Cal Poly Humboldt.

School of Education

Elementary Education

Handbook and Fieldwork Guide

2024-2025

Fieldwork Guide for:

Teacher Candidates | Mentor Teachers | University Supervisors | Faculty

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2024-2025 Elementary Education Calendar

<u>**Fall Semester**</u>

Aug 26-30	**Fieldwork: Full-time at Fall Placement**
Sept 3	**Labor Day**
Sept 3-Oct 16	**Coursework at Cal Poly Humboldt** *&* **Fieldwork M-Th. 8am-12pm**
Sept 13	**Fall Fieldwork Agreement form** *DUE*
Sept 16-20	**Solo Week #1** (Placement bell to bell M-F)
Nov 11	**Veterans Day,** no classes at Cal Poly Humboldt or county schools
Nov 12-15	**Solo Week #2** (Placement bell to bell T-F)
TBD	**Register for Spring Courses**
Nov 25-29	**Fall Break**
Dec 13	**Last Day of Fall Classes**
Dec 16-20	**Final Examinations at Cal Poly Humboldt**
Dec 20	**Fall Final Assessment Forms DUE.**
Dec 20-Jan 20	**Cal Poly Humboldt Winter Break** (no classes)

<u>**Spring Semester**</u>

Jan 20	**Martin Luther King Day**
Jan 21-May 9	**Coursework at Cal Poly Humboldt Fieldwork in schools M-Th. Bell to Bell** (2 weeks of solo teaching in second half of semester)
Jan 24	**Spring Fieldwork Agreement form** *DUE*
Mar 15	**Spring mid-semester Assessment** *DUE*
Mar 17-21	**Cal Poly Humboldt Spring Break,** no classes at Cal Poly Humboldt
Mar 31	**Cesar Chavez Holiday,** no classes at Cal Poly Humboldt
May 9	**Last Day of Spring Classes**
May 11	**Cal Poly Humboldt Commencement**
May 15	**Final Evaluations of Fieldwork Settings AND Spring Final Assessment Forms & Individual Development Plans DUE**

Credential Program Requirements

Timeframe	Requirement	Ways to Meet Requirement
Due March 1	Application	Apply to Cal Poly Humboldt online via Cal State Apply between October 1st and March 1st (application fee: $70)
Due March 1	Letters of Recommendation	Two Letters of Recommendation are required, three are preferred. Ideally, the candidate will submit the following: ☐ One letter from a professional reference ☐ One letter from an academic reference All letters are accepted by the program if an academic or professional reference cannot be acquired.
May 1	Certificate of Clearance	Prior to being allowed into any classroom(s) during the credential program, candidates must obtain clearance from the CTC in the form of one of the following: ☐ Certificate of Clearance ☐ 30-day Sub Permit ☐ Provisional Intern Permit ☐ Short Term Staffing Permit Must be a valid document throughout the length of the credential program.
June 1	Subject Matter Competency	Met one (or a combination) of the following ways: ☐ Completion of an approved **Subject Matter Program** ☐ Passage of the Multiple Subjects CSET ☐ Baccalaureate or higher degree from an accredited university with a major in **Liberal Studies** ☐ Successful completion of coursework that addresses each domain of the subject matter requirements
August 1	CPR Certification	Adult, Child, and Infant CPR Certification ☐ *In person course preferred* ☐ *Hybrid or Online courses are acceptable* Must be valid at the start of the program
August 1	US Constitution Course or Exam	☐ Undergraduate course in Political Science or American Government, passed with a C- or better *CSU undergraduate general education meet this requirement* ☐ Take the exam: http://www.usconstitutionexam.com/
August 1	45-hours Early Field Experience	Observation of a CA Credentialed Teacher for a minimum of 45 hours ☐ Must be grade level specific ☐ Must be in a contained classroom ☐ Will accept up to 22.5 hours from previous work experience

		☐ Course fulfilling this requirement offered at Humboldt: SED 210/410
August 1	Health Verification	☐ Submit proof of Measles, Mumps, Rubella (MMR) vaccination from your records or Cal Poly Humboldt Health Center *If you do not have these records, ask your doctor for a titre test to show you have had the vaccination* ☐ Current Tuberculosis (TB) screening (within the last 2 years)

All program requirements listed above _must be submitted no later than August 1st at 5pm_ in order to register for the program that year. Start early on completing the Certificate of Clearance, Basic Skills, and Subject Matter Competency requirements as these take the greatest amount of time to complete and are the most likely to be delayed or held up in other bureaucratic processes.

SECTION 1: School of Education Overview

Overview

Classroom Immersion

From your first semester at Humboldt and throughout the program, you'll be in the field, at any number of local schools that span 31 school districts in Humboldt County, working with youth from a wide range of linguistic, ethnic, cultural, and socioeconomic backgrounds, including tribal and Hmong communities. That means doing everything from observing how professional teachers interact with youth to one-on-one tutoring and preparing and teaching lessons.

To help create an exciting and rigorous learning environment of honest reflection and teaching practices, faculty and professional teacher-mentors will support you every step of the way, observing you in the field and providing one-on-one, constructive feedback.

The goal is to provide a broad range of teaching experience and understand the demands of the profession. By the time you graduate, you'll be prepared to take that next step in life as a teacher or whatever you decide to do.

Social Responsibility

Addressing the array of backgrounds, needs, and abilities of today's youth, our program is built on a foundation of equity and social justice.

We have a longstanding commitment to critical pedagogy and anti-racist education that nurtures future teachers into leaders who can create spaces where silenced and marginalized children and youth can be heard and where the experiences they bring to the classroom are valued. We pride ourselves on valuing diverse ideas and the diversity of backgrounds of our colleagues and Humboldt students, as well as the depth and breadth of knowledge they bring to the critical work of teacher education.

Close-knit Community

Building a sense of belonging among students and faculty is a cornerstone of programs in the School of Education.

As a cohort, the same group of students will start and end the program together. Having the same classes and professors from beginning to end together fosters friendships, helping to build a network of support you can lean on as you go through the program. Cohorts also cultivate deeper, more meaningful relationships with the campus and networking opportunities with the local community, which is especially important as you work in local K-12 schools and prepare for your teaching career. These connections are critical to your personal and academic success.

Humboldt's small class sizes also means you won't be a nameless, faceless person in a crowded lecture hall. You'll work closely with faculty, getting the mentoring and personalized attention you need to thrive as a student.

Our goal for all of our students is that, upon graduation from our program, they will become exceptional classroom teachers and take on leadership roles within public schools across the state as strong and articulate advocates for children and adolescents and for public education.

Candidate Rights and Responsibilities

As enrolled students at Cal Poly Humboldt, teacher candidates are protected under federal and state constitutions, statutes, and/or regulations which prohibit discrimination on the basis of race, color, religion, national origin, gender, marital status, pregnancy, age, disability, disabled veteran's status, or Vietnam-era veteran's status. In addition, Cal Poly Humboldt students are protected under California State University policies, which prohibit discrimination on the basis of all of the above as well as sexual orientation. Legal rights and responsibilities of Cal Poly Humboldt students are described in the Cal Poly Humboldt catalog.

It is important to recognize that there may be some differences between the legal rights and responsibilities of Cal Poly Humboldt students and their rights and responsibilities as teacher candidates serving in cooperating school districts. Copies of school district policies (describing legal rights and responsibilities which apply to teacher candidates) are available in the Coordinator's office. Please be aware that there may be differences between private and public schools in this regard, that there may be situations in which private schools have a legal right to discriminate against individuals on the basis of religion under First Amendment rights guaranteed in the U.S. Constitution.

Employees of Cal Poly Humboldt, including faculty and supervisors in credential programs, are bound by CSU nondiscrimination policies in regard to disclosure of personal information about teacher candidates. Questions, concerns, or grievances related to teacher candidates' legal rights and responsibilities should be directed to the Coordinator who will refer them to the appropriate university office.

Candidate Proficiencies

Candidate proficiencies are guided by Cal Poly Humboldt School of Education vision and mission, state, and national standards specific to our programs and grounded in the professional literature on the preparation of teachers and other school personnel. The School of Education has a commitment to candidate competencies listed here that serve as the foundation of our programs and expectations of teacher candidates.
- Subject Matter Knowledge: Candidates demonstrate solid knowledge of and currency in their subject matter/academic discipline and a commitment to continue to expand their depth and range of understandings.

- Pedagogical/Professional Practice: Candidates demonstrate a sizable repertoire of pedagogical/professional practice and select strategies, techniques, and technological resources appropriately in relation to the learners.
- Diversity: Candidates are knowledgeable about and responsive to the needs of all learners, including linguistically and culturally diverse learners and special populations.
- Assessment: Candidates have expertise in the assessment and evaluation of pupil needs and achievements and use data in decision-making.
- Reflection: Candidates have learned to reflect appropriately on their professional practice and exhibit evidence of having established a habit of self-examination that results in continual improvement of that practice.
- Collaboration: Candidates actively engage in collaborative partnerships with colleagues, parents/guardians, community agencies and professional organizations.
- Civic Engagement: Candidates promote civic engagement and community partnerships and take an active leadership role in advocating for all learners.
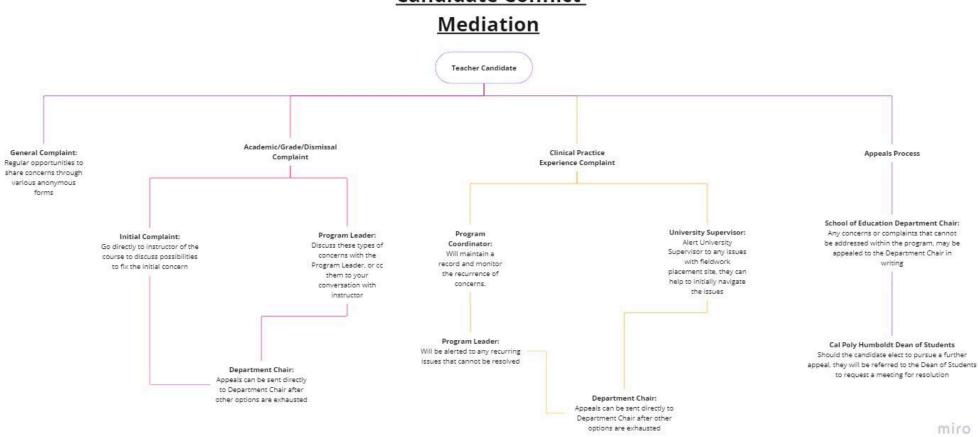
Professional Dispositions

The following professional dispositions are meant to guide credential candidates in their journey to becoming culturally sensitive and inclusive educators. The department uses these foundational understandings as a basis to support credential candidates in their ongoing reflection, growth, and development throughout their careers.

- Cultural Responsiveness: Demonstrate a deep understanding and respect for the cultural backgrounds, experiences, and identities of students and their communities. Adapt teaching practices to meet the diverse needs and learning styles of students from various cultural, racial, and ethnic backgrounds.
- Equity and Social Justice Advocacy: Advocate for equity and social justice in educational settings. Recognize and challenge systems of oppression that marginalize students from historically marginalized groups. Promote fairness, inclusivity, and equal opportunities for all students.
- Self-Reflection and Cultural Competence: Engage in continuous self-reflection to identify and address personal biases, assumptions, and prejudices. Actively seek out opportunities to enhance cultural competence and understanding of diverse cultures, histories, and experiences. Apply this knowledge in the classroom to create an inclusive and respectful learning environment.
- Collaboration and Community Engagement: Collaborate effectively with students, families, colleagues, and community members from diverse backgrounds. Recognize the value of multiple perspectives and involve families and communities in the educational process. Foster positive relationships based on trust, respect, and open communication.
- Differentiated Instruction: Employ differentiated instructional strategies that address the varied academic, linguistic, cultural, and developmental needs of students. Adapt curriculum, materials, and assessments to be inclusive and accessible to all learners.

- Reflective Practice: Engage in regular self-reflection and ongoing professional development to enhance teaching practices. Seek feedback from students, colleagues, mentors, and families to refine instructional approaches and continuously improve as an educator.
- Inclusive Language and Environment: Use inclusive and affirming language that respects and validates the identities of all students. Foster an inclusive classroom environment that celebrates diversity and promotes a sense of belonging for every student.
- Empathy and Care: Demonstrate empathy, compassion, and care for the social-emotional well-being of students. Acknowledge and address the unique challenges and experiences that students may bring to the learning environment.
- Flexibility and Adaptability: Embrace flexibility and adaptability in response to the evolving needs of students and the educational landscape. Embrace innovative approaches and incorporate new knowledge and research into teaching practice.
- Lifelong Learning: Maintain a commitment to lifelong learning and professional growth. Seek out and engage in professional development opportunities that enhance cultural competence, pedagogical knowledge, and instructional effectiveness.

Program Structure Overview for Conflict Mediation

Candidate Conflict Mediation

Teacher Candidate

General Complaint:
Regular opportunities to share concerns through various anonymous forms

Academic/Grade/Dismissal Complaint

Initial Complaint:
Go directly to instructor of the course to discuss possibilities to fix the initial concern

Program Leader:
Discuss these types of concerns with the Program Leader, or cc them to your conversation with instructor

Department Chair:
Appeals can be sent directly to Department Chair after other options are exhausted

Clinical Practice Experience Complaint

Program Coordinator:
Will maintain a record and monitor the recurrence of concerns.

University Supervisor:
Alert University Supervisor to any issues with fieldwork placement site, they can help to initially navigate the issues

Program Leader:
Will be alerted to any recurring issues that cannot be resolved

Department Chair:
Appeals can be sent directly to Department Chair after other options are exhausted

Appeals Process

School of Education Department Chair:
Any concerns or complaints that cannot be addressed within the program, may be appealed to the Department Chair in writing

Cal Poly Humboldt Dean of Students
Should the candidate elect to pursue a further appeal, they will be referred to the Dean of Students to request a meeting for resolution

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SECTION 2: The Elementary Education Program

Elementary Education Credential Candidate Learning Outcomes

With the guidance and support of mentor teachers, university supervisors, and faculty, credential candidates in Cal Poly Humboldt's Elementary Education Credential Program develop proficiency in five goal areas: 1) methods and materials; 2) models for instruction, classroom management, and discipline; 3) interpersonal communication skills; 4) professional attitudes and conduct; and 5) cross-cultural pedagogy.

Credential Program Completers should be able to:
1. Work effectively with diverse students, parents and colleagues including those with exceptional learning needs, emergent bilinguals and culturally and linguistically diverse communities
2. Design a learning community that encourages contributions from all learners, utilizing physical environment and personal relationships
3. Demonstrate an ability to implement diverse and research based practices which include multiple learning styles, developmentally appropriate practice, collaborative groups, arts, community resources, and student-centered instruction
4. Demonstrate the ability to reflect, linking practice to theory and theory to practice, including critically examining bias
5. Collaborate to improve educational opportunities for students, high ethical standards, leadership roles in the profession, collaborate to support students with families with special needs and demonstrate a spirit of professional collegiality; collaborate with one another with energy, enthusiasm, integrity and mutual respect
6. Demonstrate the ability to advocate and be an agent of social change

Credential Candidate Legal Rights and Responsibilities

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aware that there may be differences between private and public schools in this regard, that there may be situations in which private schools have a legal right to discriminate against individuals on the basis of religion under First Amendment rights guaranteed in the U.S. Constitution.

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Committees

Fieldwork Support and Placement Committee

At our institution, we prioritize the holistic well-being and professional development of our candidates during their clinical practice placements. The Fieldwork Support and Placement Committee is established to ensure a conducive and positive environment for candidates, addressing any emerging issues within the clinical practice site or team. This committee serves as a proactive body that promotes open communication, collaborative solutions, and the overall success of candidates during their placements. The committee plays a pivotal role in two essential areas:

1. Placement Climate Enhancement:
We foster a culture of candid communication and mutual support, encouraging candidates to express concerns or challenges they encounter during their clinical practice placements. Clear communication channels are provided, enabling candidates to share their thoughts with designated individuals such as faculty advisors, clinical supervisors, or specialized support staff. The committee is committed to offering comprehensive guidance, resources for addressing challenges, professional growth opportunities, and mentorship to facilitate candidates' success.
Clinical Practice Placement Climate Form

2. Requests to Substitute Teach:
Recognizing that substitute teaching hours do not fulfill the state's Clinical Practice Requirements, the committee handles requests for exceptions related to substitute teaching. While prioritizing Cal Poly Humboldt Coursework and Fieldwork Placements, the committee ensures that candidates adhere to placement requirements. Credential candidates are granted permission to substitute teach for their mentor teacher, subject to district and Cal Poly School of Education approval. To obtain substitute teaching permits, candidates can coordinate with their local County Office of Education. This policy safeguards candidates from excessive substitute teaching, preserving their capacity to complete mandatory fieldwork hours within the program's timeframe.
Request to Substitute Teach Form

The committee periodically reviews and enhances its policies to ensure they effectively address candidates' concerns, maintaining the confidentiality of those who voice issues or seek exceptions.

Through its multifaceted approach, the Fieldwork Support and Placement Committee upholds candidates' best interests and the integrity of their educational journey.

Student Appeals Review Committee (SARC)

Pivotal body entrusted with the task of reviewing appeals and facilitating reinstatements for students who have encountered challenges leading to dismissal from the program. SARC operates with the aim of fostering a fair and supportive environment where students can present their cases, demonstrate their commitment to academic progress, and seek reinstatement into the program after making satisfactory strides towards resolving the issues that led to their dismissal.

School of Education Decision Appeal Form

Program Assessments (CalTPA, Observation Requirements)
- Candidates are evaluated in a variety of ways during their progress towards mastering the TPEs. Evaluations are based on (1) observation of teaching performance and professional dispositions by the SOE supervisors and mentor teacher (2) performance in program courses (3) successful completion of the TPA.
  - Observations: blurb, see appendix for observation forms
  - Program courses: academic policy
  - CalTPA: written below

Program Coursework

Grading Policy: Credential candidates are required to maintain an overall GPA of at least 3.0, while also earning grades above C-. Candidates will be automatically disqualified by the University should their GPA or grades fall below the minimum requirements. Any incomplete grades from the fall semester must be resolved before the beginning of the spring semester

Fall Semester
Because of the heavy class load and candidates' lack of prior knowledge of teaching methods, the candidates should not have teaching responsibilities during the fall semester. During the fall semester, teacher candidates will be evaluated by the mentor teacher, supervisor, and both discipline-specific and education faculty in terms of academic abilities and suitability for joining the teaching profession.
  - EED 708 Performance Assessment Support, 1 unit
    Support and instruction in completing the Performance Assessment for Teachers
  - EED 712 Teaching and Learning in Elementary Schools, 1 unit
    Development of student understanding; curriculum development (unit goals, lesson plans, assessment); multicultural perspectives in teaching and learning; philosophy of teaching
  - EED 720 The School and the Student, 1 unit

Seminar in foundations of teaching. Credential candidate studies development characteristics of school-age child, issues facing elementary schools and teachers, effective teaching practices, and a variety of approaches to classroom management and discipline.

- ○ EED 721 Multicultural Foundations, 2 units
  Become a culturally competent educator. Develop knowledge, attitudes, and skills to promote educational excellence and equity in elementary classrooms. How personal cultural values, biases, and institutional practices influence cross-cultural interactions.
- ○ EED 722 English Language Skills & Reading, 2 units
  Methods of developing English language skills, including reading. Design and implement programs in which all can participate successfully, including pupils from culturally and linguistically diverse backgrounds. Meets CCTC competency requirements for reading instruction in elementary school.
- ○ EED 723 Integrated Math and Science in Elementary Schools, 2 units
  Content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Classroom management of activities/materials, planning lessons, using technology, evaluating learning, integrating math and science with other content areas.
- ○ EED 724 Fine Arts in Integrated Elementary Curriculum, 1 unit
  Appropriate content, methods, and materials for teaching art, dance, music, and drama as part of an integrated curriculum in elementary classrooms. Lesson planning, classroom management of activities/materials, creative expression, aesthetic perception, integrating fine arts with other content areas.
- ○ EED 724B Fine Arts in Integrated Elementary Curriculum, 1 unit
  Appropriate content, methods, and materials for teaching art, dance, music, and drama as part of an integrated curriculum in elementary classrooms. Lesson planning, classroom management of activities/materials, creative expression, aesthetic perception, integrating fine arts with other content areas.
- ○ EED 733 Teaching English Learners, 1 Unit
  Development of basic knowledge, skills, and strategies for teaching English learners.
- ○ EDUC 377 Education of Exceptional Individuals, 2 units
  Introduction to core concepts of teaching in inclusive classrooms including specific terms, and definitions related to creating inclusive educational experiences. Specific educational support needs and effective techniques of instruction will be presented.
- ○ EED 750 Student Teaching Elementary Schools, 8 units
  Student teaching in elementary school settings, including small group, large group, and co-teaching with mentor teacher while attending to children's socioeconomic and cultural backgrounds.

Spring Semester

During the Spring semester, teacher candidates will be evaluated by the mentor teacher, supervisor, and both discipline-specific and education faculty in terms of academic abilities and suitability for joining the teaching profession. Substitute teaching for pay is allowed for mentor teachers only, up to nine days in total, with prior approval.

- EED 709 Teacher Performance Assessment Support, 1 unit
  Topics relevant to teaching in today's world: support and instruction in completing the Teacher Performance Assessment.
- EED 720B The School and the Student, 1 unit
  Seminar in foundations of teaching. Credential candidate studies development characteristics of school-age children, issues facing elementary schools and teachers, effective teaching practices, and a variety of approaches to classroom management and discipline.
- EED 722B English Language Skills & Reading, 1 unit
  Methods of developing English language skills, including reading. Design and implement programs in which all can participate successfully, including pupils from culturally and linguistically diverse backgrounds. Meets CCTC competency requirements for reading instruction in elementary school.
- EED 723B Integrated Math and Science in Elementary Schools, 2 units
  Content, methods, and materials for teaching mathematics and science in an integrated elementary classroom. Classroom management of activities/materials, planning lessons, using technology, evaluating learning, integrating math and science with other content areas.
- EED 726 Professional Development Seminar, 1 unit
  Promote professional growth using California Standards for the Teaching Profession. Incorporate reflective journals and portfolios. Information on credentialing process and job search strategies.
- EED 728 History/Social Science in Integrated Elementary Curriculum, 1 unit
  Content, methods, and materials for teaching history/ social science as part of integrated curriculum in the elementary classroom. Classroom management of activities/materials, planning lessons, use of technology, evaluating learning, integrating history/social science with other content areas.
- EED 728B History/Social Science in Integrated Elementary Curriculum, 1 unit
  Content, methods, and materials for teaching history/ social science as part of integrated curriculum in the elementary classroom. Classroom management of activities/materials, planning lessons, use of technology, evaluating learning, integrating history/social science with other content areas.
- EED 733B Teaching English Learners, 1 unit
  Development of basic knowledge, skills, and strategies for teaching English learners.
- EED 741 Health & PE Curriculum in Elementary Education, 1 unit
  Provides prospective teachers with the knowledge and skills to plan, teach, and evaluate health and physical education programs for K-8 classrooms.
- EED 758 Student Teaching in Elementary Schools, 11 units

Student teaching in elementary school setting with mentor teacher and university supervision. Students begin spring semester student teaching in January completing the placement at the close of the public school year.

SECTION 3: Program Policies & Procedures

Admissions & Evaluations

- Accredited Degrees: in order to be accepted to a CTC accredited program, candidates must possess a bachelor's degree from an IHE that was regionally accredited at the time the degree was conferred. The Office of the Registrar will verify that a candidates' bachelor degree is conferred and the candidate has the required GPA through the initial evaluation.
- Required GPA:
  - 2.67 overall *or*
  - 2.75 for the last 60 semester units
- Low-GPA appeals process
  1. Write a Letter of Intent: In this letter, we ask that you reflect upon your academic career thus far and explain how you intend to seek support and make the most of an intensive program. Highlight your commitment to growth, perseverance, and dedication to becoming an effective educator. We are interested in understanding your self-awareness and willingness to overcome academic challenges.
  2. Obtain Two Additional Letters of Recommendation: Please reach out to two professors or academic mentors who can provide insight into your capabilities, work ethic, and potential for success in the teaching profession. These letters should highlight your strengths, motivation, and capacity for growth. Request that the recommenders submit the letters directly to the Program Coordinator on your behalf.
  3. These submissions will be reviewed by the Low-GPA committee and you will receive communication regarding their decision within 2-weeks.
- Application Process
  - Application cycle is October-March for the following academic year beginning in August (i.e. the application deadline for the 2023-24 school year is March 2023)
  - Apply to Humboldt through [Cal State Apply](#)
  - Subject Matter Departmental Review
    - This will be submitted to the Elementary Education Program for review, and it will be considered in admission decisions
- Program Requirements
  1. [Certificate of Clearance](#)
  2. [California Basic Skills Requirement](#)
  3. [Subject Matter Competency](#)
  4. CPR Certification
     a. In-person or Hybrid courses are encouraged and preferred, online courses are accepted.
  5. 45-hours of Early Fieldwork

a. Observe a California Credentialed teacher for a minimum of 45 hours; candidates must submit this evidence individually to their appropriate credential program.
6. US Constitution Course or Exam
a. You should have taken your US Constitution courses as a part of your undergraduate degree, but if you didn't, you can take a test to demonstrate you meet this requirement. Contact the program leader or coordinator for more information.

Participation in Surveys & Feedback

- Occasional surveys and feedback forms will be sent to credential candidates
  - Course evaluation surveys
  - Clinical Practice Evaluation surveys
    - Data from these surveys are used to inform training and professional development for mentor teachers and university supervisors.
  - CTC Exit Survey – A CTC required survey that graduating students must complete via an online portal when applying for their credential. Data informs programmatic feedback and improvements.
  - CTC Completer's Survey – A CTC required survey that will be emailed to credential candidates 1-year after they complete the credentialing program. This survey asks candidates to reflect on how the Cal Poly Humboldt program prepared them for their first year of teaching. The data from this survey informs programmatic feedback and change.
- Collecting and storing data: follow university policies for storing and handling survey and evaluation data. Identifying information is only available to key School of Education Staff. Aggregated data is shared with the Program Coordinator, Program Leader, and Department Chair for the purpose of analyzing trends and planning training and support. Students should be aware that their comments may be shared and should not disclose any personal information on their comments unless they are comfortable with that information being distributed.

Removal of Credential Candidate from the School of Education

- Dismissal from a professional education program is a serious action. All coordinators, supervisors, and faculty must be mindful that precise, careful, and written documentation of all behaviors which precipitated the dismissal recommendation are provided.
- Copies of all written communications and notifications are also necessary documentation, including but not limited to emails, notes, and phone conversations.
- In order for the program to recommend the candidate for a teaching credential, the candidate must demonstrate that they have developed necessary competence as defined by the standards of the Commission on Teacher Credentialing, for preparing candidates in the specific areas of the credential.

- These skills, behaviors, and competencies are defined in the CTC Standards of Program Quality and Effectiveness for multiple and single subjects programs and the [teaching performance expectations](#).
- The following steps define the formal process the School of Education uses to address concerns regarding the student's progress in fulfilling the expectations of the program:
  - When a concern is identified, the Program Coordinator must be promptly notified in writing (e.g. low GPA, placement concerns, disposition concerns, etc). Notification may come from site administrator, mentor teacher, faculty member, university supervisor, program leader, or other responsible party.
  - Program Coordinator and Program Leader will then investigate the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed necessary by the program leader.
  - If it is determined to be a valid concern, the program coordinator, program leader, mentor teacher and/or university supervisor will confer and draft a Performance Improvement Plan (PIP) which will be sent to the credential candidate. The PIP is intended to be a support process and corrective process. If performance changes are not made within a 2-week timeframe, this could become a step in a more formal dismissal process.
  - Program Coordinator and Program Leader will meet with the credential candidate separately to discuss the concern, corresponding actions to be taken and the 2-week timeframe for anticipated improvement will begin.
  - If the terms of the PIP are partially met or have not been fully accomplished by the established deadline, then the Program Coordinator will submit all documentation to the Cal Poly Humboldt Dean of Students for assistance in supporting the credential candidate in making improvements during an additional 2-week timeframe.
  - If the terms of the PIP continue to be unmet by the established timeline, candidates will be sent a formal dismissal letter from the School of Education Department Chair.
  - The credential candidate can file a [decision appeal through the School of Education.](#)
    - Within five instructional days of submitting the appeal, the Program Coordinator will contact the Dean of Students to review all written documentation. A meeting will be promptly scheduled with the Dean of Students, the Program Coordinator, Program Leader, the School of Education Department Chair, and other appropriate parties.
    - Final steps for resolution or appropriate action will be determined with the Dean of Students.
  - For continuation in the program, credential candidates will meet all terms of the PIP within the initial 2-week timeframe, and will continue with their Clinical Practice Experience from that point forward.
  - To appeal a final course grade, candidates must go through the Dean of Students
    - [Grade Appeal Policy](#)

SECTION 4: Clinical Practice Policies & Information

Credential Candidate Code of Conduct

Teacher education professionals share a responsibility to ensure the care, welfare, safety, and security of children and adolescents as well as K-12 colleagues with whom our teacher candidates work. This means we function as gate-keepers for the profession, a responsibility we take very seriously.

On exceedingly rare occasions and despite our rigorous screening process, a serious problem surfaces prior to or during the credential year (e.g A teacher candidate becomes involved in unethical or unprofessional conduct such as endangering students, relating in a romantic or unhealthy way with students, creating an unhealthy climate for others at the school site, abusing alcohol or other drugs, etc.). All credential programs at Cal Poly Humboldt share a standard procedure for responding to allegations about a teacher candidate's unethical or unprofessional behavior.

Allegations of misconduct are first brought forward to the Program Coordinator who immediately activates an investigation protocol. This protocol requires that the Program Coordinator informs the Program Leader of the allegations, and together they engage in an investigation. They invite all observers of the alleged behaviors to provide input and then receive their responses first verbally and then in writing. They then share the allegations with the teacher candidate, asking the candidate to respond first verbally and then in writing. Depending on the seriousness of the allegations, they may request a meeting with all parties present. Once they have collected all relevant information in regard to the allegations, they assess that information and then render a decision in writing. Depending on the seriousness of the conduct, repercussions may include such sanctions as the candidate being placed on contract with the ultimate goal of successful completion of the program, pulled from the school site indefinitely, dismissed immediately from the program, or referred for judicial sanctions within the University, among others. If misconduct is suspected during the application process, the program reserves the right to investigate applicants and depending on the seriousness of the conduct, repercussions may include dismissal from the program prior to its start.

Social Media

Maintaining a clean and professional presence on social media is of utmost importance, especially as candidates in our program represent not only themselves but also our institution. Even if your social media profiles are set to private, it's crucial to remember that nothing on the internet is truly private. Children and adolescents today are tech-savvy and have the ability to navigate various online platforms. Aspiring educators should be aware that content posted on social media can potentially be accessed, and they should exercise caution when sharing personal thoughts, images, or opinions. In an age where digital footprints can leave lasting impressions, it's prudent to ensure that any content shared aligns with the values of our program and the professional image we aim to uphold.

Given the influence that educators hold in the lives of students, it's essential to be mindful of the content you engage with and share online. Even if your intentions are innocent, certain content might be misinterpreted or have unintended consequences. As educators, we are role models to the younger generation, and our online behavior should reflect the same level of responsibility and respect that we demonstrate in the classroom. Remember that your online presence contributes to the overall perception of you as a professional, and maintaining a clean and respectful social media profile is an important aspect of upholding our commitment to ethical behavior and professionalism.

Clinical Practice Experience Placement Assignment

Our institution follows a structured process for placing candidates in classroom settings to ensure a positive and valuable experience during their professional development. The placement process involves collaboration with various stakeholders, including districts, principals, and mentor teachers. While candidates are not allowed to secure their own placements, their preferences are taken into consideration.However, it's important to note that placement availability is subject to limitations, including the availability of mentor teachers, which can fluctuate from year to year. Placement in a classroom setting is not guaranteed, and multiple layers of approval must be obtained before finalizing the placement.

Elementary Education credential candidates are placed in two different classrooms for the academic year; one semester will be within the grades TK-2, and the other will be within the grades 3-5. Being placed in middle grades (6-8) can be possible upon request.When selecting clinical practice (fieldwork) placements, we consider various factors, including school district policies, programmatic policies, state policies, and the goal of providing candidates with exposure to a diverse range of experienced educators. It is our policy not to place candidates with former teachers, or at schools their children attend, for various reasons:

1. ***Encouraging independent growth:*** Placing a candidate with a former teacher, particularly one they were a student of, might hinder their growth as independent educators and limit their ability to develop their own unique teaching style.
2. ***Diverse perspectives and guidance:*** Providing candidates with diverse teaching experiences and perspectives is essential for their growth and development as educators. Providing candidates with exposure to different experienced teachers provides them the opportunity to observe different teaching methods, philosophies, and approaches, fostering innovative thinking and a broader understanding of education.
3. ***Maintaining professional boundaries:*** Professional boundaries are essential, and placing candidates with former teachers may blur these boundaries, affecting their ability to establish themselves as respected authority figures in the classroom.
4. ***Objective evaluation and feedback:*** Candidates require objective evaluation and feedback on their teaching performance. Placing them with a former teacher might pose challenges to maintaining objectivity during the evaluation process, hindering their growth and development as educators.

Policy on Local & Distance Service Areas

Our institution is committed to providing equitable educational opportunities and experiences for candidates in both local and distance service areas. This policy outlines the guidelines and considerations regarding transportation restrictions and placements in small rural districts.

1. Equitable Transportation Considerations:
   a. Recognizing that local public transportation may be less than exceptional in some areas, we strive to accommodate candidates who face transportation challenges due to limited or unreliable local public transportation options.
   b. We will make reasonable efforts to work with candidates to identify alternative transportation options, such as carpooling or coordinating with other candidates in the same area.
   c. In situations where transportation restrictions prevent candidates from adhering to specific placement requirements, we will explore alternative placement options or accommodations, whenever feasible and within program guidelines.
2. Focus on Small Rural Districts:
   a. Our institution places a special focus on serving small rural districts that do not have other universities or institutions of higher education (IHEs) within their region.
   b. Candidates residing in areas serviced by a different IHE may experience longer placement processes due to the existing relationships between districts and IHEs.
   c. We will work closely with districts and IHEs to establish efficient communication channels and streamline the placement process as much as possible, while considering the unique circumstances of small rural districts.
3. Support and Communication:
   a. We are committed to providing support and clear communication to candidates regarding their placements and transportation considerations.
   b. Candidates will have access to guidance and resources that address transportation challenges, including information on local transportation options and potential assistance programs.
   c. We will maintain open lines of communication with candidates, districts, and partnering IHEs to address any placement or transportation-related issues and ensure transparency throughout the process.
4. Ongoing Evaluation and Improvement:
   a. We will regularly assess the effectiveness of this policy and make necessary adjustments to ensure equitable access and minimize transportation barriers.
   b. Feedback from candidates, districts, and partnering IHEs will be actively sought and considered to improve the placement process and transportation support mechanisms.

Reassignment Policy in Clinical Practice

Our institution values the well-being and professional growth of our candidates during their clinical practice placements. This policy aims to encourage candidates to voice concerns about their placements while promoting a collaborative approach to address issues and provide support. Reassignment should be considered as a last resort when all other avenues have been explored.

1. Open Communication and Support:
   a. We foster an environment that encourages candidates to speak up about concerns or challenges they encounter during their clinical practice placements.
   b. Candidates will be provided with clear channels of communication to express their concerns to the appropriate individuals, such as faculty advisors, clinical supervisors, or designated support staff.
   c. We are committed to offering support and guidance to candidates throughout their placements, including resources to address challenges, professional development opportunities, and mentorship.
2. Collaborative Problem-Solving:
   a. When a candidate raises a concern about their placement, the institution will initiate a collaborative problem-solving process.
   b. Faculty advisors, clinical supervisors, and relevant invested parties will work together with the candidate to understand the nature of the issue and explore possible solutions.
   c. Efforts will be made to address the concern within the existing placement whenever feasible, through interventions such as additional support, modifications, or targeted professional development.
3. Reassignment as a Last Resort:
   a. Reassignment to a different placement will be considered only after all other reasonable options have been exhausted or the candidate's well-being, safety, or professional growth is at risk.
   b. Reassignment should not be the immediate response to challenges or concerns raised by candidates. Instead, it should be seen as a last resort when efforts to address the issue within the existing placement have been unsuccessful or deemed inappropriate.
4. Review and Evaluation:
   a. The institution will periodically review the effectiveness of this policy and seek feedback from candidates, faculty advisors, clinical supervisors, and other stakeholders to identify areas for improvement.
   b. The review process will aim to ensure that candidates' concerns are being addressed appropriately and that support mechanisms are in place to mitigate challenges during clinical practice placements.
5. Confidentiality and Non-Retaliation:
   a. The institution is committed to maintaining the confidentiality of candidates who voice concerns or request reassignment.

b. Candidates should feel reassured that they will not face retaliation for expressing legitimate concerns about their placements.

If you have concerns about your placement site, or clinical practice experience, please contact the Program Coordinator and complete the [Clinical Practice Placement Climate Committee form](#).

Certificate of Clearance

Fingerprint clearance through the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) is a requirement for every candidate prior to the CTC's issuance of any credential, permit, certificate, or waiver. The Certificate of Clearance is a document that is issued by the CTC to a candidate who has completed the fingerprint character and identification process.

The Certificate of Clearance is not the same as a credential and does not authorize the holder to provide any instruction or services in schools; its sole purpose is to provide verification that the candidate has completed a professional fitness review.

You must have a Certificate of Clearance awarded prior to entering your placement site, you will be unable to observe or participate in clinical practice until your clearance number has been provided to the program.

Verification of Subject Matter Competence and Basic Skills

- Basic Skills Requirement: verification of fulfillment of the basic skills requirement is required before beginning the program. Basic skills can be met in the following ways:
  - Coursework:
    - For reading proficiency: a course in critical thinking, literature, philosophy, reading, rhetoric, or textual analysis.
    - For writing proficiency: a course in composition, English, rhetoric, written communication, or writing.
    - For mathematics proficiency: a course in algebra, geometry, mathematics, quantitative reasoning, or statistics.
  - SAT Scores: a score of 500 or higher on the Critical Reading (previously Verbal) section of the SAT exam combined with a score of 550 or higher on the SAT Mathematics exam are determined to have met the basic skills requirement.
  - ACT Scores: score of 22 or higher on the ACT English exam combined with a score of 23 or higher on the ACT Mathematics exam is determined to have met the basic skills requirement.
  - Pass the CBEST Exam
  - CSET Multiple Subjects plus Writing Skills Examination
  - CSU Early Assessment Program or CSU Placement Examinations: Passing scores on the California State University (CSU) Early Assessment Program (EAP) (English and

Mathematics sections) or the CSU Placement Examinations (English Placement Test [EPT] and Entry Level Mathematics [ELM])
- AP Exams: achieve a score of 3 or higher on the College Board AP English exam and AP Calculus or AP Statistics exam.
- Subject Matter Competency: verification of fulfillment of the subject matter competency requirement is required before the start of the program. Subject Matter Competency can be met in the following ways:
  - Completion of a CTC Accredited Subject Matter Program
  - Passage of the subject matter examination (CSET)
  - Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements adopted by the CTC
    - Evaluation of transcripts can be conducted by subject matter experts at the request of the candidate.
  - Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education in the subject matter required.
    - For *single subject credentials* a major in one of the subject areas in which the commission credentials candidates. Exceptions are:
      - Kinesiology does not fulfill the requirements for a credential in Physical Education
      - History does not fulfill the requirements for a credential in Social Science
  - Through a combination of the above methods

Substitute Teaching During the Program

Substitute teaching hours do not count toward the Clinical Practice Requirements of the state of California. Cal Poly Humboldt Coursework and Fieldwork Placement take precedence over substitute teaching. Credential candidates are only permitted to be a substitute teacher for their mentor teacher, with the approval of their district and Cal Poly School of Education.

Please submit a [Request for Exception to Substitute Teach](#) for approval from the program.

Substitute teaching permits can be obtained through the County Office of Education in which the credential candidate resides. These restrictions are in place to protect credential candidates from becoming the resident substitute teacher on their campus, and to protect their ability to complete their fieldwork hours in the required length of the program.

Workers' Compensation Coverage

Teacher candidates are not covered by the University for Workers' Compensation. Instead, the community partners (placement school sites and districts) have agreed upon and approved contracts

with Cal Poly Humboldt that allows for teacher candidates to serve at their placement site under Student Academic Field Experience for Credit Liability Insurance Policy (SAFECLIP).

For more information regarding Risk Management in terms of your placement site, please review the Center for Community Based Learning Risk Management website.

Policy on Professional Conduct for Credential Candidates

In addition to the University's Student Code of Conduct, the School of Education has created a policy on professional conduct for credential candidates.

In our commitment to fostering a learning environment that embodies the principles of Diversity, Equity, and Inclusion (DEI), we are pleased to present this policy on professional conduct for candidates of our teacher preparation programs. As we embark on this journey to prepare future educators, we recognize the imperative of acknowledging and celebrating the rich tapestry of backgrounds, cultures, and perspectives that each candidate brings to our community.

Within the framework of this policy lies a dedicated effort to cultivate an environment that actively values the diverse array of experiences and identities represented among our candidates. Our intention is to create a professional landscape that not only accommodates but also actively seeks to incorporate the range of perspectives, enriching the educational experience for candidates and the students they will eventually guide.

Guiding Principles:

1. **Responsibility**: Candidates are expected to demonstrate a strong sense of responsibility in meeting commitments, deadlines, and obligations within the program, recognizing the impact of their actions on both peers and instructors.
2. **Ethical Decision Making**: Upholding the highest standards of ethical conduct, candidates should consistently make decisions guided by integrity and a commitment to fairness, ensuring that their actions reflect the values of our educational community.
3. **Respect**: Candidates are required to treat every individual, regardless of background, with professionalism and respect, fostering an atmosphere of dignity and open dialogue within the program.
4. **Integrity**: Candidates are encouraged to uphold a strong sense of integrity, conducting themselves honestly and transparently in all interactions, and addressing challenges with honesty and accountability.

Expected Behaviors:

1. **Timeliness**: Candidates should demonstrate punctuality and adhere to established timelines for assignments, meetings, and program-related activities, recognizing the value of time management in a professional setting.
2. **Professional Appearance:** Candidates are expected to maintain a professional appearance during program activities, acknowledging the significance of presentation in fostering a respectful learning environment.
3. **Confidentiality**: Candidates must honor confidentiality agreements and respect the privacy of sensitive information shared within the program, displaying the utmost professionalism in safeguarding such information.
4. **Active Inclusion:** Candidates are encouraged to include diverse perspectives within their interactions and discussions, recognizing the value of a wide range of experiences in enriching learning and collaboration.
5. **Open Communication:** Candidates should engage in open and constructive communication, facilitating an environment where diverse ideas are freely expressed and discussed in a respectful manner.
6. **Adaptive Collaboration:** Candidates must adapt their collaboration style to accommodate diverse working preferences, fostering an environment where all voices are heard and valued.
7. **Culturally Aware Teaching:** Candidates are expected to integrate cultural awareness into their teaching practices, embracing a teaching approach that is sensitive to diverse backgrounds and experiences.
8. **Conflict Resolution:** Candidates should approach conflicts with professionalism, seeking resolution through open conversation and understanding, while respecting diverse viewpoints.
9. **Reflective Growth:** Candidates should regularly reflect on their behavior and interactions, seeking opportunities for growth and improvement in fostering a respectful and inclusive environment.
10. **Continuous Professional Development:** Candidates are encouraged to engage in ongoing professional development to enhance their understanding of DEI, demonstrating a commitment to refining their professional skills.

Acknowledging the rich diversity of backgrounds and perspectives our candidates bring, this policy seeks to cultivate an inclusive atmosphere that values the array of experiences among candidates. Guided by principles of responsibility, ethical decision-making, respect, and integrity, candidates are expected to demonstrate professional behaviors such as timeliness, maintaining a professional appearance, and safeguarding confidentiality. These behaviors, coupled with a commitment to open communication, adaptive collaboration, and ongoing growth, ensure that candidates are equipped to excel as educators while respecting diverse backgrounds and experiences.

This policy will be periodically reviewed and updated as needed to ensure its relevance and effectiveness.

Policies and Procedures Regarding Classroom Experience

In alignment with the Commission's adopted standards for preliminary multiple and single subject teacher preparation programs, our institution places paramount importance on supervised clinical practice experiences. These experiences serve as a cornerstone in cultivating effective educators and bridging the gap between theoretical knowledge and practical application. This guidance aims to elucidate and underscore the integral role of clinical practice in fostering competent educators. While we offer clarification on several aspects of clinical practice standards, it is essential to note that this guidance supplements, rather than replaces, the program standards themselves.

I. General Guidance

A. Goals of Clinical Practice and Supervision
Our teacher preparation programs commit to furnishing candidates with diverse and meaningful clinical practice hours. These experiences serve as crucibles for candidates to learn from experienced educators, undergo evaluation based on the Teaching Performance Expectations (TPEs), and receive the necessary guidance and support to transform into proficient educators.

B. Responsibilities of the Institution to Meet Standards
We acknowledge the responsibility of each program to ensure candidates' adherence to clinical practice requirements and to guarantee proper supervision and guidance from both program and district-employed supervisors. While programs are expected to align with the specific clinical practice and supervision stipulations in the standards, there is room for innovation that aligns with the unique needs of candidates, as long as the fundamental goals of clinical practice and supervision are upheld.

C. Record Keeping
Institutions are mandated to uphold meticulous records documenting candidate clinical experiences. The method of record-keeping is at the institution's discretion, provided it demonstrates compliance with clinical practice and supervision requirements. While individual records are not systematically collected, they may be subject to review during site visits to ensure robust monitoring mechanisms are in place.

II. Clinical Practice Experiences

A. Progression of Clinical Practice Experience
Clinical practice experiences ought to be progressive and developmental, advancing in complexity and responsibility as candidates journey through their preparation program. These experiences span from observing seasoned educators to engaging in diverse teaching strategies, culminating in assuming full classroom responsibility and demonstrating pedagogical adeptness.

B. Activities Appropriate for Meeting the 600 hours of Clinical Practice
The mandate for 600 hours of supervised clinical practice is upheld for all candidates across different pathways. Placements are carefully selected to facilitate hands-on experience,

reflecting the competencies outlined in the TPEs. Various activities such as teaching, co-planning, collaborating with veteran practitioners, and participating in professional learning communities contribute to meeting this requirement.

C. Solo or Co-teaching Requirement

The essential requirement of solo or co-teaching for a minimum of four weeks ensures candidates' comprehensive understanding of teaching responsibilities. This experience serves as a crucible for candidates to independently plan, deliver lessons, assess student progress, and reflect on their pedagogical practice.

III. Clinical Practice Placements

A. Diversity in All Placements (Student Population)

Clinical practice placements are meticulously selected to encompass the broad diversity found within California public schools. The program's commitment to inclusive education underscores placements that mirror the demographics of the state's schools, accommodating a wide range of learning and behavioral characteristics, disabilities, linguistic diversity, and socioeconomic backgrounds.

B. Curriculum in all Placements

Placements are meticulously reviewed to ascertain alignment with California's content standards and frameworks. In cases where full alignment isn't feasible, the program must demonstrate how the placement maintains the intent of preparing candidates to excel within the state's educational landscape.

C. Diversity in Private School Placements

Private school placements also uphold the principle of diversity and inclusivity, requiring candidates to engage in substantial clinical experiences within diverse school settings that parallel California's student population. Candidates in private schools are still held to the 600-hour requirement.

D. Additional Requirements for Clinical Practice Placements Specific to Intern Teachers

Intern teachers receive specialized support in their placements, with clear stipulations regarding special education placements and considerations for non-traditional teaching environments, such as online schools or home schools.

IV. Support and Supervision

A. Program Supervisor Observation Requirements

To ensure consistent support and evaluation, program supervisors conduct a minimum of four observations per quarter or six per semester, underscoring the commitment to candidates' growth and success.

B. District-Employed Supervisor Support Requirements

District-employed supervisors are instrumental in guiding candidates' growth. They provide a minimum of five hours of weekly support, fostering an environment where candidates can flourish.

C. Supervision and Support Requirements Specific to Intern Candidates

Intern candidates receive specific attention, with 144 hours of general support and 45 hours dedicated to teaching English learners. The interplay between program and district-employed supervision ensures a comprehensive and rigorous training experience.

D. Capturing Evidence of Observations

A comprehensive approach to supervision includes in-person site visits, video capture, or synchronous video observation, all archived to facilitate continuous program enhancement and improvement.

E. Requirements Pertaining to the Qualification of the Site Administrator

Administrators at clinical sites are expected to possess qualifications that align with the credentialing and administrative standards, ensuring candidates' comprehensive and high-quality preparation.

Through adherence to these policies and procedures, our institution endeavors to uphold the highest standards of clinical practice, nurturing a cadre of competent and adaptable educators poised to meet the diverse needs of California's student population.

[The full CTC Guidance on Clinical Practice and Supervision of Preliminary Multiple & Single Subject Teacher Candidates can be found here](#).

District-Employed Supervisor or Mentor Teacher

Mentor teachers are key players in the student teaching experience. Mentor teachers serve as a model of excellent teaching and professionalism, and have been chosen by their administrators and the School of Education to participate in the clinical practice of the candidate.

As in any classroom, teacher candidates have a wide variety of backgrounds and experiences. While some easily adapt to the teaching role, other candidates will be under stress in this new situation. All candidates will appreciate the support, guidance, and encouragement of their mentor teacher. Mentor teachers should strive to establish a positive professional relationship with the teacher candidate.

The mentor teacher: observes the candidate's interactions with students, parents, and colleagues; helps the teacher candidate prepare and present lessons; and helps support the candidate in reflecting upon their strengths and areas for growth.

- With the support of school administrators in community partnership schools, the mentor teachers are selected to participate in the School of Education in accordance with the following guidelines:
  - Credentialed in their subject matter;
  - Experience in teaching the subject(s) for a minimum of three years;
  - Have tenure in the district where they currently teach;
  - Achieve and effectively model the six standards of the *California Standards for the Teaching Profession*, presenting demonstration/application lessons for teacher candidates to observe and providing regular opportunities for them to practice and receive feedback;
  - Model effective instructional and classroom management strategies with their teacher candidates;
  - Demonstrate excellent communication skills in working with students, families, colleagues, and community members;
  - Are committed to providing support for their teacher candidate's ongoing reflection and professional development through regular communication about curriculum, instruction, classroom management, parent/family involvement, and other professional concerns; and
  - Are committed to their own ongoing professional development in clinical supervision with in-services.

Mentor teacher responsibilities:

The mentor teacher will discover through interaction with the teacher candidate what skills, talents, and interests they bring to the classroom. This will help the mentor teacher determine the activities for which the teacher candidate is ready to safely assume responsibility.

1. Take a leadership role
   a. Orienting the teacher candidate to the school site, classroom, and curriculum
2. Create an atmosphere of acceptance among the students
   a. Introduce the teacher candidate to the class as a *co-teacher*
   b. Provide personal space for the candidate to use
3. Transition the candidate into greater involvement with students throughout the year
   a. Starting by working one-on-one with students, moving into small groups, and culminating in student teaching
   b. Spring will include full-teaching responsibilities for one or more classes
   c. Teacher candidates should not assume primary teaching responsibilities during the first semester
   d. Even during Spring, teacher candidates, mentor teachers, and university supervisors must agree as to the proper timing for solo teaching
4. Set specific time aside for

a. Conferencing and feedback with the teacher candidate
b. Open communication and discussion
c. Problem prevention and solving
d. Consider setting time aside outside of school hours if time is an issue
5. Be aware of the Teacher Performance Expectations which teacher candidates need to master
6. Share planning strategies throughout the year
7. Provide the teacher candidate with professional advice and models of current instructional techniques
8. Review lesson plans and provide suggestions *prior* to a lesson being taught
9. Keep the principal and university supervisor apprised of
    a. The teacher candidate's gains in proficiency
    b. Any difficulties that are not being resolved in a satisfactory manner
    c. The teacher candidate should be absolutely reliable in such manners as attendance, promptness, and daily preparation.

Conflict mediation

The School of Education University Supervisor

Supervisors are university employees who have experience as public school educators, and sometimes experience as administrators. The supervisor serves as the main link between the public school site and the credentialing office. They work closely with the teacher candidate and mentor teacher to ensure the proper procedures are followed and all timelines are met, in accordance with the CCTC requirements.

As former public school educators with specific knowledge of the subject matter, the supervisor can offer valuable insight into the candidate's experience and progress. The supervisor visits the placement site on average every two weeks and performs clinical supervisions.

University Supervisor Responsibilities
1. Contact the teacher candidate at least six times during the fall semester and eight times during the spring semester.
    a. At least six contacts must be clinical supervision each semester, which includes observation & feedback with the teacher candidate. The first contact should be scheduled to complete the Fieldwork Agreement document.
    b. Use clinical supervision knowledge and skills to assist the candidate after each observation. Feedback — for both the teacher candidate and mentor teacher — should follow as soon as schedules permit. Written comments are to be signed by the candidate, then turned in to the Credential Office

     c. Advise the teacher candidate on completing necessary supervision documentation

     d. Ensure adequate communication among the teacher candidate, mentor teacher, and university supervisor

     e. Hold final assessment conferences with the candidate and mentor teacher at the end of each semester

     f. Fall Semester Specifics:
   - i. During the fall, assist the teacher candidate in designing appropriate activity for observation and field experience. The supervisor also determines competency for continuing on to solo student teaching.

     g. Spring Semester Specifics:
   - i. In the Spring semester, candidates must submit lesson plans to the University Supervisor at least 24 hours prior to the clinical supervision.
   - ii. Written letter of recommendation

2. Maintain regular contact with mentor teacher including
   - a. Information regarding university requirements and procedures involved in student teaching fieldwork. Meeting mentors at the beginning of the year to review Handbook contents.
   - b. Regular conferences regarding teacher candidate process
   - c. Provide copies of contact reports upon request
3. Inform the Site Administrator of
   - a. University requirements and procedures involved in student teaching
   - b. Site visits; sign school visitor record at each site visit
   - c. Any specific requirements or problems with a teacher candidate
4. Maintain regular communication with the Program Coordinator
5. Participate in coordination and in-service activities related to the Secondary Education Program at Cal Poly Humboldt
6. Attend all supervisor meetings; if unable to attend, request the meeting be recorded ahead of time
7. Use prescribed forms and procedures in documenting observations and assessments of teacher candidates
8. Work with Program Coordinator in identifying and evaluating teacher candidate placement sites

University Supervisors are under contract through the Cal Poly Humboldt academic calendar. Which means that by mid-May, the supervisor will have made a final assessment of the teacher candidate and given their official grade for course supervision.

In rare circumstances, it may be necessary for supervisors to continue observing and working with their teacher candidate(s) after the end of Cal Poly Humboldt's Spring semester. In such instances, the supervisor will let the Program Coordinator know the arrangements and agreements they have with their teacher candidate(s) and mentor teacher(s) to complete all supervisory requirements.

SECTION 5: Teacher of Record/Intern Candidates

In order to effectively document support and supervision hours, Interns maintain an annual Intern Support and Supervision Log that is reflective of employer-based and Commission Approved Preparation Program activities used to meet program requirements. The table located in Appendix A & B is reflective of examples of Commission-approved Support and Supervision activities. It is recognized that each program is unique and will develop a Support and Supervision model that is appropriate to the distinctive needs of the program, the intern, and the school district with whom it works. The table is reflective of that uniqueness and offers examples of Support and Supervision activities that may be used to meet this requirement. Utilize the Intern Candidate Log to document support and supervision hours weekly.

Interns must document 144 hours of support and supervision annually, as well as 45 hours of support and supervision specific to teaching English Learners. Finally, Interns must receive support and guidance from a district-employed supervisor for 5 hours per week.

Cal Poly Humboldt School of Education Intern Candidate Log

Appendix A & B

Programmatic Pathway

Interns are automatically assigned to a two year pathway in which the coursework for the traditional program is divided over two years. For the EED program, there is no option for the candidate to appeal to complete a one-year program, as the course rotation for intern courses does not allow for it.

Candidates will complete the necessary coursework requirements to fulfill the CCTC pre-service requirements during the first fall semester. Once the fall semester commences, they will be recommended for an intern credential, which will allow them to continue working as a teacher of record while earning their preliminary credential through the program.

2024-2025 EED Intern Class Schedule

	Year 1	Year 2
Fall	**EED 712** (1 unit) Teaching and Learning in EED (Weeks 2-8) **EED 720** (1 unit) The School and the Student (Weeks 9-16) **EED 721** (2 units) Multicultural Foundations **EED 733** (1 unit) Teaching English Learners **EED 733B** (1 unit) Teaching English Learners **SED 790** (3 units) Supervised Teaching Experience	**EED 708** (1 unit) TPA Support I (Asynchronous) **EED 722** (2 units) English Language Skills & Reading **EED 723** (2 units) Integrated Math/Science in Elementary School **EED 723B** (2 units) Integrated Math/Science in Elementary School **SED 790** (3 units) Supervised Teaching Experience
Spring	**EED 720B** (1 unit) The School and the Student (Weeks 1-8) **EED 741** (2 units) PE and Health Curriculum in Elementary Schools **EED 726** (1 unit) Professional Development Seminar (Weeks 9-16) **EDUC 377** (2 units) Education of Exceptional Students **SED 790** (3 units) Supervised Teaching Experience	**EED 709** (1 unit) TPA Support I (Asynchronous) **EED 722B** (1 unit) English Language Skills & Reading **EED 728** (1 unit) History/Social Science in Integrated Elementary Curriculum **EED 728B** (1 unit) History/Social Science in Integrated Elementary Curriculum **EED 724** (1 unit) Fine Arts in Integrated Elementary Curriculum **EED 724B** (1 unit) Fine Arts in Integrated Elementary Curriculum **SED 790** (3 units) Supervised Teaching Experience

Accepting an Intern Position

When accepting an intern position within a school district, you may want to consider the following questions to both ask your potential administrator and your program coordinator:

1. What support will be available to me on campus?
2. Who will be my mentor teacher?
3. Why is this position open?
4. What emergency permitting/credential will be required?
5. What support is available to me as a teacher of record?

Intern Support Questionnaire

Clinical Practice Observation

1. **Supervision and Support for Interns**
   a. *Support and Supervision Hours:* Internship programs must provide 144 hours of general support and supervision annually, along with 45 hours of support focused on teaching English learners.

2. **Selection of District-Employed Supervisors**
   a. *Qualification Criteria*: District-employed supervisors for interns must hold a Clear Credential in the relevant content area, possess at least three years of K-12 teaching experience, and demonstrate exceptional teaching skills.
   b. *Matching Process:* The selection of district-employed supervisors is a collaborative effort between the program and the employing district.
   c. *Supervisor Orientation:* District-employed supervisors receive a minimum of 10 hours of initial orientation, ensuring alignment with program curriculum and effective supervision techniques.

3. **Role of the Program Supervisor**
   a. *Observations and Evaluation:* Program supervisors conduct observations with formal evaluation for interns. This should occur at least 4 times per quarter or 6 times per semester.

4. **Capturing Evidence of Supervision**
   a. *Documentation:* Clinical supervision for interns may involve in-person site visits, video capture, or synchronous video observation. Supervision must be documented, evaluated based on the Teaching Performance Expectations (TPEs), and archived.

5. **Intern Placements**
   a. *Special Education Schools:* Interns pursuing a special education credential can be placed in Special Education Schools approved by the California Department of Education.
   b. *Non-Traditional Settings:* Interns placed in online schools, independent study programs, or home schools should ensure exposure to diverse teaching experiences and meet the full range of instruction.

Intern programs uphold rigorous standards of support, supervision, and evaluation, ensuring that future educators are well-prepared for diverse teaching environments.

SECTION 6: Academic Standing & Dismissal Process

University Academic Policy, Disqualification, & Reinstatement

Credential candidates are required to maintain an overall GPA of at least 3.0, while also earning grades above C-. Candidates will be automatically disqualified by the University should their GPA or grades fall below the minimum requirements.

Programmatic Policy: Any incomplete grades from the fall semester must be resolved before the beginning of the spring semester

First Disqualification: Candidates may be immediately reinstated to the university given a positive recommendation from the graduate program including an agreement by a graduate faculty member to serve as the student's advisor submitted to the Graduate Studies Office.

Second Disqualification: Candidates must take a minimum of one semester off before reapplying. Students may be required to take additional time off. Students may be readmitted to the university given a positive recommendation from the graduate program including an agreement by a graduate faculty member to serve as the student's advisor. Students will be required to provide a letter with a statement describing the reasons for the academic probation and a plan to address the underlying problems in order to increase the likelihood of success. Both documents will be forwarded to the Graduate Studies Office for processing. After the absence period, an admission application is required for reinstatement consideration. Cal Poly Humboldt reserves the right to accept applications for disqualified students during specified application terms only. Please contact the Office of Admissions for more information.

Third Disqualification: No option to reapply to Humboldt. May complete coursework elsewhere and reapply to a different CSU campus.

Disqualified candidates will not be allowed to register unless they are formally reinstated and/or readmitted to the university. A disqualified student may be excluded from attending Cal Poly Humboldt for up to one year or more. Regularly enrolled students who are academically disqualified from Humboldt are not eligible to enroll in coursework through Extended Education. The student must demonstrate that she/he can maintain the minimum GPA at Humboldt. Regularly enrolled students who are academically disqualified from Humboldt are not eligible to enroll in Open University through Extended Education for one academic year. For information regarding the petition process for reinstatement, please contact the Office of the Registrar, SBS 133, 707-826-4101.

Administrative Academic Probation

A student may be placed on administrative-academic probation for any of the following reasons:

1. Withdrawal from all or a substantial portion of a program of studies in two successive terms or in any three terms. (Note: A student whose withdrawal is directly associated with a chronic or recurring medical condition or its treatment is not to be subject to Administrative-Academic probation for such withdrawal.)
2. Repeated failure to progress toward the stated degree objective or other program objective, including that resulting from assignment of 15 units of NC (No Credit), when such failure appears to be due to circumstances within the control of the student.
3. Failure to comply, after due notice, with an academic requirement or regulation, as defined by campus policy which is routine for all students or a defined group of students (examples: failure to complete a required CSU or campus examination, failure to complete a required practicum, failure to comply with professional standards appropriate to the field of study, failure to complete a specified number of units as a condition for receiving student financial aid or making satisfactory progress in the academic program).

A student who has been placed on administrative-academic probation may be administratively disqualified if any of the following occur:

1. The conditions for removal of administrative-academic probation are not met within the period specified.
2. The student becomes subject to academic probation while on administrative-academic probation.
3. The student becomes subject to administrative-academic probation for the same or similar reason that the student has previously been placed on administrative-academic probation, although the student is not currently in such status.

CalTPA Handbook Language

California requires all candidates for a preliminary Multiple, Single Subject, or Education Specialist Credential to pass a Teaching Performance Assessment (TPA). Cal Poly Humboldt uses the current California Teaching Performance Assessment (CalTPA) Cycle Model, adopted July 2018, that measures candidates' knowledge, skills and abilities related to the Teaching Performance Expectations (TPEs) for the Education Specialist Credential. For more information on the state Teaching Performance Assessment (TPA) requirement, please visit the Commission on Teacher Credentialing.

The CalTPA includes two instructional cycles that measure the new Teaching Performance Expectations (TPEs) and focus on the steps of *planning, teaching and assessing, reflecting and applying,* that naturally occur during teaching as follows:

Cycle 1: Learning About Students & Planning Instruction

Cycle 2: Assessment-Driven Instruction

For more information, please visit the California Educator Credentialing Assessments website and select CalTPA under the Assessments' tab.

Candidates who wish to appeal their scores may submit a Request for a Score Verification to Pearson within 90 calendar days.

TPA-related appeals should be directed to the TPA Coordinator, then should progress to the Department Chair and the Education Department Appeals and Reinstatement Committee. A good faith effort to settle a dispute at the department level must be made before a formal grievance can be filed.

Students do not need to pass the CalTPA in order to pass the support class. They just need to submit their assessment for external review. Students can also waive the support class to pass the program if they have a credential and are adding an additional credential.

Per our policy, candidates are permitted three attempts per Cycle. Candidates who do not pass on the third attempt must meet with the School of Education Department Appeals and Reinstatement Committee and may be disqualified from the program.

Teacher candidates must have permission forms from all students who appear in their recordings. These permission forms must be kept by the candidate and are not turned into the University. If a student does not return a form, they must not be excluded from the lesson; however, those students without permission to be in the recording must be sat outside of the video recording viewable area.

Below are templates you may use for your video recording permission forms:

- Recording Permission Letter- English
- Recording Permission Letter-Spanish

Clinical Practice Requirements

California Commission on Teacher Credentialing (CCTC) Standards

The California Commission on Teacher Credentialing approved teacher preparation programs based on certain standards for program quality and effectiveness. A full text of the CCTC Standards can be requested in the Education and Credentialing office and is available online at www.ctc.ca.gov. A comprehensive list of all the ways of meeting these standards would go beyond the scope of this handbook.

The California Standards for the Teaching Profession (CSTPs) were developed "to guide teachers as they define and develop their practice" from pre-service preparation through induction and through lifelong professional development. Credential Candidates are introduced to the standards through their coursework and fieldwork.

Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing coursework, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Section one of this document provides the TPE elements and narratives. Section two describes subject-specific pedagogy expectations and provides additional descriptions of subject-specific

pedagogical strategies appropriate to the content area(s) of the teacher's multiple and/or single subject California credential.

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references all students attending public schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.

Clinical Practice and Student Teaching Feedback and Assessments

Elementary Education Supervision Progression

Placement Concerns

A credential candidate with fieldwork or supervision concerns should first contact the person with whom the concern exists (mentor teacher or university supervisor). The University Supervisor is the person who should be called upon to mediate any problems between the candidate and the mentor. Once the credential candidate has contacted the appropriate individuals and/or is not satisfied with the outcome, the credential candidate should contact the Program Coordinator and request assistance. The Program Coordinator will investigate the issue and attempt to mediate the dispute, sharing the results with the Program Leader.

If the situation cannot be resolved informally, the Program Coordinator will forward all documentation about the dispute to the Program Leader. The Program Leader and Program Coordinator will meet with the individuals involved and request written documentation from all involved parties. Once they have reviewed all relevant information, the Program Leader and Program Coordinator will make a decision about the situation and convey the decision to involved parties in writing. Such decisions are final. If the credential candidate is not satisfied with the decision, they have the right to appeal the decision through university grievance procedures. Note: credential program candidates are held to different standards than those students enrolled in traditional academic programs.

Placement Appeals Form – reviewed by the Placement Appeals Committee

SECTION 7: Student Complaint Policy

General Feedback

Students in the program are given regular opportunities to share concerns through various forms throughout the program. Every attempt is made to protect anonymity, these are not time-sensitive complaints.

Academic/Grade/Dismissal Complaint

Students are encouraged to discuss academic/grade/dismissal concerns with the Program Leader. If resolution is unavailable or inadequate, students may appeal to the School of Education Department Chair.

Clinical Practice Experience Complaint

The Program Coordinator will record and monitor the recurrence of concerns, and will communicate with the University Supervisor and Program Leader. The program coordinator will facilitate and determine if urgent issues require immediate attention or resolution. If the program coordinator is unable to resolve the complaint, credential candidates may appeal to the School of Education Department Chair.

Appeal to the School of Education Department Chair

Any concerns or complaints that cannot be addressed within the program, may be appealed to the School of Education Department Chair in writing. The department chair will review the appeal request and schedule meetings as appropriate. Student meetings with the department chair should not be scheduled without first submitting a written request for an appeal.

[Decision Appeal Form](#)

Should the candidate elect to pursue a further appeal, they will be referred to the Dean of Students to request a meeting for resolution.

[Grievance Policy and Procedures for Students Filing Complaints Other than Discrimination or Unprofessional Conduct Against Faculty, Staff, or Administrators](#)

Appendix

Clinical Practice & Supervision Forms

Fieldwork Agreement
Clinical Practice Log
Clinical Supervision Report
Fieldwork Assessment
Individual Development Plan

Subject Specific Assessments
Art
English
Industrial Education
Math
Music
Physical Education
Science
Social Science
World Languages

Intern Candidate Resources

Intern Support Log

Intern Professional Development Plan (Appendix A & B)

Intern Request for Credential Check

Intern Pre-service Report

Intern Credential Checklist

Intern Position Information

Preliminary Credential Check Documents

Request for Credential Check

Credential Checklist

Program Form

Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing coursework, engaging in clinical practice, and passing a Teaching Performance Assessment (edTPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

A the full CTC document of Teaching Performance Expectations can be found at this website: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

TPE 1: Engaging and Supporting All Students in Learning

Elements

Beginning teachers:

1.	Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

2.	Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

3.	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

4.	Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

5.	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

6.	Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

7.	Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

8.	Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Narrative

Student Engagement

Beginning teachers understand and value the socioeconomic, cultural, and linguistic background, funds of knowledge, and achievement expectations of students, families, and the community and use these understandings not only within the instructional process but also to

establish and maintain positive relationships in and outside the classroom. They use technology as appropriate to communicate with and support students and families.

Beginning teachers provide opportunities and adequate time for students to practice and apply what they have learned within real-world applications and community-based instruction as appropriate and as available. They use available community resources, prior student experiences, and applied learning activities, including arts integration, to make instruction individually and culturally relevant.

Beginning teachers use a variety of instructional principles and approaches such as UDL and linguistic scaffolding to assure the active and equitable participation of all students and to promote engagement of all students within general education environments using the principles of Multi-Tiered System of Supports (MTSS) as appropriate.

Language Acquisition and Development
Beginning teachers understand and apply theories, principles, and instructional practices for the comprehensive language instruction of English learners, Standard English learners, and students whose first language is English. They understand and use appropriate instructional approaches and programs for developing language proficiency and the use of academic language for English language development, including structured English immersion, integrated and designated English language development, and Standard English acquisition. They appropriately apply theories, principles, and instructional practices for English language development to assist students to achieve literacy in English. Beginning teachers understand and apply pedagogical theories and principles and practices for the development of students' academic language, comprehension, and knowledge across the subjects of the core curriculum.

Beginning teachers use a student's background and assessment of prior learning both in English and the home language, if applicable, to differentiate instruction and to select instructional materials and strategies, including the incorporation of visual and performing arts, to support the student in comprehension and production of Standard English. They are able to determine communicative intent, particularly with students at emerging and expanding English proficiency levels and with students who may have an identified disability affecting their ability to acquire Standard English proficiency.

Beginning teachers design and implement instruction based on the student's level of English proficiency and academic achievement, keeping in mind that the student's individual needs vary and may be multifaceted. Additionally, beginning teachers understand the difference among students whose only instructional need is to acquire Standard English proficiency, students who

may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

<u>**Elements**</u>
Beginning teachers:

1.   Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

2.   Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

3.   Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

4.   Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

5.   Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

6.   Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Narrative

Beginning teachers create healthy learning environments by promoting positive relationships and behaviors, welcoming all students, using routines and procedures that maximize student engagement, supporting conflict resolution, and fostering students' independent and collaborative learning. Beginning teachers use a variety of strategies and approaches to create and maintain a supportive learning environment for all students. They use principles of positive behavior intervention and support processes, restorative justice and conflict resolution practices, and they implement these practices as appropriate to the developmental levels of students to provide a safe and caring classroom climate.

Beginning teachers understand the role of learners in promoting each other's learning and the importance of peer relationships in establishing a climate of learning. They encourage students to share and examine a variety of points of view during lessons. Beginning teachers support all students' mental, social-emotional, and physical health needs by fostering a safe and welcoming classroom environment where students feel they belong and feel safe to communicate.

Beginning teachers recognize that in addition to individual cultural, linguistic, socioeconomic and academic backgrounds, students come to school with a wide range of life experiences that impact their readiness to learn, including adverse or traumatic childhood experiences, mental health issues, and social-emotional and physical health needs.

Beginning teachers design and maintain a fair and appropriate system of classroom management that fosters a sense of community, incorporates student input, and engages families. They regularly assess and adapt this system in response to students, families, and school contexts. Beginning teachers align their classroom management plan with students' IEP, IFSP, ITP, and 504 plans as applicable.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

<u>**Elements**</u>

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.[1]

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

Narrative

Subject-Specific Pedagogy and Making Content Accessible

Beginning teachers use subject matter knowledge to plan, deliver, assess and reflect on content-specific instruction for all students, consistent with the California State Standards in the

_____

[1]

content area(s) of their credential(s). Beginning teachers provide multiple means for students to access content such as linguistic supports; technology, including assistive technology; elements of UDL; integrating other content areas, such as the arts; and accommodations and/or modifications to assessments and instruction. They also address access to content standards as specified in plans such as IEPs, IFSPs, ITPs and 504 plans. Beginning teachers design learning sequences that highlight connections, relationships, and themes across subjects and disciplines. They also engage students in real-world applications to make learning relevant and meaningful. Beginning teachers work with colleagues through collaboration and consultation to support students' engagement with instruction.

Beginning teachers also articulate and apply pedagogical theories, principles, and practices for the development of literacy, academic language, comprehension, and knowledge in the subjects of the core curriculum for all students.

Integrating Educational Technology
Beginning teachers design, implement, and evaluate technology-rich learning environments to customize and individualize learning opportunities and assessments for students. They integrate knowledge of subject matter, pedagogy, and available instructional technology tools, including assistive technology, to design learning experiences that engage and support all students in learning the California State Standards, along with improving students' conceptual understanding, cultivating their critical thinking, and promoting their creative learning.

Beginning teachers model knowledge, skills, and fluency in using digital tools. Beginning teachers teach students how to use digital tools to learn, to create new content, and to demonstrate what they are learning. Beginning teachers model and promote digital citizenship and critical digital literacy, including respecting copyright law, understanding fair use guidelines, understanding Creative Commons license, and maintaining Internet security. Beginning teachers promote equal access of all students to digital tools and assure that students are safe in their digital participation.

Beginning teachers use appropriate educational technologies to deepen teaching and learning to provide students with opportunities to participate in a digital society and economy. Beginning teachers use established learning goals and students' assessed needs to frame the choices of digital tools and instructional applications consistent with standards of the International Society for Technology in Education (ISTE) and the International Association for K–12 Online Learning (iNACOL).

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

    - appropriate use of instructional technology, including assistive technology;
    - applying principles of UDL and MTSS;
    - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
    - appropriate modifications for students with disabilities in the general education classroom;
    - opportunities for students to support each other in learning; and
    - use of community resources and services as applicable.

5.

6. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

7. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

8. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
9. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

Narrative

Beginning teachers access and apply knowledge of students' prior achievement and current instructional needs; knowledge of effective instructional techniques for supporting the academic language needs of all students, the specific language needs of students whose first language is English, English learners, and Standard English learners; the knowledge of effective instructional techniques for students with disabilities in the general education classroom; and knowledge of formative and/or summative student assessment results relative to the TK–12 academic content standards to improve teaching and learning for all students.

Beginning teachers are knowledgeable about typical and atypical child and adolescent abilities and disabilities and their effects on student growth and development, learning, and behavior. Beginning teachers also are knowledgeable about the range of abilities of gifted and talented students in the general education classroom.

Beginning teachers understand how to effectively use content knowledge, content pedagogy, and student learning targets to design appropriate instruction and assessment for all students. Beginning teachers demonstrate the ability to design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum in alignment with California's adopted content standards and their underlying principles.

In planning for instruction consistent with California's TK–12 content standards, beginning teachers access and apply their deep content knowledge of the subject area and use appropriate content-specific pedagogy consistent with research-based practices in the field. Beginning teachers understand the principles of UDL and MTSS and apply these principles in the content field(s) of their credential(s) to plan instruction that meets individual student needs for all students. Beginning teachers align instructional goals and student learning objectives, including IEP, IFSP, ITP, and 504 plans, instructional procedures, assessment tools/processes, and criteria for evaluation of learning. They provide access to the curriculum for all students by

removing barriers and providing access through a range of appropriate instructional strategies tailored and adapted as necessary to meet individual student needs.

Beginning teachers research, evaluate, and utilize current technological practices to improve teaching and learning (e.g., blended and online learning technologies).

TPE 5: Assessing Student Learning

Elements

Beginning teachers:

1. 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 classroom assessments, including use of scoring rubrics.

2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Narrative

Beginning teachers develop, implement, and use a range of effective classroom assessments to inform and improve instructional design and practice. Beginning teachers demonstrate knowledge of student assessment design principles, such as test construction, test question development, and scoring approaches, including rubric design. They explain the importance of validity and reliability in assessment and know how to mitigate potential bias in question development and in scoring. Beginning teachers demonstrate knowledge of a variety of types of assessments and their appropriate uses, including diagnostic, large-scale, norm-referenced, criterion-referenced, and teacher-developed formative and summative assessments. They effectively select and administer assessments to inform learning.

Beginning teachers use multiple measures to make an informed judgment about what a student knows and is able to do. Beginning teachers analyze data to inform instructional design, self-reflect, reteach, provide resources, and accurately document student academic and developmental progress. They support students in learning how to peer- and self-assess work using identified scoring criteria and/or rubrics. Beginning teachers provide students with opportunities to revise or reframe their work based on assessment feedback, thus leading to new learning. They implement fair grading practices, share assessment feedback about performance in a timely way, utilize digital resources to inform instruction, analyze data, and communicate learning outcomes.

Beginning teachers utilize assessment data and collaborate with specialists to learn about their students. They apply this information to make accommodations and/or modifications of assessment for students whose first language is English, English learners, and Standard English learners. They also utilize this process for students with identified learning needs, students with disabilities, and advanced learners. Beginning teachers are informed about student information in plans such as IEPs, IFSPs, ITPs, and 504 plans and participate as appropriate.

TPE 6: Developing as a Professional Educator

<u>Elements</u>

Beginning teachers:
1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Narrative

Beginning teachers seek opportunities to reflect on and improve their practice through collaborative inquiry, observation feedback, and their own performance data. Beginning teachers are aware of their potential implicit and explicit biases and the potential impact, positive and/or negative, on their expectations for and relationships with students, families, and colleagues. They understand their responsibility for ongoing professional learning and for maintaining their certification as members of a profession. Throughout their preparation program, beginning teachers develop an understanding of their fundamental responsibilities as

professional educators and of their accountability to students, families, colleagues, and employers. Beginning teachers participate as team members with colleagues and families. Beginning teachers take responsibility for all students' academic learning outcomes. They hold high expectations for all students.

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:
- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

Beginning teachers understand that they have chosen to become members of complex organizations. Beginning teachers are familiar with issues of equity and justice within the structures and contexts of public education, including state, district, and school governance; curriculum and standards development; testing and assessment systems; and basic school finance.

TPE 7: Effective Literacy Instruction for All Students

7.1   Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2   Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) 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 students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3   Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

7.4   Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5   Foundational Skills (Multiple Subject Candidates): Develop students' 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 is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. **Multiple Subject and Single Subject English Candidates:** Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. **Multiple Subject and Single**

Subject Candidates: Advance students' 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.

7.6   Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

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

7.8   Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students 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/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9   Content Knowledge. Promote students' content knowledge by engaging students 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. Teach students 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 educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

7.10   Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.8 Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.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 students who need more intensive support.

7.11   Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students 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 (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Please refer to [Literacy Standard and Teaching Performance Expectations](#) for the complete list.

Glossary

California Commission on Teacher Credentialing (CCTC or CTC) is the governing body of teacher credentialing in California. Upon completion of the program and programmatic requirements, candidates will be recommended for their preliminary credential by the Credential Analyst at Cal Poly Humboldt. The CTC will determine whether the candidate meets the requirements and is fit to be a teacher within a California public school.

Classroom Management is strategies and techniques used by teachers to create a positive and productive learning environment, including behavior management and discipline approaches

Clinical Practice encompasses the range of experiential learning activities that teacher candidates engage in throughout their teacher preparation program. It involves hands-on experiences in authentic classroom settings, including observations, fieldwork, interactions with students, and student teaching. Clinical practice is designed to bridge the gap between theory and practice, allowing candidates to apply educational theories and pedagogical approaches in real-world educational contexts. This practical component of teacher training enables candidates to develop essential teaching skills, understand the diverse needs of students, refine classroom management techniques, and cultivate a professional educator identity. Clinical practice plays a vital role in preparing teacher candidates to become effective, reflective, and responsive educators who are ready to make a positive impact in the lives of students and the field of education. *Candidates are required to complete a minimum of 600 hours of Clinical Practice in their credential program.*

Curriculum is the planned educational content and materials that guide instruction, including lessons, units, and resources.

Fieldwork, often interchangeable with Clinical Practice and/or Student teaching, consists of practical experiences, often in real-world settings such as classrooms, where candidates apply theory to practice under the guidance of experienced teachers.

Pedagogy is the art and science of teaching, encompassing instructional methods, strategies, and approaches.

Student Teaching refers to the culminating phase of a teacher preparation program during which prospective educators, known as teacher candidates, assume the role of the lead teacher in a classroom setting. Under the guidance and supervision of an experienced mentor teacher, candidates take on the responsibilities of planning, delivering, and assessing lessons, as well as managing classroom dynamics and engaging with students. Student teaching provides candidates with a practical, immersive experience that allows them to apply the theories and strategies learned throughout their program in a real educational environment. This hands-on teaching experience is an essential step in the process of

becoming a certified educator and prepares candidates for their future careers in the field of education. *Of the 600 minimum hours of Clinical Practice, 120 hours must be defined as Student Teaching.*

Teacher Performance Expectations (TPEs) are comprehensive and research-based standards established by the California Commission on Teacher Credentialing (CTC) that outline the knowledge, skills, and dispositions required for effective teaching. TPEs serve as a framework to guide the preparation, development, and assessment of teacher candidates and practicing educators. These expectations provide a clear and cohesive set of guidelines that cover various aspects of instructional planning, delivery, assessment, classroom management, and professional conduct. By adhering to the TPEs, educators are equipped to create engaging learning environments, address the diverse needs of students, foster positive classroom dynamics, and continuously reflect on their practice to enhance student learning outcomes. The TPEs play a central role in ensuring that educators in California are well-equipped to provide high-quality education that supports the growth and success of all students.