, and development (including children’s linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for children at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

TPE 7.3. Incorporate asset-based pedagogies¹⁵ and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children’s cultures, languages, dialects, and home communities. Promote children’s literacy development in languages other than English in multilingual (dual language and bilingual education) programs.¹⁶

TPE 7.4. Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children’s age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children’s assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.

TPE 7.5. Foundational Skills.¹⁷ Develop children’s foundational skills according to standards and expectations specified for children’s age and grade. Develop children’s skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound- symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children’s progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

¹⁵[Asset-based pedagogies](#) view the diversity that children bring to the classroom, including culture, language, disability, socio-economic status, immigration status, and sexuality as characteristics that add value and strength to classrooms and communities. Culturally relevant pedagogy, culturally responsive teaching, culturally sustaining pedagogy, and funds of knowledge are all approaches that affirm children’s cultural lives—both family and community—and incorporate this knowledge into the classroom and collectively deem children’s lived experiences as assets. These practices affirm the diversity that children bring to the classroom and include instructional approaches that leverage the cultural and linguistic experiences of children to make learning more relevant and effective.

¹⁶ See updated [Bilingual Authorization Program Standards and new Bilingual Teaching Performance Expectations](#) for program standards and teaching expectations specific to multilingual programs.

¹⁷ See also the [Resource Guide to Foundational Skills of the California Common Core State Standards for English Language Arts](#).

TPE 7.6. Meaning Making. Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children’s backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.

TPE 7.7. Language Development. Promote children's oral and written language development by providing rich exposure to and experience with varied forms of language and responding attentively to children's language use. Develop children's language by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as children listen, speak, read, and write with comprehension and effective expression. Create environments that foster oral and written language development, including discipline-specific academic language. Enhance language development by engaging children in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages children's existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

TPE 7.8. Effective Expression. Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.

TPE 7.9. Content Knowledge. Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and read alouds and by providing choices that reflect and expand their interests. Teach children to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.¹⁸

TPE 7.10. Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.¹⁹ Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.²⁰ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.

TPE 7.11. Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

¹⁸ See [California Digital Learning Integration and Standards Guidance](#) for additional information.

¹⁹ See proposed PK-3 ECE Specialist Instruction Teaching Performance Expectations, Domain 5: Assessing and Documenting Children's Development and Learning, for additional details.

²⁰ See [California Practitioners' Guide for Educating English Learners with Disabilities](#) for additional information.

PK-3 ECE Specialist Instruction TPE **Domain 8: Effective Mathematics Instruction in a PK-3 Setting**

PE 8.1. Plan and implement mathematics instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of [California's most current Mathematics Standards](#) and [Framework](#) and the most current [Preschool Learning Foundations](#) and [Curriculum Framework](#).

TPE 8.2. Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the [California's Mathematics Standards](#) and the [Preschool Learning Foundations](#).

TPE 8.3. Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.

TPE 8.4. Consistent with [California's Standards for Mathematical Practice](#), develop children's abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to:

- 1) make sense of problems and persevere in solving them
- 2) reason abstractly and quantitatively
- 3) construct viable arguments and critique the reasoning of others
- 4) model with mathematics
- 5) use appropriate tools strategically
- 6) attend to precision

- 7) look for and make use of structure
- 8) look for and express regularity in repeated reasoning
- 9. Make and test conjectures to solve problems; and
- 10) recognize relationships within and among concepts.

TPE 8.5 Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher-led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.

TPE 8.6. Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.

TPE 8.7. Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.

TPE 8.8. Support all children to develop the academic language of mathematics, ensuring access for all children to the content of mathematics appropriate to grade level expectations and encourage parents/guardians to use the home language to talk about mathematics (especially numbers, arithmetic, spatial relations, and patterns) and share with children where mathematics is used in the home and the community.