

# **CSU EASTBAY THE PROGRAM HANDBOOK**



## **FALL OF 2023**

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	2
<b>1.0 WELCOME</b>	<b>3</b>
<b>2.0 OVERVIEW OF THE EDUCATION SPECIALIST CREDENTIAL PROGRAMS</b>	<b>4</b>
2.1 COHORT FORMAT	5
2.2 CONCURRENT COURSEWORK AND FIELDWORK	5
<b>3.0 MASTER'S DEGREE</b>	<b>5</b>
4.1 INTERN CREDENTIAL	6
4.2 PRELIMINARY CREDENTIAL	6
4.3 NON-CURRICULAR REQUIREMENTS	7
4.4 CLEAR CREDENTIAL	8
4.6 PERMITS	8
<b>5.0 CANDIDATE DISPOSITIONS</b>	<b>8</b>
5.1 EDUCATION SPECIALIST TEACHER CANDIDATE DISPOSITIONS	9
Professional	9
Knowledgeable	9
Mindful	9
Committed	10
Adaptable	11
5.2 WHEN DIFFICULTIES ARISE	11
5.3 ADDITIONAL REQUIREMENTS AND CONSIDERATIONS FOR PROGRAM PARTICIPATION	12
<b>6.0 TIMELINES AND CONTACT INFORMATION FOR 2022-2023 PROGRAMS</b>	<b>13</b>
6.1 TIMELINES for 2022 and 2023 Entry Cohorts	13
<b>7.0 UNIVERSITY SERVICES and DEPARTMENT CONTACT INFORMATION</b>	<b>13</b>
<b>8.0 UNIVERSITY POLICIES and INFORMATION</b>	<b>14</b>
8.1 ENROLLMENT and NET ID	14
8.2 GRADE POINT REQUIREMENT	14
8.3 PERSONAL CONTACT AND RESIDENCE INFORMATION	14
8.4 FINANCIAL AID	14
8.5 SPECIAL PROGRAMS	14
Project ASPIRE	15
Residency	15
<b>9.0 ACADEMIC ACCOMMODATIONS FOR DOCUMENTED DISABILITIES</b>	<b>15</b>
<b>10.0 PROGRAM COURSES</b>	<b>15</b>
10.1 Academic Year 2023-2024	15
<b>11.0 SUPERVISED FIELD PRACTICUMS, CLINICAL PRACTICE</b>	<b>16</b>
11.1 CANDIDATE RESPONSIBILITIES	17
11.2 ATTENDANCE	18
11.3 CRITERIA FOR FIELDWORK SITES	18
11.4 TRADITIONAL STUDENT TEACHING	19
11.6 ENGLISH LEARNER REQUIREMENT	21
<b>12.0 UNIVERSITY AND SITE PERSONNEL: FIELDWORK/CLINICAL PRACTICE</b>	<b>22</b>
12.1 PROGRAM COORDINATOR	22
12.2 PLACEMENT COORDINATOR	22
12.3 SCHOOL SITE ADMINISTRATOR	23
12.4 COOPERATING/ MENTOR/MASTER TEACHERS	23
<b>13.0 SUPERVISION, SUPPORT AND EVALUATION OF CANDIDATES IN FIELDWORK AND STUDENT TEACHING</b>	

23

13.1 UNIVERSITY SUPERVISORS	24
13.2 PROTOCOL	24
13.3 END OF THE PLACEMENT PROCEDURE	25
13.4 FIELDWORK BINDER	25
13.5 PROCEDURES: UNSATISFACTORY PERFORMANCE IN THE FIELDWORK EXPERIENCE.	25
<b>14.0 DECLASSIFICATION AND ACADEMIC DISHONESTY POLICIES</b>	<b>26</b>
14.1 DECLASSIFICATION FROM THE PROGRAM	26
14.2 ACADEMIC DISHONESTY	28
<b>15.0 SUBSTITUTE TEACHING AND STRIKE POLICIES</b>	<b>28</b>
15.1 SUBSTITUTE TEACHING	28
15.2 STRIKE POLICY	29
15.2.1 Student/Resident Teachers	29
15.2.3 CSUEB Supervisors	29
<b>16.0 CREDENTIAL STUDENT SERVICE CENTER (CSSC)</b>	<b>29</b>
16.1 MAINTENANCE OF CANDIDATE CREDENTIAL FILES	30
16.2 FINAL CREDENTIAL PROCESSING	30
16.3 VERIFICATION OF CREDENTIAL ELIGIBILITY	30
16.4 CREDENTIAL FILING PROCESS	30
<b>17.0 CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS</b>	<b>31</b>
18.1 PRINCIPLE I COMMITMENT TO THE STUDENT	31
18.2 PRINCIPLE II COMMITMENT TO THE PROFESSION	32

## 1.0 WELCOME

Welcome to our community of learners: credential candidates, school site and university supervisors, school site and district administrators, and the teaching faculty at California State University, East Bay (CSUEB). Our Education Specialist programs are grounded in the practices of diversity, equity inclusive and anti-racist education, culturally relevant pedagogy, research and best practices for serving students with disabilities, their families and communities. Social justice and democracy are exemplified through the Department of Educational Psychology Education Specialist Credential and Masters of Science in Special Education degree programs. These ideals permeate not only the coursework and intellectual climate of our programs, but also guide candidates' experiences through classroom interaction, written assignments, reading, lectures, case—studies, critical thinking assignments, cohort seminars, and field experiences-

The Education Specialist and master's programs prepare candidates to become reflective, collegial professionals who are prepared to become leaders in the educational community and demonstrate the skills to create a dynamic learning environment for students. The foundations of the program include evidenced-based practices for lesson design, assessment, instruction strategies for student's acquisition of knowledge and skills to enable students to access the core curriculum of learning, and skills for transition to options beyond high school. based and fieldwork experiences.

The Education Specialist credential programs encompass both the practical teaching component (field practicum) and the curriculum component (coursework). . Candidates have

experiences with the application of legal mandates and educational policy, and implementation strategies for and outcomes of effective specialized strategies and inclusive, collaborative practices with general education and interdisciplinary colleagues and families. Resources including [high leverage practices](#), [teaching works](#), [CEEDAR Center](#) and the [IRIS Center](#) are threaded throughout the program.

As part of a cohort that spends the entire program together, candidates receive unparalleled support from peers and from team faculty. The program is distinguished by accomplished instructors and by graduates who are powerful forces in their communities and prepares new teachers in accordance with the California Teacher Performance Expectations for Education Specialists. Moreover, the credential programs are compliant with the federal Elementary and Secondary Education Act, with the Individuals with Disabilities Education Act (IDEA), and with California state legislation. The College of Education and Allied Studies is fully accredited by the California Commission on Teacher Credentialing (CTC).

This handbook provides an overview of the Education Specialist credential and Master's in Special Education programs and serves as a resource to candidates, cooperating/master teachers, university faculty supervisors, mentors, and/or site administrators. Please read this handbook carefully and thoroughly. Candidates are expected to consult this handbook for answers to questions before emailing course instructors.

*Candidates are entering a Credential and Master's program where the work will be challenging. Strive for excellence, not perfection! Perfection is not attainable and often leads to frustration. Excellence means doing one's very best under the given circumstances. We know that our candidates will be very successful!*

*Candidates agree to abide by the policies described on these infographics as a condition of participation in the CSUEB Education Specialist Credential and Masters Degree in Special Education Programs.*

We look forward to helping you to achieve your career objectives in education.

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## **2.0 OVERVIEW OF THE EDUCATION SPECIALIST CREDENTIAL PROGRAMS**

The Education Specialist Mild Moderate Support Needs and Extensive Support Needs Credential Programs are designed to prepare candidates to teach and provide services to students from kindergarten through age 22. The programs at California State University are unique in that there is a strong collaborative relationship with general education teacher preparation. Candidates complete a range of field-based activities and experiences within the public schools.

- 4 semesters *and* one summer session for candidates without a general education credential
- 4 semesters, SPED, only for those who have completed their general education credentials
- Candidates who enter with general education credentials older than 7 years may be required to complete summer courses.

The Education Specialist credentials include authorization to teach English Learners (CLAD/ELD) and individuals with Autism Spectrum Disorders (ASDAA). All candidates earn the Masters Degree in Special Education at the conclusion of the credential program.

Education Specialist candidates who do not hold general education credentials must complete the Basic Skills Subject Matter Competency and US Constitution requirements prior to the second year of the program.

## 2.1 COHORT FORMAT

Candidates complete the credential/master's program as a member of a cohort of 20-35 individuals. Cohorts may be authorization specific, composed of candidates earning the MMSN or the ESN credential, or blended where both MMSN and ESN work together. The cohort size may decrease from the first to the second year of the program as the program content becomes more complex. Delivery of course content may be in synchronous, asynchronous or combined synchronous/asynchronous formats. Candidates are expected to complete assignments independently, in small groups, or in the field.

## 2.2 CONCURRENT COURSEWORK AND FIELDWORK

Candidates complete content course and fieldwork in a concurrent manner beginning fall semester year 1 of the program. They begin field-based early fieldwork exploration experiences in the fall semester; the field-based experiences increase in duration over the course of the program culminating in a 4 week solo teaching experience in student teaching. Candidates complete 200 hours of early fieldwork including early fieldwork explorations and 220 hours of fieldwork and 400 hours of student teaching. University supervision begins the spring semester of year 1 of the program. Courses for the Master's in Special Education Degree are embedded into the credential program requirements.

Candidates complete the Education Specialist CalTPA in their fieldwork environments during the second year of the program. They are supported through coursework, seminars, and application activities to develop the knowledge and skills to be successful teaching and providing services to students and young adults.

## 3.0 MASTER'S DEGREE

Upon completing the credential program courses including research and the capstone project, program candidates have met the requirements for the Masters of Science Degree in Special Education. Since the programs are composed of classes at the 600 level (master's level), courses may be more rigorous than traditional credential courses. Candidates are expected to read the text, participate in class, write graduate level quality papers, and take all tests and examinations on time. Candidates should not expect to receive a grade of A, unless the work is of outstanding quality and they have attended all classes. The [CSUEB Academic Honesty](#) policy is strictly enforced. Among other things this means no plagiarism, falsifying data, cheating, copyright infringement or other misrepresentation.

Candidates must apply for graduation prior to the fall deadline of the year prior to graduation. For a spring graduation, candidates must apply for graduation during the prior fall semester. Candidates also must be advanced to candidacy and have a completed and verified major check on file with the graduate evaluator. Requests for candidate document completion takes place in the fall semester of year 2 of the program. Candidates who fail to complete the documents in a timely manner may have their graduation delayed.

## 4.0 CREDENTIALS, ADDED AUTHORIZATIONS, AND PERMITS

#### 4.1 INTERN CREDENTIAL

Candidates employed as teachers of record during the program and have met the identified requirements may apply to program faculty to be approved for an intern credential. This two year credential authorizes the teacher candidate to provide services to individuals per credential authorization. Individuals who hold a valid California CTC credential for multiple subjects, single subject or a different education specialist authorization that the one being earned may apply for the intern credential at the beginning of the program.

Prerequisite requirements include meeting the Basic Skills and Subject Matter Competency through the CSET exam or completion of these assessment requirements through an approved method and successful completion of 120 hours of coursework. At CSUEB the required summer coursework takes place in the summer session. Intern applicants must have met the remaining requirements for program admission.

Candidates completing the credential program while teaching on an intern permit receive University supervision at the beginning of the internship. Candidates should be aware that intern teaching or teaching on a permit will result in additional demands of candidate time.

#### 4.2 PRELIMINARY CREDENTIAL

Candidates completing the program will be recommended for a Preliminary Education Specialist Credential with either the Mild Moderate Support Needs or the Extensive Support Needs authorizations. The [Credential Students Service Center \(CSSC\)](#) posts information on how to apply for the preliminary credential on its webpage. It is the candidate's responsibility to complete the application process. The preliminary credential includes authorizations to teach English Learners (CLAD/ELD) and students with Autism Spectrum Disorder (ASD). This credential is valid for five years.

**EDUCATION SPECIALIST MILD MODERATE SUPPORT NEEDS CREDENTIAL (MMSN Credential)** This basic credential authorizes one to teach in the area of specialization, Mild Moderate Support Needs and to provide services in the following settings including:

<ul style="list-style-type: none"> <li>Special day class</li> <li>Special schools</li> <li>Instructional support programs</li> <li>Home/hospital settings</li> <li>Correctional facilities</li> <li>Nonpublic schools and agencies</li> <li>Resource rooms</li> <li>Inclusive programs and learning centers</li> <li>Intervention programs for students with Individual Education Programs</li> </ul>	<p>The Education Specialist Credential, Mild Moderate Support Needs, authorizes the holder to conduct educational assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support to individuals with a primary disability of specific learning disabilities, mild/moderate mental retardation, other health impairment, and emotional disturbance, in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>
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**EDUCATION SPECIALIST EXTENSIVE SUPPORT NEEDS CREDENTIAL (ESN Credential)** This basic credential authorizes one to teach in the area of specialization, Extensive Support Needs and to provide services in the following settings including:

<p>Special day class  Special schools  Instructional support programs  Home/hospital settings  Correctional facilities  Nonpublic schools and agencies  Resource rooms  Inclusive programs and services  Learning centers  Intervention programs for students with Individual Education Programs</p>	<p>The Education Specialist Credential, Extensive Support Needs, authorizes the holder to conduct Educational Assessments related to student's access to the academic core curriculum and progress towards meeting instructional academic goals, provide instruction, and Special Education Support individuals with a primary disability of autism, moderate/severe mental retardation, deaf-blind, emotional disturbance, and multiple disabilities, to students in kindergarten, grades 1 - 12 through age 22, and classes organized primarily for adults in services across the continuum of program options available.</p>
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### 4.3 NON-CURRICULAR REQUIREMENTS

The following are non-curricular requirements for the Education Specialist Mild Moderate Support Needs and Extensive Support Needs teaching credential programs. For more details about these items, please consult the admissions webpage. The items with a \* are due as part of the admissions process:

- Bachelor's Degree bearing Transcript\*
- Basic Skills Proficiency *CBEST* or *CSET 142* ( *added to completing the multiple subject CSET*) or *an approved method for meeting the Basic Skills Requirement*
- Candidates for the Education Specialist Credentials may complete the CSET subtests for ○ Multiple or Single Subjects or *complete a Subject Matter Waiver program (single subject)*
- U.S. Constitution, course or exam\*
- Three Letters of Recommendation\*
- CTC Certificate of Clearance\*
- Negative TB Test Report from within the last two years\*
- Immunization Report (submitted to Student Health Center)\*

*Basic Skills Requirement must be completed prior to the beginning of year 2 of the program*  
*Subject Matter Competency must be prior to recommendation for the credential.*

Candidates who are missing documentation may receive a letter of declassification from the credential program if the pre-requisites have not been met. Upon completion of the prerequisites, a candidate may re-apply to the Education Specialist Mild Moderate or Extensive Support Needs Credential program for admission to the next entry cohort.

Candidates are eligible for an Internship Credential at the time of entry into the program if they hold a valid California Multiple Subject or Single Subject Credential with ELD/CLAD authorization at the time of admission. However not all candidates will be recommended for intern credentials.

### 4.4 CLEAR CREDENTIAL

Newly credentialed teachers have five years to complete an approved induction program to earn the CTC issued Clear Credential. Induction programs are facilitated or accessed through new teacher programs in most school districts. Candidates without an employer option may

complete an approved CLEAR program offered through a university, SELPA or agency. Candidates must provide evidence of two years of employment in a position authorized by the credential to complete the Induction process for the Clear credential.

#### 4.5 AUTISM SPECTRUM DISORDER ADDED AUTHORIZATION (ASDAA)

This added authorization is available to individuals who hold an Education Specialist Credential or Learning Handicapped Credential that does not authorize services to students with Autism Spectrum Disorder. This added authorization consists of a specific set of courses that are a part of the Education Specialist Credential programs. Contact program faculty for additional information and sequence of courses. Courses for the ASDAA are included in the Education Specialist Mild Moderate and Extensive Support Needs programs.

#### 4.6 PERMITS

Candidates may be employed as teachers of record on permits and are designed to fill an acute staffing need. These permits are applied for by the school district or employing agency. Candidates teaching on permits receive University supervision beginning the spring semester for the first year of the program. These permits may not be renewed.

<u>PROVISIONAL INTERN PERMIT, PIP (CL-856)</u>	<u>SHORT TERM STAFF PERMIT, STSP (CL-858)</u>
Candidates may be recommended by the school district for the PIP if they have met the Basic Skills requirement, but have not met the subject matter requirement. The PIP is valid for one calendar year.	Candidates may be recommended for the STSP if they have met the Basic Skills requirement and have not met the subject matter requirement. The STSP is valid for the current school year.

### 5.0 CANDIDATE DISPOSITIONS

Dispositions are professional attitudes, values and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues and communities. Opportunities to demonstrate dispositions are embedded in program curricula, as well as modeled and encouraged by colleagues, faculty, field-based personnel and other members of the program community. Candidates are expected to develop and demonstrate professional dispositions based on observable and measurable behaviors throughout the program.

Education Specialist candidates share the following foundational dispositions with respect to teaching students with disabilities.

1. All individuals in our society have the right to inclusion and successful participation in the least restrictive environment;
2. All children can learn and as educators we must differentiate instruction;
3. Families are partners in the educational process; and
4. Effective education requires collaborative expertise.

#### 5.1 EDUCATION SPECIALIST TEACHER CANDIDATE DISPOSITIONS

##### Professional

- Prepared for the range of teaching responsibilities. Candidates are prepared to work within various models of service delivery and across grade levels. Candidates accept positions with



students, or in service delivery that are not familiar to them

- Communicates in a professional manner. Regardless of the content or purpose of the communication, the tone and choice of words is professional and respectful. Candidates consider the context of the communication within their work or other professional practices. Candidates communicate with honesty and integrity. Candidates do not engage in whining, complaining or gossiping. Candidates keep an open mind and do not judge others.
- Uses appropriate oral and written language. Candidates utilize professional oral and written communication based on the purpose and audience. Oral and written language are void of grammatical errors. In addition, e-mail communications follow the protocol of respectful communications such as appropriate greetings and closings, proper sentence/phrase structure, use of all caps, bold text and exclamation points sparingly.
- Dresses professionally. Candidates wear clothes that are similar to or just a little more formal than the clothing of teachers and staff at the school site. Candidate avoids wearing clothing that had graphics of texts that one might find offensive.
- Welcomes students, family, and other service providers. Candidates greet students, family and other service providers into the learning environment, school community. Candidates are respectful of the communications within the school community. The classroom is a safe space for sharing ideas, problem solving and celebrations.

### Knowledgeable

- Learn content to be taught and explored. Candidates take the initiative to learn the content that will be presented to students. Content refers to the core academic content, critical life skills, social-emotional content and community-based content.
- Seek resources to improve student learning experiences. Candidates seek a range of materials and strategies including UDL to enhance the quality of instruction and student learning. Candidates utilize a full range of differentiated instructional practices; considers students' assets such as strengths, interests and experiences when planning instruction.
- Take initiative to practice skills and routines. Candidates think ahead as to what they will need to be successful in the next day, week, month of their fieldwork and studies. Content that is new or unfamiliar is reviewed and practiced. Candidates take the initiative to learn the content of the Basic Skill Requirement and the Subject Matter Competency Requirement in order to have positive outcomes.
- Seek additional resources to increase knowledge. Candidates incorporate community resources, national databases and agencies, professional organizations and the web to increase their knowledge acquisition.

### Mindful

- Open to other opinions, ways of thought. Candidates view communications and interactions with an open mind. They refrain from judging others who do not share their opinions and perspectives. Candidates are open to the application of a wide lens when viewing situations.
- Embraces and values multiple aspects of diversity. Candidates exhibit fair and equitable treatment of others, and understand that diversity enriches the learning within the school community. Candidates implement strategies, culturally relevant practice, UDL, differentiation that promote the interactions of all students, especially those who may be resistant.
- Respects cultural backgrounds, religions, ethnicities, religions, sexual orientations, social classes, abilities, disabilities, social-political views. Candidate's interactions within their school and university learning communities reflect respect for others. Candidates support the appropriate sharing of ideas at grade/age/ability appropriate levels.
- Understands impact on others. Candidates recognize that they do not exist or work in

isolations. Their behaviors, interactions and practices have an impact on others. Candidates use a respectful tone when interacting with others.

- Open to suggestions, comments, advice from others. Candidates respond to comments, suggestions and advice from the University supervisor and site personnel. Candidates reflect on their practices and actions and seek ways to make meaningful change.
- Comfortable asking for assistance, support, guidance. Candidates seek the guidance of university faculty, peers, mentor teachers, site faculty to improve their skills. Candidates understand that teaching is a process where individuals continue to grow.

#### Ethical

- Attentive to feelings and emotions, empathetic. Candidates demonstrates kind, caring and respectful interactions with others, maintains emotional control, responds appropriately to actions and reactions of others, adapts to unexpected or new situations, acts from a positive frame of reference)
- Honest, ethical, sincere when working with others. Candidates accept consequences for personal actions and decisions. Candidates adapt to unexpected or new situations and act from a positive frame of reference.
- Abides by professional codes of ethical practice. Candidates abide by the professional practices from professional organizations including Council for Exceptional Children, National Education Association and others.
- Has integrity. Candidates are reliable and respectful. They can be trusted and depended on to act in a culturally respectful manner. They consider their colleagues and audiences when interacting with others.

#### Committed

- Look for ways to do things better. Candidates incorporating critical and creative thinking processes for identifying and implementing strategies for improving academic, interpersonal and emotional learner outcomes. They complete assigned tasks that demonstrate high personal and professional standards.
- Seek professional development opportunities. Candidates demonstrate a positive attitude toward learning through intellectual curiosity and participation in professionally-related experiences at the site and district, community and professional organization levels. They consider professional development as a matter to expand their knowledge and skills.
- Realize that no two days will be the same. Candidates are committed to their practice as professionals regardless of the outcomes of the day. They strive to provide the best learning opportunities for the students as well as collaborations with parents and service personnel.
- Committed to the profession regardless of the challenges of the day. Candidates strive to deliver effective services to all students regardless of knowledge, skills, abilities and interests.
- Collaborative in work. Candidates collaborate with families, other teachers and service professionals, instructional support personnel and members of the community to provide instruction, assessment and services to students and their families. Candidates demonstrate culturally responsive practices in their work. They collaborate with site personnel and members of the IEP team. Candidates recognize the importance of family participation in the IEP process.

#### Adaptable

- Work with dissonance and change. Candidates demonstrate tolerance of ambiguity, dissonance and discord. They understand that there may not be one correct answer or way to do a task. Candidates realize that they may need to try a strategy that is new to them or one in which they may not feel proficient. They accept that they might not always be right or

perfect and that they may need to take a calculated risk to solve a problem or learn something new.

- Tolerate ambiguity. Candidates consider and respond to multiple perspectives of viewing situations. Candidates understand that some situations may not have clear parameters or identities.
- Flexible. Candidates are able to adapt to different situations and environments. They understand that change is inevitable and learning environments may change on a day-day basis.
- Make adjustments and understand that changes are inevitable. Program coordinators and faculty try to keep candidates informed about upcoming events and scheduling, however, these elements are always subject to change. Candidates should have contingency plans for the unexpected.
- Resourceful, seeks solutions. Candidates keep abreast of new ideas, evidence-based practices, and understandings in the field to improve instructional practices and teaching activities.
- Candidates reference sources such as professional journals, research institutions and groups, monographs, conference proceedings to expand their knowledge and practice.

#### Reflective

- Reflects and evaluates own communications, behaviors and actions. Candidates accept responsibility for personal actions or decisions. Candidates demonstrate the ability to make informed decisions through systematic reflection and problem-solving.
- Solves problems. Candidates recognizes problems and seeks resolutions, collaborates and problem solves with others
- Recognizes deficiencies, difficulties. Candidates seek clarification and assistance from faculty, colleagues and other professional and site personnel. Candidates accept less than perfect performance. They acknowledge that there is room for growth as a professional
- Seeks opportunities for growth. Candidates acknowledge that there is room for growth as a professional and engage in professional development based on self reflection

## 5.2 WHEN DIFFICULTIES ARISE

Despite best intentions of faculty staff and students, there may be situations of dissonance, discomfort and miscommunications occur. Difficulties may arise in relation but not limited to grades, fieldwork and enrollment or unresolved program issues.

### Grade Program or Disputes

Candidates and faculty work to resolve disputes. The candidates should:

- Contact the course instructor and clearly identify the situation and/or grade dispute
- Schedule a conference to discuss and resolve the issue.
- If the contact and followup does not resolve the situation contact the specific Program Advisor or the Program Coordinator. Schedule a meeting where an explanation of the issue and documentation is presented.
- If the meeting is not successful contact the Department Chair to schedule a meeting where an explanation of the issue and documentation is presented.

In most cases disputes are resolved with the program and the department.

- Candidates should only contact CEAS administration for dispute resolution only when documents prior communications have not been successful.

## 5.3 ADDITIONAL REQUIREMENTS AND CONSIDERATIONS FOR PROGRAM PARTICIPATION

1. A minimum grade point assignment of 3.0 for all program coursework;
2. Use of Standard American English;

3. Technology literacy skills, including the acquisition, application and use of the Microsoft and Google suite of applications
4. Use of Blackboard, Zoom, Go to Meeting, Google Meets, Google Classroom, Flipgrid, Go React, My Internship Journal, Time2Track and or other web-based software and platforms for collaboration
5. Ability to meet faculty and supervisor expectations for performance
6. Understand that the program cannot be individualized
7. Respectful oral and written communication with colleagues, faculty, field personnel
8. Initiative to seek information to solve problems
9. Acceptance of critical feedback or requests for revision
10. Successful teaching experience incorporating standards based lesson plans
11. Professional behavior, language and communication.

Candidates' behavior in public spaces and online is subject to scrutiny by students, master teachers, school site leaders, university instructors, parents, and potential employers. As an emerging educator, credential candidates will be held to a higher standard.

Candidates should separate the personal emails from the professional; use privacy controls. Candidates should not "friend" students or their parents/guardians in placements. Remove or limit access to inappropriate photos and posts. Candidates should not publicly comment on placements, students, instructors or colleagues. Candidates should refrain from texting in communication threads or responding to emails with reply to all.

If a cooperating/mentor/master teacher uses the Internet to communicate with students and wants the candidate to do likewise, the individual should obtain a separate email account, preferably through the school district. If a candidate uses a website to communicate with students it should be separated from any personal websites. Check with school district/site policies on Internet communication and follow them explicitly. Most schools have strict policies against posting student names or student photos on the Internet.

Candidates should respect professors' office hours and privacy and follow guidelines for office visits or other appointments. They should never call or text a professor or supervisor at home/on cell unless specifically instructed to do so. They should email or take care of individual business during office hours. Never take up office hour time giving excuses about why you were not in class or could not do your work. Follow the professor's guidelines for use of email and/or texts. Failure to demonstrate the dispositions may result in disqualification from the program.

## 6.0 TIMELINES AND CONTACT INFORMATION FOR 2022-2023 PROGRAMS

### 6.1 TIMELINES for 2022 and 2023 Entry Cohorts

Year 1 Candidates Summer or Fall 2023 Entry	
Applications Deadline	Summer entry: University and Department Applications, April 1, 2023 Fall entry: University and Department Applications, June 1, 2023 Additional information may be found at: <a href="https://www.csueastbay.edu/cssc/prospective-red-student/special-education.html">https://www.csueastbay.edu/cssc/prospective-red-student/special-education.html</a>

Mandatory Orientation	Online Wednesday, May 19, 2023, 4:30-6 Online Wednesday, August 3, 2024, 4:30-6. Instructions to access the session will be sent to candidates.
First Day of Program	Summer: Tuesday, June 6, 2023 Fall: Monday August 22, 2023
Supervised Early Fieldwork 100 hours	From mid-January to mid - May Candidates continue with explorations of learning environments. No placements are made for this experience.
First Day of Program	Year 2 Candidates Summer 2022 Entry Wednesday August 22, 2023
Supervised Field Placement II, 270 hours	From mid-August to mid- December Candidates must be employed as teachers of record or complete the experience as a student teacher.
Supervised Student Teaching, 400 hours	From mid-January to mid- May Candidates must be employed as teachers of record or complete the experience as a student teacher. A 4 week solo teaching experience is required.
Advancement to Candidacy /Filing for Graduation	Second year candidates must apply to advance in candidacy and file for graduation prior to the fall 2023 deadline.

## 7.0 UNIVERSITY SERVICES and DEPARTMENT CONTACT INFORMATION

[Credential Student Service Center](#) [credentials@ccsueastbay.edu](mailto:credentials@ccsueastbay.edu)

[CSUEB Accessibility Services](#)

[as@csueastbay.edu](mailto:as@csueastbay.edu)

[International Admissions Office](#)

[Pioneers for HOPE](#) [East Bay Cares](#)

[Cal Fresh Program](#) [CANVAS assistance](#)

Dr. Greg Jennings, EPSY Chair [greg.jennings@csueastbay.edu](mailto:greg.jennings@csueastbay.edu)

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## 8.0 UNIVERSITY POLICIES and INFORMATION

Candidates are subject to all CSUEB policies, including those relating to [Academic Dishonesty](#) and [Standards for Student Conduct](#). Additional information and policies may be found in the [CSU East Bay catalog](#).

### 8.1 ENROLLMENT and NET ID

Candidates must ensure that they are registered CSUEB students AND must activate their NetIDs and student e-mail accounts prior to course enrollment via the [MyCSUEB](#) website. Candidates must enroll, prior to the close of the *Open Enrollment Period*, in the courses that are specifically designated for their cohort and authorization including Field Experiences. It is also crucial that Candidates must maintain and should check their CSUEB email accounts daily for credential program and university correspondence.

### 8.2 GRADE POINT REQUIREMENT

All candidates must maintain a 3.0 grade point in required courses to remain in the program. A candidate may never have more than one incomplete (I) grade, one record of progress grade (RP) or any grades of "D", "F", or "No Credit" (NC). Failure to meet this requirement may result in declassification from the program. Candidates must repeat courses lower than a B. Interns may not have any incomplete or RP grades.

### 8.3 PERSONAL CONTACT AND RESIDENCE INFORMATION

Candidates must maintain current contact information with the University. Be sure to inform CSUEB's enrollment office of any changes to their name, address, contact telephone, etc. following specific steps and completion of [forms related to student records](#). Failure to do so may delay one's completion of requirements and the recommendation for the credential.

### 8.4 FINANCIAL AID

Information related to financial aid including the TEACH grant is found on the [Student Financial Services](#) website. Candidates should start by completing the [FAFSA](#) (Free Application for Federal Student Aid). More financial aid information is available at [federal aid programs](#). There are several opportunities for candidates in the Education Specialist Programs in order to help finance their career goals through the [TEACH](#) grant and the [Golden State Teachers Grant](#)

*Candidates must apply for the 'teacher grants' during the summer and fall semesters as they are classified as credential candidates during those semesters. Spring semester of the first year of the program candidates move to master's status and are not eligible for grants for teachers.*

### 8.5 SPECIAL PROGRAMS

Candidates often have the opportunity to apply for special programs/projects offered in conjunction with the Education Specialist Credential/Master's in Special Education Programs.

#### Project ASPIRE

First year candidates may apply for Project ASPIRE (Autism Specialists Pioneering Inclusive Research-based Education a grant funded program from the US Department of Education. This program, a collaboration between SPED and Speech, Language, Hearing Sciences integrates evidence-based education and service learning. Participants are awarded a stipend with the requirement that they teach in programs that service youth and young adults with autism.

#### Residency

The Residency is a collaborative, district and university, state grant funded program to support the preparation of special education, STEM and bilingual multiple subject teachers. In return for financial support, participants commit to teaching in the district for 4 years.

Currently, the Special Education Program has Residency Programs with the West Contra Costa Unified School District and the Castro Valley Unified School District. Resident teachers are assigned, in the role of a student teacher, to a mentor teacher for the school year. Residents receive four semesters of supervised fieldwork.

## 9.0 ACADEMIC ACCOMMODATIONS FOR DOCUMENTED DISABILITIES

CSUEB provides academic accommodations to individuals with documented disabilities who have registered with [Accessibility Services](#). Counselors determine accommodations on an individual basis after reviewing current professional documentation and meeting with the individual. The purpose of such accommodations is to provide equal access to classroom programs and campus activities in a manner consistent with Section 504 of the Rehabilitation Act, the Americans with Disabilities Act, associated California laws and regulations, and CSU policy. Candidates who have an accommodation plan must notify the course instructor and share the accommodation plan during the first two weeks of class and must share the accommodation plan with the course instructor.

## 10.0 PROGRAM COURSES

Candidates follow their cohort schedules and enroll in the courses and field experience for their cohorts. Failure to enroll in any course or fieldwork may cause one to be dropped from the Program. Re-admission is not guaranteed. Candidates holding a multiple or a single subject credential will not take the courses identified with the Teacher Education (TED) prefix. Candidates working as interns add SPED 695 to their schedule each semester of the internship. Some interns will be asked to add SPED 696, Intern Support to their schedule.

Candidates without general education credentials are encouraged to begin the program in the summer semester. Summer courses are required for candidates without a prior credential to *be eligible for fall internships*. Those candidates without general education credentials who enter fall semester will take summer semester year 1 courses during the summer semester prior to year 2 and are not available for intern positions during the first year of the program.

### 10.1 Academic Year 2023-2024

The [Special Education brochure](#) presents the courses in the program and program requirements

#### Summer

SPED 500 Teaching Diverse Learners (4 units)  
TED 505 Language, Literacy and the Arts (4 units)  
TED 515 Strategies for Content Instruction (4 units)

<p><b>Fall Year 1</b>  <b>SPED 601</b> (4) Research Based Practices for Students with Disabilities  <b>SPED 602A</b> (2) Autism Spectrum Disorders: Characteristics and Etiology  <b>SPED 604</b> (2) Mental Health and Positive Behavior Support  <b>SPED 614</b> (2) Early Fieldwork Exploration  <b>SPED 694A</b> (2) Foundations of Instruction A</p>	<p><b>Spring Year 1</b>  <b>SPED 602B</b> (4) Low incidence Disabilities: Characteristics and Instructional Practices  <b>SPED 605</b> (4 units) Communication and Technology  <b>SPED 606</b> (4) Assessment Mild Moderate Support Needs MSN <b>or</b>  <b>SPED 608</b> (4) Instruction Behavioral Supports and Strategies Extensive Support Needs  <b>SPED 611</b> (3) Fieldwork I Mild Moderate Support Needs <b>or</b>  <b>SPED 615</b> (3) Fieldwork I Extensive Support Needs</p>
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<b>SPED 695-01</b> (2) Internship (Candidates on a CTC credential)	<b>SPED 694B</b> (2) Foundations of Instruction B <b>SPED 695-01</b> (Candidates on a CTC credential)
<b>Fall Year 2</b> <b>SPED 610</b> (4) Research and Professional Practices <b>SPED 607</b> (3) Advanced Curriculum and Instruction: Mild Moderate Support Needs <b>or</b> <b>SPED 609</b> (3) Instruction and Behavior Support Strategies for Students with Extensive Support Needs <b>SPED 612</b> (3) Fieldwork II Mild Moderate Support Needs <b>or</b> <b>SPED 616</b> (3 units) Fieldwork II Extensive Support Needs <b>SPED 699A</b> (2 units) Advance Strategies in Special Education <b>SPED 695-02</b> (Candidates on a CTC credential)	<b>Spring Year 2</b> <b>SPED 603</b> (4) Collaboration and Transition <b>SPED 613</b> (6) Mild Moderate Support Needs <b>or</b> <b>SPED 617</b> (2) Extensive Support Needs <b>SPED 693</b> (4) Capstone Project <b>SPED 699B</b> (2) Advance Strategies in Special Education <b>SPED 695-02</b> (Candidates on a CTC credential)

## 11.0 SUPERVISED FIELD PRACTICUMS, CLINICAL PRACTICE

Fieldwork and clinical practice are core tenets of the Education Specialist Credential program that are threaded throughout the program. Fieldwork and clinical practice provide candidates with an opportunity to apply what they have learned in their courses and from exemplary K – 12 special education teachers and service providers and for the site and university supervisor to certify that the candidate is on an appropriate growth path toward becoming an effective teacher. Fieldwork and clinical practice experiences include completion of course assignments, self-selected observation and participation and structured supervised fieldwork and clinical practice in partner school districts. The series of fieldwork and clinical practice culminates in a four week solo teaching experience during the final student teaching experience. Fieldwork and clinical practice experiences begin in the fall semester of the first year of the program and continue to increase in duration during the fall and spring semesters of the second year of the program.

Over the ‘arc’ of the program candidates complete course-based assignments and activities within field based environments. These assignments and activities are evaluated by the course instructor as part of the course requirements. Candidates must document 50 hours of supervised practice/exploration in general education as part of the 200 hours Early Fieldwork Requirement. This requirement must be completed prior to Final Student Teaching Spring semester, year 2 of the program.

Documentation of the experiences is completed through Time2Track. Over the course ‘arc’ of the program University Supervisors assigned to candidates and Interns will verify the completion of field-based assignments, structured experiences in general education, lessons, case management, fieldwork activities and mentor hours. Interns and candidates will hold accounts for Time2Track. Intern will hold a second credential candidate account.

Fieldwork and Clinical experiences are structured through courses as follows:



Fall semester year 1:

SPED 614 (for MMSN and ESN candidates)

Early Fieldwork Explorations, hours included in the 200 hours for Fieldwork I

Spring semester year 1:

SPED 611 (MMSN) and SPED 615 (ESN),

Fieldwork I: Early Fieldwork 100 hours

Fall semester year 2:

SPED 612 (MMSN) and SPED 616 (ESN),

Fieldwork II 270 hours

Spring semester year 2:

SPED 613 (MMSN) and SPED 617 (ESN)

Final Student Teaching 400 hours

### 11.1 CANDIDATE RESPONSIBILITIES

Clinical practice/fieldwork provides candidates with opportunities to develop their teaching practice, apply coursework content to field based activities and learn from mentor teachers. Candidates are expected to adhere to school rules, policies and professional responsibilities. Candidates must demonstrate: professional and ethical behavior, sound mental health, attention to physical health, and the ability to meet both Universal and Authorization specific Teaching Performance Expectation (TPEs).

At the beginning of the clinical practice experience candidates should provide to the school district representative:

- Current Certificate of Clearance;
- Valid negative TB report;
- Immunization report;
- Current telephone number and e-mail address;
- Name and contact information of the University Supervisor

Attendance and Participation

- Report for student teaching and fieldwork as scheduled; do not make changes in the schedule unless necessary
  - Arrive at the field site at least one half hour before school begins and to stay at least one half hour after school ends on full days or until your work is over
  - Attend faculty meetings, Back to School Night, Open House, and other school functions provided that the events do not conflict with course sessions
  - Make arrangements with course instructors when conflicts with school events occur ● Become acquainted with school personnel and facilities
  - Notify school site personnel and university supervisor in advance of any absence from the field assignment; leave lesson plans should you be teaching at the time of the absence
  - Assist in emergency situations as the school site (e.g., step in for a short-time to supervise)
- Planning and Implementing Routines, Instruction, Assessments
- Be prepared to teach and carry out other responsibilities of the position
  - Present lesson plans to the cooperating teacher and/or site partner at least 48 hours in advance of implementation
  - Have all lesson plans and other materials ready for the day
  - Share information and any needs related to specific field assignments that are coordinated with coursework, well in advance of due dates
  - Participate in instructional scheduling and lesson planning with cooperating/master teacher and/or site partner
  - Learn to administer a range of assessments and interpret the data gained from the

assessment

- Use data to generate IEP goals, assess student progress and plan for instruction
- Learn the routines of the classroom

Observations and Review

- Present to the cooperating teacher, site partner, and/or university supervisor at least 48 hours in advance of teaching: a) courses of study; b) unit outlines; c) instructional/lesson plans; and/or d) other materials that demonstrate satisfactory evidence of lesson/instructional or service delivery preparation;
- Schedule observations and conferences with university supervisor, cooperating teacher, and /or site partner
- Maintain and have accessible at all times the electronic Fieldwork Binder
- Have the University Supervisor review the Fieldwork Binder at each observation
- Maintain a My Internship Journal, Time to Track, Go React or other account and upload all necessary documents for fieldwork validation and evaluations
- Be open to feedback and correction from mentor/cooperating teacher and University Supervisor
- Be able to handle dissonance and disruptions

## 11.2 ATTENDANCE

Each candidate is expected to be on time and attend every class session, team meeting, workshop, conference, or event that is scheduled for his/her cohort or credential authorization. Each candidate is also expected to stay until he/she is dismissed. Candidates must also notify school site personnel and university supervisor in advance of any absence from their field assignment. They must provide all instructional plans and materials to the school as required for the day. Candidates are expected to schedule personal and professional appointments and activities on their own time.

## 11.3 CRITERIA FOR FIELDWORK SITES

California public schools with systems for providing services to students with disabilities k-22 may serve as fieldwork/clinical practice sites for candidates in the program. Candidates must request approval for completing fieldwork at charter or private schools as some of the schools may not be an appropriate site for fieldwork. Such schools must have a site administrator who holds a CTC issued Administrative Services Credential or a doctorate degree in Special Education. Candidates must complete a [fieldwork site](#) request form for charter, non-public, or private school placements. The form is reviewed by the Program Coordinator; a follow up with the site administrator may be necessary before a decision is made. Candidates will not be placed at a school where they have relatives, neighbors or children in attendance. This may be convenient but it is usually not in the candidate's best interest.

The Commission on Teacher Credentialing requires that fieldwork occur in classrooms that reflect the diversity of California's students. Candidates complete a request form for each semester of fieldwork: [SPED 614](#), [SPED 611](#), [SPED 612](#), and [SPED 613](#), or [SPED 614](#), [SPED 615](#), [SPED 616](#), and [SPED 617](#). All fieldwork sites must provide the opportunities for candidates to complete fieldwork assignments and teach well planned lessons. Candidates may be required to use a lesson plan form shared by the supervisor for their lessons. All lesson plans must be submitted to their fieldwork supervisor at least 48 hours in advance of the observation. In addition, to identification of the teacher of record the site responsibilities of the candidates outside of teaching must include case management including development and ongoing monitoring of initial, annual and triennial IEPs, use of SEIS database, progress

monitoring, administration and interpretations formal and informal assessments, using data to create goals, classroom management and positive behavior intervention support.

Sites must have students with current SEIS developed IEPs. Candidates identified as special education teachers must have responsibilities for the development and management of the IEP, working with instructional support staff and other personnel in addition to teaching. Though these elements may be outside of the duties of the teaching position, sharing, “this is not what I do in my job” is not an excuse for not completing specific lesson plans, tasks assigned by the supervisor or completing course assignments.

Candidates must complete Fieldwork II and Final Student Teaching as a [teacher of record or as a student teacher](#). Candidates will not be able to complete Fieldwork II and Final Student Teaching if they are not in the appropriate field based employment position or assigned as a student teacher.

#### 11.4 TRADITIONAL STUDENT TEACHING

Traditional student teachers and resident teachers develop and practice their teaching skills by “apprenticing” in the classrooms of experienced cooperating teachers. They gain experience through a gradual introduction to classroom teaching. They observe, team-teach, design and deliver select lessons, and work with individual

students and small groups, as well as the entire class. They also participate in weekly lesson planning, daily classroom preparation, and meetings with their cooperating teachers. Over the course of the year candidates must have at least 600 hours of documented field work and solo teach for a minimum of two weeks during the 2021-2022 academic year and four weeks beginning with the 2022-2023 academic year. The solo teaching requirement can occur at different times throughout the year, although generally it occurs during the last three to four weeks of a placement period. The candidate, university supervisor, and cooperating teacher work together to schedule the solo teaching.

The Program Coordinator, arranges each of the traditional student teaching placements in accordance with state and university requirements. Thus, candidates are not permitted to arrange their own placements. Districts in which student teaching placements are made have a valid MOU for student teaching in place. Though the Placement Coordinator makes every effort to locate candidates’ field placements close to their residential addresses and to accommodate documented considerations, traditional student teachers should be prepared to commute up to 60 minutes to student teaching sites. Residency Candidates work with a mentor teacher a minimum of 50% time throughout the duration of the first year of the program.

As student teachers, candidates are expected to be at their placement sites all required days during the year. Accommodations for vacations, honeymoons, pilgrimages, family celebrations and reunions, etc., will not be made. Cooperating/master teachers may not approve absences. Candidates who have a major and important event that will take away time from student teaching must make up the time in advance of the event.

In the case of candidates completing fieldwork as a student teacher, the Program Coordinator, the University Supervisor, Program Faculty and the candidate will work with the Cooperating Teacher to develop a schedule that benefits all parties and provides opportunities for the candidate to develop knowledge and skills to be an effective education

specialist. Candidates must successfully complete the CSET and CBEST examinations prior to enrolling in Full Time Student Teaching. However, for the 2021-2022 school year, CSET and CBEST must be completed prior to filing for the credential.

Districts may require additional or duplicate possession of the Certificate of Clearance and/or assess processing fees for their site. The Department of Educational Psychology has no control over individual school districts' policies and is often not informed of such costs, which may arise at any time. It is not always possible for the placement coordinator to avoid placing candidates in such districts. Candidates are responsible for any such fees to districts.

In some instances, a student teacher may be asked to substitute for their cooperating teacher, who may be at training, ill, or away. This is permissible only if the candidate possesses a valid substitute credential and is properly registered with their district. Every district has their own policy about this – some districts prefer it while others forbid it. Under no circumstances should a candidate substitute for their cooperating teacher without receiving compensation from the district. If this happens, contact the Program Coordinator immediately.

#### 11.5 CALIFORNIA ALTERNATIVE ROUTE TO CERTIFICATION: INTERN PROGRAM

The Department of Educational Psychology offers the California Alternate Route to Certification or Intern Program to candidates who demonstrate a high level of maturity, time management and organizational skills, and potential teaching effectiveness and who have sufficient experience in educational settings to serve as a teacher of record. Candidates working as teachers under an intern credential are employees of the district and are considered teachers of record. However, there is much more work involved in being an intern than being a student teacher. Course instructors will demand the same high quality work from all candidates, student teacher, teacher on permit, or intern. As of September 1, 2021,

Enrolled candidates who desire a university internship position must find their own position and must obtain authorization from the Program Coordinator before they are eligible to accept any job offers. Each internship job offer is carefully evaluated to ensure that the students at the school site will receive a quality education and that the candidate will engage in a teaching experience incorporating best and evidence practices. Interns must remain in their intern position for the academic year.

Intern candidates must have successfully completed the CSET and the CBEST exams and the 120 hours of summer coursework or hold a general education credential prior to applying for an internship.

Internships are limited to districts that have a currently signed Memorandum of Understanding with CSU East Bay. Candidates who believe that you are qualified for an internship, please follow these steps may apply for the Intern Credential through the Credential Student Service Center.

Candidates are expected to communicate to the school district the criteria for obtaining a university internship credential through CSUEB. Candidates must have a cumulative GPA of 3.0 exclusive of: Incompletes, No Credits, or grades lower than "B."

The job assignment must:

1. Match candidate's credential objective

2. Include or allow for additional experiences teaching English Learners, students with different disability classifications
3. Have district support as required by CTC regulations. The district is responsible for identifying and assigning mentors to intern candidates.

The Program Coordinator reviews the candidate's prior experiences in working with youth to determine the candidate's readiness for job placement under a university internship credential. The Program Coordinator must also approve the job assignment as one that allows the candidate to satisfy the field practicum requirements for the credential. Candidates with 50% job assignments may need to work with the Program Coordinator to increase their fieldwork via traditional student teaching such that they can meet program requirements. The Department reserves the right to terminate any intern credentials if the District fails to uphold all conditions of the Memorandum of Understanding with the university. See section 6.3 for information as to the intern application process.

#### 11.6.FIELDWORK BINDER REQUIREMENTS

The intern/fieldwork/student teaching binder is started when the candidate enters supervised fieldwork/clinical experiences for the first time. These experiences may be paid, for example as a teacher of record, or non paid such as a student teacher.

Completion of the Fieldwork Binder requirements are needed in order to receive credit for each of the observations that will take place over the course of the semester. Candidates should make certain that the supervisor sees in person or virtually the binder each time a visit, in person or virtually, takes place. This enables the supervisor to know what the candidate has been teaching on a daily basis. In addition the Fieldwork Binder enables the candidate to document multiple aspects of the profession including those associated with case management.

#### 11.6 ENGLISH LEARNER REQUIREMENT

Interns in either public or private schools must meet the state mandated requirements of working with English Learners. If the internship site cannot supply sufficient English Learners the intern must fulfill this requirement at another site. For interns at private schools, this must be fulfilled in a public school. During the year and on their own time, these interns must arrange 45 hours of documented work in classrooms with English Learners. The University Supervisor must approve all arrangements in advance of implementation. Candidates who hold multiple or single subject credentials should have the CLAD or ELD certification as a part of their general education teaching credential. If the prior credential did not include CLAD or ELD certification, the candidate must complete the requirements for the certification (CTEL /ELPAC exam or program of study) prior to the recommendation for the Education Specialist credential. These candidates must log 45 hours of documented work with English Learners over the course of the year.

CLAD/ELD standards set the requirements for fieldwork placement and candidate experiences. Candidates are required to have a field experience or opportunities to work with students that meets the following requirements:

1. The candidate must teach at least three students in each placement who are classified as English Learners (EL). These students must have at least two different ELPAC levels among them.
2. The university supervisor and cooperating teacher must observe the candidate providing this instruction and complete the required paperwork. If the candidate's classroom does not

meet the requirements above, the candidate is responsible to locate English Learners within the school. In this case the candidate will conduct the instruction during the student teaching placement experience.

3. The cooperating/master teacher or intern site support provider must have an advanced certification in teaching English Learners. The following are acceptable: a credential that meets the requirements as defined by CTC, a bilingual (BCLAD) credential, the Crosscultural Language Academic Development - CLAD credential, or certificate, completion of a school district SB 1969 training program, or enrollment in and progress toward completing the requirements for the authorization.

## **12.0 UNIVERSITY AND SITE PERSONNEL: FIELDWORK/CLINICAL PRACTICE**

### **12.1 PROGRAM COORDINATOR**

1. Has overall responsibility for the courses and field work elements of the program
2. Establishes field placements for each candidate
3. Coordinates candidates from the initial admission interview period through the final evaluation, to the recommendation of individual candidates for California teaching credentials
4. Serves as advisor and counselor to candidates. The Program Coordinator may arrange for appropriate faculty to help candidates who may experience difficulty with a university supervisor, instructor, cooperating teacher, or site partner and guides them through the situation in a professional manner
5. Counsels or arranges for appropriate faculty to counsel candidates who are having personal/health problems that may jeopardize their performance as student teachers or as post-baccalaureate students to make prudent choices about continuing in the program
6. Collaborates with the university supervisor in evaluating the field work performance of candidates who do not show sufficient progress in meeting the TPEs and assists in establishing an Improvement Plan.
7. In conjunction with the Office of Academic Affairs for Graduate Students and the Credential Student Service Center tracks each candidate's progress and communicates this information to the candidate.
8. Confers with university supervisors to assign credit for each semester of candidate's fieldwork
9. Notifies the Credential Student Service Center of situations that may affect a credential candidate's progress towards the credential completion.

### **12.2 PLACEMENT COORDINATOR**

The Program Coordinator may also serve as the Placement Coordinator for the Education Specialist Programs and works with district office personnel, principals, vice-principals, department heads and teachers in arranging field placements each school semester. This requires individual contacts, school visitations, telephone calls, record keeping, and endless hours of coordination between the university and local school sites. Placement considerations are only given to geographic location, and documented special needs of candidates. Candidates may complete a request for fieldwork placement; however, there is no guarantee that the request will be granted.

### **12.3 SCHOOL SITE ADMINISTRATOR**

The school site administrator assists the placement coordinator in making appropriate placements for candidates that meet state requirements. Important considerations in this regard include: 1. Candidate's opportunities to teach in a range of content areas during the time the candidate is in the placement. Ideally, the site administrator will work with teachers if

a schedule modification is required to accommodate the candidate's field experience requirements.

2. Candidate's opportunities to teach using a variety of teaching techniques regardless of the district-adopted curriculum. If the district uses a "scripted" curriculum, the candidate must have the opportunity to teach the content using a variety of other instructional techniques.
3. Candidate's opportunities to participate in the method of delivery of instruction. This includes online classroom formats including synchronous and asynchronous online instruction, breakout groups and discussions.
4. Candidate's opportunities to teach students with different disabilities.

#### **12.4 COOPERATING/ MENTOR/MASTER TEACHERS**

[Cooperating/mentor/master](#) teachers are integral to the development of new teachers. They serve as mentors and guides. They support the development of candidate's relationships with students and their families, site faculty and staff. They support candidates work within classroom structure and invite candidates into the culture of the school. Cooperating/mentor teachers work with the candidate to create a plan for the gradual release of responsibility, where the candidate assumes more responsibility for planning and instruction over the course of the placement. Candidates may begin teaching small groups of students or leading 'routine' activities within the class. Cooperating/mentor teachers review the candidate's work and provide feedback including glows and grows.....areas of strength or elements done well and areas for growth.

### **13.0 SUPERVISION, SUPPORT AND EVALUATION OF CANDIDATES IN FIELDWORK AND STUDENT TEACHING**

Supervision, support, and evaluation of the candidate during the fieldwork and student teaching experiences is multifaceted and involves both university and district/site personnel. Supervision is not linear, rather it is recursive and may operate in a spiral fashion. Candidates reflect on their work and may consider ways to alter or improve the presentation in future lessons. Candidates and supervisors review candidate's implementation of facets of the instructional process. Supervisors and cooperating teachers may model effective practices for the teacher candidate. Candidates working as teachers of record receive the same level of supervision, support, and evaluation as student teachers. Supervision consists of 6 observations over the course of the semester. The observations may be face-face or virtual through the use of the Go React platform. Each semester a minimum of 2 lessons must be uploaded to the Go React site for supervisor review.

#### **13.1 UNIVERSITY SUPERVISORS**

University supervisors represent the university in the schools and serve as liaisons to cooperating schools. Supervisors observe and evaluate the student teacher in the classroom placement with face-face or virtually via an uploaded video or real time 'zoom' link. Supervisors help the candidate to relate planning and implementing instruction, assessing student learning, case management, and supported learning experiences to previous academic training and current professional preparation and practice. They also explain and reconcile any differences between the philosophy and/or methods employed by the cooperating teacher or site partner and those presented in the credential program.

Lesson plans are due to University Supervisors a minimum of 48 hours in advance of the observation date/time. This time frame allows for feedback from the supervisor and revision of the lesson if needed. Supervisors will not complete an observation without an approved lesson plan for the session in place. Candidates working in support positions must

demonstrate their ability to plan, teach, reflect and apply in the same manner as a classroom teacher. Therefore, candidates should be prepared with a plan that highlights their intended work during the observation. After the observation, face-face or virtual via the [Go React](#) platform, supervisors may schedule a conference for a review of the lesson and next steps. University supervisors should make plans to make the first visit to the candidate during the second week of the placement and then at least once every two-three weeks thereafter. Supervisors observe the candidate six times evenly spaced over the course of the placement. For candidates who do not hold CLAD/ELD authorization one (1) lesson of EL instruction/support will be observed during the placement as well as at least one (1) lesson of instruction/support during the candidate's culminating solo-teaching period.

### 13.2 PROTOCOL

The university supervisor, candidate, and cooperating teacher, work together to develop the content of the fieldwork and student teaching placement. The content of the placement is based on the expectations for the authorization of the credential and includes instructional design, teaching, assessment, positive behavior support, collaborative work with teachers, parents/families, instructional personnel and service providers, work with students with different disabilities and case management. In addition, candidates are expected to learn how to develop IEPs and participate in the IEP process as much as possible and permitted by the school district.

Supervisors also review the candidate's documentation of their work such as the Fieldwork Binder, lesson plans, plan book, and reflections every school visit. Supervisors may conduct a private post-observation conference with the candidate after each lesson or observation session. If this is not possible supervisors will arrange for an in person or virtual conference via an online conferencing platform. (Site administrators are urged to provide coverage for the classroom of the student teacher under contract when necessary to allow for a private post-observation conference between the candidate and supervisor). Supervisors:

1. Provide the candidate written feedback that aligns with the TPEs and program expectations highlights commendable practices, and identifies areas in which improvement is needed and offers suggestions for improvement
2. Report both their and the cooperating teacher's summative evaluation of the candidate's progress toward meeting the TPEs for Education Specialists
3. Notify the Program Coordinator immediately of concerns
4. Consult with cooperating/mentor teacher or site partner
5. Evaluate the performance of the candidate in a Three-Party Summative Evaluation conference which includes the cooperating/mentor teacher or site administrator, the candidate, and the university supervisor.

### 13.3 END OF THE PLACEMENT PROCEDURE

At the end of each placement, after a candidate's solo-teaching period concludes, all three parties (candidate; supervisor; and cooperating teacher or site administrator) meet to discuss the growth attained by the candidate over the course of the placement. This conference may be in person or through a virtual platform. The conference and evaluation are summative for the placement, but formative over the course of the candidate's fieldwork experiences. Candidates are expected to demonstrate growth in knowledge and skills over the course of the three semester supervised fieldwork experiences. The conference is a chance for the parties to share observations and for the candidate to reflect on the fieldwork experience. Often content from the conference serves as the basis/baseline for the development of the next set of candidate goals.



Over the course of the fieldwork/clinical practice experiences candidates are expected to demonstrate progress towards earning scores of 3 or 4 on the TPEs for Education Specialists. As the field experiences increase in time and responsibility, candidates are expected to move from scores of 2 and 3 to scores of 3 and 4. At the final student teaching experience candidates are expected to earn a minimum score of 3 on each TPE.

### 13.4 FIELDWORK BINDER

Maintenance of the electronic Fieldwork Binder is a required element of the fieldwork/clinical practice experience and must be completed in order to receive credit for fieldwork/student teaching. Candidates should have 15 lesson plans with reflections. The 6 lessons observed by the supervisor may be included in the 15 found in the binder. In addition to the lessons, candidates should have information and documentation to complete the required contents for the other sections of the binder. The fieldwork binder will be reviewed by the supervisors at each visit.

### 13.5 PROCEDURES: UNSATISFACTORY PERFORMANCE IN THE FIELDWORK EXPERIENCE

Notification of unsatisfactory performance should not be a surprise to the candidate as many conversations and plans for improvement should have preceded the unsatisfactory determination. It is imperative that the SPED University Supervisor notifies the candidate that his/her performance is not satisfactory no later than the 5th week of the placement. The University supervisor should also notify the Program Coordinator.

If the University Supervisor or the Cooperating teacher determine that the candidate's performance may not warrant credit, early in the process, the University supervisor will, either in a face-face or virtual environment:

1. Discuss the situation with the candidate and inform the candidate of the possibility that no credit may be awarded
  2. Discuss the situation with the Program Coordinator and arrange for an in person or virtual formal observation of the candidate by the credential coordinator or designee
- Conduct a three-party conference with the candidate, the cooperating teacher (traditional student teacher) or employer provided mentor (intern), and the university supervisor. If the candidate is under contract, the three-way conference may also include the site administrator/designee. If appropriate, the credential coordinator and/or site administrator may also participate in this conference.

During the conference, the university supervisor and cooperating teacher / site administrator should:

1. Specify the areas in which the candidate is making unsatisfactory progress
2. Describe, as specifically as possible, the changes that the candidate must make to earn credit
3. Develop a Candidate Support Plan clarifying what the candidate needs to do to successfully complete the placement, what the university supervisor and cooperating teacher/ site administrator will do to help the candidate succeed and describe other resources that the candidate may need to draw upon
4. Share with the candidate models or samples of instructional plans, behavior support plans, assessment protocols and case management practices
5. Model practices when requested by the candidate
6. Answer all questions posed by the candidate.

If such a conference occurs, the university supervisor will also:

1. Prepare a letter to the candidate that outlines #2 above and summarizes the conference

with copies sent to the cooperating teacher, site administrator, credential coordinator, the candidate's credential file, and the department chairperson, as appropriate

2. Share the Candidate Support Plan with the candidate the cooperating teacher, department chair, site administrator
3. Ask the cooperating teacher to prepare letters that document the candidate's performance to date with copies sent to the candidate and all others mentioned in #1 above
4. With the cooperating teacher identify the method and criteria for the evaluation of candidate performance
5. Set a date for the next conference to determine progress. The university supervisor and cooperating teacher or site partner should continue to observe the candidate regularly and document the candidate's performance. The site administrator may also be asked to provide additional observation/documentation

The Program Coordinator, after consultation with the university supervisor, should select from the following options:

1. Counsel the candidate to repeat the field experience in a future quarter
2. Counsel the candidate to investigate other career choices and formally withdraw from the credential program
3. Seek declassification the candidate from the program/university

The Chair of the Department of Educational Psychology, with the concurrence of the Dean of the College of Education and Allied Studies may disqualify a candidate for cause at any time. A candidate who is removed from a student teaching/ intern placement for cause at the request of the school district, may be immediately disqualified from the program. Disqualification from the program for cause may take place at any time up until the application for the credential has been approved. If a candidate believes that difficulties will arise, contact should be made with the specific program coordinator as early as possible. The candidate may appeal any decision to the chair by requesting a meeting within 5 days of notification. A request must be sent to the Chair as a pdf and signed by the candidate.

## **14.0 DECLASSIFICATION AND ACADEMIC DISHONESTY POLICIES**

### **14.1 DECLASSIFICATION FROM THE PROGRAM**

It rarely happens, however, a candidate removed from a student teaching/intern placement for cause at the request of the school district, may be immediately disqualified from the program. Disqualification from the program for cause may take place at any time up until the application for the credential has been approved. If a candidate believes that difficulties will arise, he/she could contact the Program Coordinator as early as possible.

The University Catalog outlines the policy on declassification: *A student may be declassified (dropped) from a graduate degree or credential program for a range of reasons, including, but not restricted to, unprofessional conduct; behavior that interfere with the learning of others; failure to make progress toward the degree or program as set forth by the University and program policies; failure to meet grade requirements to maintain good standing in the program and/or University; and/or the department/program faculty determine that the student is incapable of completing degree requirements at the level expected of a graduate student in the discipline even if the GPA is above a 3.0.*

*The declassification request must be initiated by the major department with support from the department/program chair and college dean or designee. Requests are submitted to the Office of Academic Programs and Graduate Studies for final action and official notification to the student and the Registrar's Office. The Office of Academic Programs and Graduate Studies will*

*also determine if the student should also be academically or administratively disqualified from the University. If the student is not disqualified from the University and wishes to continue in the University, a declassified student must formally apply to another graduate program or apply as a second baccalaureate student. (Second baccalaureate status is closed for budget reasons until further notice.) Declassified students will not be permitted to enroll through regular University or Open University in any undergraduate or graduate courses in the program or degree from which they were declassified. Unless the declassification was related to conduct issues that interfere with campus interactions, declassified students are eligible to apply to a new program and be accepted as a student by the department/program. The student must be accepted to a new program no later than three quarters after being declassified; otherwise, the student must reapply to the University.*

A credential candidate or graduate student may be declassified for a range of reasons, including, but not restricted to the following.

1. Failing to maintain a 3.0 GPA in program courses. The university may dismiss a candidate who is on academic probation.
2. Failing to achieve a specified level of performance in required field experience they may be declassified. See Procedures for unsatisfactory field experience.
3. School or school district requests that a candidate be removed from their placement they may be declassified. A school or district is not obligated to provide a rationale for removal.
4. Failing to demonstrate professional conduct toward any participant in the program, including university administrators, university faculty, university staff, university students, K-12 administrators, K-12 faculty, K-12 staff, and K-12 students they may be declassified.
5. Failing to adhere to published university policies.

#### Procedure for Declassification

The credential coordinator shall notify, in writing, a candidate subject to declassification. The notification memorandum shall do the following:

1. Cite the appropriate section of this policy,
  2. Detail the specific behaviors that led to the declassification, and
  3. Notify the candidate that they may appeal to the department chair within 10 calendar days.
- Candidates may appeal declassification to the department chair, who upholds the decision or reinstates the candidate with or without conditions stated in writing. The department chair also informs the candidate that the decision can be appealed to the associate dean of the College within 10 days. If the associate dean upholds the declassification, he/she requests in writing that the Office of Academic Programs and Graduate Studies (APGS) take final action and notify the candidate and the Registrar's Office. A candidate who has been declassified is not eligible to reapply to the declassifying program but may apply to other programs at CSUEB.

Declassified candidates will receive official notification of declassification from CSUEB's Academic Programs and Graduate Studies. Dismissed candidates must abide by the University [Drop and Withdraw Policy](#) and must immediately notify the Financial Aid Office and return all funds disbursed directly to you and/or credited to your candidate account.

#### 14.2 ACADEMIC DISHONESTY

The university, like all communities, functions best when its members treat each other with honesty, fairness, respect and trust. Deception for individual gain is an offense against the members of the entire community. The Department of Educational Psychology adheres to all university rules regarding academic dishonesty, and feels a particular responsibility to require

the utmost professional accountability and academic honesty from candidates. Whenever dishonesty occurs, the instructor will take appropriate action and file an [Academic Dishonesty Incident Report](#) detailing the infraction and the action taken. The report will be filed in the Academic Affairs Office, and the candidate will receive a copy. The report will remain on file for five years or until you graduate, whichever comes first. If the office receives two or more reports on an individual, the Candidate Disciplinary Officer is notified.

Depending on the circumstances, a candidate may: (a) be warned; (b) be required to resubmit work or retake an exam under specified conditions and with a possible grade penalty; (c) have your grade adjusted for the assignment; or (d) have your grade adjusted in the course, including assignment of an "F" at the discretion of the faculty. If the course grade is adjusted, it is not subject to Grade Forgiveness.

The candidate may appeal an instructor's action to the [Fairness Committee](#). The appeal of an instructor's academic sanction is governed by the Fairness Document.

Depending upon the severity of the offense or the number of offenses, the instructor may directly refer the instance of academic dishonesty to the Candidate Disciplinary Officer to determine if further action is necessary. (In any instance of academic dishonesty, however, whereby an academic sanction is imposed, the instructor will file an "Academic Dishonesty Incident Report. At the discretion of the Candidate Disciplinary Officer, administrative sanctions such as warning, probation, suspension, or expulsion may be imposed. As prescribed in Executive Order 970, Article V. Sanctions, paragraph 5 entitled Record Discipline, "Probation is entered on a candidate's transcript, with its beginning and end date, for the period of time that the probation is in effect. Suspension is entered on the candidate's transcript, with the beginning and end date, for the period of time that the suspension is in effect, but remains on the transcript permanently if the suspension is for longer than one academic year." Expulsion is entered on the candidate's transcript permanently along with the date it takes effect. (If an appeal to the Fairness Committee regarding an academic sanction imposed by the instructor is pending, action by the Candidate Disciplinary Officer will be postponed until after the adjudication of the appeal.)

The complete text of Title 5, section 41301 of the [California Code of Regulations and of Chancellor's Executive Order](#) 970 can be accessed on the Judicial Affairs website.

## **15.0 SUBSTITUTE TEACHING AND STRIKE POLICIES**

### **15.1 SUBSTITUTE TEACHING**

#### Possible Situation

The district wants to employ a candidate as a substitute teacher. The candidate wants to be employed. The most "normal" instance is when the master/cooperating teacher is absent and the candidate/resident serves as a substitute teacher in the classes in which she/he/they is a student teacher. The candidate may not sub for another teacher if the subbing interferes with the completion of the student teaching schedule. The candidate's primary responsibilities are to the classes/caseloads of students to whom she/he/they is assigned as a student teacher. The candidates should check with the district as to the requirements for and policies regarding substitute teaching.

#### Substitute Teaching Procedures

1. Substitute teaching requires the approval of each of the following parties: site administrator; university supervisor, and district personnel office. If that approval has been given, then the candidate must register as a student teacher with the specific school district.

2. The candidate must complete a district teaching position application; a 30-Day Emergency Substitute Teaching Permit application through the school district; and other requirements as specified by the district. It is the responsibility of the candidate to make sure that such substitute teaching does not interfere with university coursework/fieldwork/student teaching.
3. The credential application covering the particular school assignment must be filed with the county office of education through the school district accompanied by a Declaration of Need Certificate provided by the school district. A fee paid by the candidate must accompany the application. Once the teaching permit is received, the candidate must register with the county office of education, and is limited to the number of authorized teaching days.

## 15.2 STRIKE POLICY

### 15.2.1 Student/Resident Teachers

If the teachers in a school district are involved in a strike, the field experience and student teaching placements in that district shall be suspended. Candidates shall no longer go to their school sites during the period of the strike. Candidates should contact their supervisor or the Program Coordinator. If the length of the strike will make it impossible for candidates to fulfill the requirements of that field placement, they will be reassigned. In this case, field experience refers to assignments made by CSUEB. This policy does not pertain to paid or volunteer services outside the scope of the student teaching assignment.

### 15.2.2 Interns/Candidates Teaching under Permits or Emergency Credentials

Candidates teaching under short term staff permits and intern credentials are employees of a school district. During collective bargaining, they must decide for themselves whether or not they will take part in any action, including a strike, related to their employment.

### 15.2.3 CSUEB Supervisors

We ask that both teachers and administrators consider the dilemma a strike poses for our program. We need positive relationships with all parties in a school district. CSUEB supervisors and faculty will not enter schools during a strike situation.

## 16.0 CREDENTIAL STUDENT SERVICE CENTER (CSSC)

[Credential Candidate Service Center \(CSSC\)](#) supports all credential programs at CSUEB. It is important to familiarize yourself with CSSC's main services:

- Advisement regarding credential requirements in all programs;
- Initial screening for credential program requirements;
- Housing of candidate records;
- Monitoring of progress towards credentials;
- Verification of credential program completion;
- Making the official credential recommendation to the Commission on Teacher Credentialing (CTC).

### 16.1 MAINTENANCE OF CANDIDATE CREDENTIAL FILES

In general, credential files that are kept in the CSSC office are retained for up to seven years beyond the term of program completion or for one year after non-enrollment, whichever occurs first. Re-admission is subject to the prevailing requirements for entry into the program. Acceptance is not automatic. Re-admitted candidates join a new cohort and complete their coursework with the new cohort. They are also subject to all of the credentialing requirements of the new team.

If a credential candidate moves from the teaching credential program to another credential program, the admissions documents DO NOT automatically get transferred to the new program. Candidates should check with the prospective program to verify whether original or photocopies will be acceptable. If photocopies are acceptable, please follow the CSSC procedures regarding how to request copies of items from a credential file.

## 16.2 FINAL CREDENTIAL PROCESSING

Procedure for the application for the credential is posted on the CSSC website. In the transition to an electronic submission process, information is often changing. Candidates should review the instruction sheet found on CSSC's website to confirm the list of items required for the credential. Candidates do not need to resubmit any document that was previously submitted for program admissions.

The CTC has instituted a policy whereby all universities are required to submit credential applications online. In the final semester of the program, candidates should remit documents required for the credential recommendation to CSSC. The issuance date for the credential will be the last day of the semester or the last day that an outstanding item was met, whichever is later.

A valid email address and Visa or MasterCard debit/credit card is required to apply for a credential. The CSSC staff will submit your application online to CTC upon verification that all requirements have been completed. You will be notified via email by CTC for your payment and additional information. After receiving this information, CTC will issue you an electronic document for you to print. This is your official verification that you will be issued a credential, and you will not receive a hardcopy of your credential document. The official credential will be posted on the CTC's website, [www.ctc.ca.gov](http://www.ctc.ca.gov).

## 16.3 VERIFICATION OF CREDENTIAL ELIGIBILITY

If a prospective employer is in need of verification of a credential, a candidate may request a letter of good standing from CSSC. These letters are processed along with all credential processing, so please plan carefully to meet any necessary deadlines. More information on the required steps to obtain credential verifications, is available on the CSSC website.

## 16.4 CREDENTIAL FILING PROCESS

Submit the required materials as identified on the CSSC website during the times presented to candidates. It is the candidate's responsibility to submit all the materials to begin the application process. Incomplete items will create delays in the processing of the credential. The list of required materials is found on the credential website.

The Credential Candidate Service Center will check documents, verify eligibility and recommend for the credential. Requests will be processed in the order in which they are received. Depending upon volume, it may take several weeks before the application is processed. Requests submitted with coursework in progress will be partially processed, then held until the end of the semester when grades are posted and all requirements have been met. If additional documentation is required, candidates may be notified via email for the missing material.

Once the Credential Candidate Service Center has submitted the online recommendation the candidate will be emailed by CTC to complete the personal and professional fitness questionnaire and payment portions of the process. Usually within a day, CTC will forward a payment confirmation number. Provided there are no extenuating circumstances, CTC will

send an email confirming that the credential has been issued. Candidates should print this “issuance” email for employment purposes. The web version of the document is considered the official document. It is candidates’ responsibility to confirm accuracy. The credential and all information relating to it will appear on the Commission website as granted once processing by CTC is complete.

## **17.0 CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS**

The Commission on Teacher Credentialing has determined that the Universal and Authorization Specific Teaching Performance Expectations represent the skills all teachers must possess in order to educate all of California’s students. All candidates must demonstrate competency through meeting the TPEs set out by the Commission on Teacher Credentialing (CTC) in order to receive a credential or license from the State of California. Over the course of the program there is a continuum of learning in which candidates are introduced to; candidates will have opportunities to practice and apply the TPEs as they progress through the program.

## **18.0 TEACHING CODE OF ETHICS PREAMBLE**

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one’s colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than one specifically designed by the NEA or its affiliates.

## **18.1 PRINCIPLE I COMMITMENT TO THE STUDENT**

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator

- Shall not reasonably restrain the student from independent action in the pursuit of learning.
- Shall not unreasonably deny the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter relevant to the student’s progress.
- Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- Shall not intentionally expose the student to embarrassment or disparagement.
- Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social, or cultural background, or sexual orientation, unfairly – a. Exclude any student from participation in any program b. Deny benefits to any student c. Grant any advantage to any student.
- Shall not use professional relationships with students for private advantage.
- Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

## **18.2 PRINCIPLE II COMMITMENT TO THE PROFESSION**

The education profession is vested by the public with trust and responsibility, requiring

adherence to the highest ideals of professional service. In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons. In fulfillment of the obligation of the profession, the educator –

- Shall not in any application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
- Shall not misrepresent his/her professional qualifications.
- Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
- Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
- Shall not assist a non-educator in the unauthorized practice of teaching.
- Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
- Shall not knowingly make false or malicious statements about a colleague.
- Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

[https://docs.google.com/presentation/d/16a\\_YO3p-hmtgmJSQ2dom6EhBqfAqjUqi\\_v1T61NZq5U/edit?usp=sharing](https://docs.google.com/presentation/d/16a_YO3p-hmtgmJSQ2dom6EhBqfAqjUqi_v1T61NZq5U/edit?usp=sharing)

<https://www.usnews.com/news/health-news/articles/2023-02-09/in-autopsy-study-over-90-of-former-nfl-players-showed-signs-of-brain-disease-cte#:~:text=%E2%80%9CNow%2C%20five%20years%20later%2C,isn't%20going%20away.%E2%80%9D>