

Teacher Education Program

Shaping...Ideas, Minds, the Future



STUDENT TEACHER HANDBOOK

2018-2019

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Welcome and Introduction

From the Dean and Assistant Dean and Director

On behalf of our Dean, faculty, and staff, I would like to welcome you to the UC Riverside Graduate School of Education (GSOE) Teacher Education Program (TEP). Our dedicated and highly qualified faculty and staff are dedicated to serving you as you pursue your teaching credential. You have chosen a program that believes deeply in the power of learning communities, and we are committed to providing you with a high level of support and resources necessary to maximize your success during your credential year.

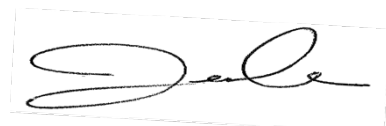
This year is the beginning of your journey to becoming a professional educator. You will be challenged to grow personally and professionally both in the UCR classroom as well as in your student teacher placement as you learn more about the students you teach, the rigorous content standards, the instructional methods that you will employ, and the various assessment methods you can utilize to support all your students toward high levels of achievement. You will learn of the district- and site-level systems that support teachers and students toward the goal of maximizing student achievement.

Each of you brings your unique perspective on teaching and learning with you to your credential program. You now move to the other side of the teacher's desk and will begin to explore teaching and learning from a different, yet related, perspective. Your apprenticeship, along with your experiences during this credential year in UCR classrooms and your teaching placement, will influence the development of your pedagogical practice, which will continue to develop and be refined throughout your career.

One thing you may want to consider as you begin your program: District and site administrators pay attention to everything that you say and do, as they typically select the most outstanding candidates for open positions in their districts and schools. This may seem a bit overwhelming, but it can work to your benefit. We have found that the credential candidates who participate most completely in their course work and student teaching assignments are those who experience the most success in the program. So remember, always go beyond what is expected to truly gain the most knowledge, experience, and career opportunities this year.

We look forward to getting to know you and working with you this year. So, please stop by to let us know how you are doing and if we can be of any assistance.

Best wishes for an outstanding year,



*JerMara Davis-Welch, Ph.D.
Assistant Dean & Director of Teacher Education*

Purpose and Use of the Student Teacher Handbook

The Student Teacher Handbook is designed to assist you in making a smooth transition into the program. It serves as an introduction to the TEP and contains important information that will be a resource and guide as you progress through the program. Included are relevant department policies and procedures that you are expected to adhere to as a credential candidate in the program.

It is your responsibility to read the handbook and familiarize yourself with its content. Whenever you have questions about program policies, procedures and/or requirements, please contact the Teacher Education Office.

You will find the most up-to-date TEP Student Teacher Handbook on iLearn (Blackboard). While policies are accurate at the time of publication, normal department policy-making procedures may require that changes be made and implemented at any time. Please note that federal and state legislation, as well as requirements of the California Commission on Teacher Credentialing (CTC) <http://www.ctc.ca.gov>, govern many aspects of our credential programs, and, as such, may result in changes that are beyond our control. We will notify student teachers about such changes in writing via email in as timely a manner as possible. You should familiarize yourself with the CTC Standards for Quality and Effectiveness for Teacher Preparation Programs that set minimum requirements for our programs (<http://ctc.ca.gov/educator-prep/program-standards.html>). Please note that while our program design and curriculum is based upon these standards, our faculty have collaborated to create a program that exceeds these standards—one that is designed so that you develop leadership characteristics that will make you exceptionally well-prepared upon completion of the program.

This handbook is intended to be used as a guide and does not replace the official documents that contain university policies and procedures (ex: UCR Graduate Student Handbook <http://graduate.ucr.edu/> or the UCR General Catalog <http://www.catalog.ucr.edu/>). Suggestions for additions to future handbooks are welcome.

Teacher Education Program Office

The Teacher Education Program (TEP) is located in [Sproul Hall 1124](#) and provides support for all student and intern teachers. The Assistant Dean & Director, Assistant Director of Curriculum & Assessment, Academic Advisors, and lead Credential Analyst are located in this office. The office hours are 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 5:00 p.m. Monday through Thursday. Office hours on Fridays are 8:00 a.m. to 12:00 p.m.

Space is provided for you to study and meet in small groups for collaboration in the Candidate Lounge, also located in [Sproul Hall 1124](#). Your student mailboxes are located in the lounge, grouped by [cohort](#), and are used for distributing notices and other materials. Be sure to check your mailbox regularly!

Program Values

“The function of education, therefore, is to teach one to think intensively and to think critically. But education which stops with efficiency may prove the greatest menace to society. The most dangerous criminal may be the man gifted with reason, but no morals. We must remember that intelligence is not enough. Intelligence plus character—that is the goal of true education. The complete education gives one not only power of concentration, but worthy objectives upon which to concentrate. The broad education will, therefore, transmit to one not only the accumulated knowledge of the race but also the accumulated experience of social living.”

-Martin Luther King, Jr.

The Teacher Education Program adheres to the [UCR Principles of Community](#). The following statement reflects program values as well as our expectations for TEP faculty, staff, and students:

The Teacher Education Program is a community of learners that develops ethical instructional leaders to think critically about educational theory and practice; engage and inspire students; analyze learning needs to design and implement instruction; collaborate to advocate for equity and diversity; and hone classroom practice through reflection.

These shared values require that all members of our community of learners demonstrate:

- Respect for all members of the UCR learning community, including administrators, faculty, staff and student teachers.
- Respect for all members of the public school learning community, including administrators, faculty, staff, parents, and students.
- Professional communication and conduct toward all members of the UCR and public school communities.
- Openness to continual learning and application of educational theory and methodology, including continual improvement of skills.
- Initiative in the establishment and accomplishment of professional goals.
- Contribution to UCR and public school program goals and activities.
- Demonstration of honesty, integrity, positive attitude, motivation, and work ethic.
- Dedication to equity and diversity issues that impact teachers, students, and parents.
- Service to public schools and the community.

Professional Ethics and Expectations

The Teacher Education Program (TEP) has a deep commitment to your development of a professional code of ethics. Faculty and staff have high expectations for themselves as they model professional ethical behavior and as they demonstrate professional communication and conduct as leaders in the teacher preparation program.

Professional communication and conduct includes the demonstration of respect, tolerance, maturity, responsibility, reliability, resourcefulness, cooperation, collaboration and commitment. Demonstration of a strong work ethic is another important facet of a set of professional principles that will enable you to become a role model for your peers, colleagues and students.

Moreover, the Commission on Teacher Credentialing (CTC) *Standards for Teacher Preparation Programs* (<http://ctc.ca.gov/educator-prep/program-standards.html>) includes requirements for the preparation of student teachers in the area of professional expectations and ethics. CTC requirements include instruction that will result in your awareness of and knowledge about professional communication and conduct that will be important as you develop relationships with administrators, faculty, staff, parents and students. CTC requirements include instruction in and demonstration of competency for a set of Teaching Performance Expectations (TPEs; <http://ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>), one of which is TPE 6.2 which reads that teachers will be able to engage in the following development as a professional educator:

“Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.”

Additionally, student teachers are expected to cultivate a sense of understanding of the communities where they live and work as teachers and value the diversity that exists in California public schools. This knowledge of cultural competency is outlined in *TPE 1.1: Engaging and Supporting all Students in Learning* which states that teachers will be able to:

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

It is the expectation of the GSOE and TEP that student teachers remain conscious of this commitment to diversity and professional ethics at all times and use these strengths to inform their teaching and create a safe space for all students to learn, grow, and strive for mastery of the content.

Student Teacher Qualities

The TEP faculty, school administrators, and District Cooperating Teachers (DCTs) understand that student teachers at the beginning of the program do not yet possess extensive knowledge of elementary or secondary schools, classrooms, and students. They also understand that student teachers are developing their knowledge and skill in the areas of curriculum, planning, instruction, management, and assessment. Indeed, these are the very kinds of knowledge, skills, and experience that you will obtain during the program. However, you do possess personal qualities and characteristics that will enable you to meet your responsibilities throughout the program, such as:

- A positive and cooperative spirit.
- Enthusiasm about teaching and learning.
- A caring attitude toward children and adolescents.
- Willingness to listen to and learn from experienced teachers at UCR and in the schools.
- Ability to manage time, materials, and responsibilities in an organized fashion.
- Initiative and resourcefulness.

These are also qualities that administrators seek in new teachers and will be paying attention to as they observe you as you work in your DCT's classroom as a student teacher.

Students with Disabilities

If you have a disability or believe you may have a disability, you can arrange for accommodations by contacting Services for Students with Disabilities (SSD) at 951-827-4538 (voice) or specserv@ucr.edu (email). Students needing academic accommodations are required to register with SSD and provide required disability-related documentation. **If you have approved accommodation(s), you are advised to notify your instructor privately.** Please visit <http://specialservices.ucr.edu/disabilities/index.html> for further information.

Students in Distress

If you start experiencing any of the following warning signs of distress, immediately seek professional help.

24/7 Phone Counselors: (951) 827-8255 951-UCR-TALK · 24/7 · Day or Night	UCR Counseling Center: (951) 827-5531 Monday – Friday: 8:00 am-5:00 pm
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Reach Out. Get Help. Feel Better.

Warning Signs of Distress:

Physical

- Changes in Appetite
- Changes in Sleep
- Low energy/fatigue
- Excess energy

Cognitive

- Decreased concentration
- Problems remembering things
- Inability to think clearly
- Absent-mindedness
- Racing thoughts

Emotional

- Feeling sad or low in mood
- Crying more than usual
- Increased irritability or anger
- Feeling helpless or hopeless
- Loss of interest in things you liked
- Feeling isolated or alone
- Thoughts of hurting yourself or others
- Thoughts of suicide

CLINICAL AND COUNSELING SERVICES

We can help! People come to UCR's Counseling and Psychological Services (CAPS) office seeking help for a range of concerns such as stress and anxiety, depression, interpersonal relationships, eating disorders, identity concerns or life transitions. Both individual and group sessions are available.

We offer various types of group counseling including: groups to address specialized issues such as depression, anxiety and low self-esteem and groups that focus on understanding relationships with others.

Couples Counseling is available for students and their partners to help resolve relationship difficulties.

WORKSHOPS AND PRESENTATIONS

UCR's Counseling and Psychological Services office offers a variety of workshops related to academic and personal issues throughout the year. Examples of possible topics include assertiveness training, stress management, eating disorders, and communication skills. Outreach presentations are primarily informational and educational in nature. Possible topics may include an orientation to our services and how to refer a distressed student. Our professional staff also support the work of other departments by providing workshops, training sessions, and presentations.



CONSULTATION

UCR's CAPS staff provides telephone and in-person consultation to faculty, staff, students, and parents who are concerned about the welfare of students, who wish information about how to make a referral, or who would like to discuss or learn about psychologically-related situations or material.

PSYCHOLOGICAL ASSESSMENT

Psychological assessment may be incorporated into the counseling process to assist with the diagnosis and understanding of client concerns.

Vocational testing helps to assess what people do well, what they might be interested in doing, and what may lead to long-term satisfaction.

In addition, our office provides a service to UCR students and area residents by serving as a national test center, supervising the administration of national and state qualifying examinations such as the LSAT and MPRE.

BIOFEEDBACK

Biofeedback training is often used for stress related symptoms such as generalized stress and tension, headaches, test anxiety, phobias, and sleep disorders. Biofeedback involves monitoring psycho-physiological processes that are normally outside of an individual's awareness. As individuals become more aware of their physiological responses, they may modify them.

QUESTIONS AND ANSWERS ABOUT UCR'S COUNSELING AND PSYCHOLOGICAL SERVICES

Q. Who is eligible for services provided by UCR's Counseling and Psychological Services?

A. All students who pay a registration fee are eligible for UCR's Counseling and Psychological Services. Sometimes other persons important in your life such as spouses, partners, parents, children or friends may be involved in counseling sessions with you. The decision to involve others will be determined by you and your counselor. Faculty and staff who are in crisis may be seen for one session or for a referral to counselors in the community.

Q. Do I have to pay a fee for UCR's Counseling and Psychological Services?

A. Students who are currently enrolled at UCR and have paid registration fees receive core counseling and psychological services. University insurance is not required.

Q. What are my counselor's qualifications?

A. Our staff is ethnically diverse and composed of licensed psychologists, marriage and family therapists, and psychology interns completing their counseling or clinical psychology doctoral training.



UCR Counseling and Psychological Services



counseling.ucr.edu

GENERAL INFORMATION

UCR Counseling and Psychological Services



QUESTIONS AND ANSWERS ABOUT UCR'S COUNSELING AND PSYCHOLOGICAL SERVICES (CONT.)

Q. How do I get started seeing a counselor?

A. Call (951) 827-5531 or stop by the CAPS office at:
University of California, Riverside
Veitch Student Center, North Wing
951-UCR-TALK • (951) 827-8255
On Campus: 2-TALK (2-8255)
counseling.ucr.edu

Q. Are my counseling sessions confidential?

A. All information gathered during the course of counseling is confidential and can be released only with the student's written consent within the limits of the law.

Q. What other resources are available in our office?

A. Our office has many useful self-help booklets available on such topics as "Coping with Depression." We also have relaxation exercises available on our website, as well as other useful resources and referrals.

UCR Counseling and Psychological Services

HOURS
Monday through Friday • 8 a.m. – 5 p.m.

FOR AN APPOINTMENT
Call UCR's Counseling and Psychological Services during regular office hours

(951) UCR-TALK • (951) 827-8255
Or (951) 827-5531
On Campus: 2-TALK (2-8255)

COUNSELORS ARE ALSO AVAILABLE BY PHONE

24-hours Daily
(951) UCR-TALK • (951) 827-8255
Or 951-827-5531
On Campus: 2-TALK (2-8255)

ADDRESS

UC Riverside Counseling and Psychological Services
Veitch Student Center, North Wing
Riverside, CA 92521
counseling.ucr.edu

Made available by UCR's Counseling and Psychological Services

counseling.ucr.edu
counseling.ucr.edu

CRITICAL RESOURCES

RIVERSIDE HELPLINE 1-800-686-HELP
1-(800) 686-4357 • (24 Hours)

NATIONAL SUICIDE HOTLINE 1-800-SUICIDE
1-(800) 784-2433 • (24 Hours)

STUDENT HEALTH SERVICES (951) 827-3031

be well STUDENT HEALTH & WELLNESS SERVICES

General Information

CALL 24-HOURS A DAY:
(951) UCR-TALK
(951) 827-8255

UCR Counseling and Psychological Services

UCR's Counseling and Psychological Services (CAPS) office provides specialized professional services designed to assist students in their personal, career, and social development.

Accredited by
The International Association of Counseling Services, Inc.

Admissions and Advisement

This section includes information about registration, enrollment, and services provided by the TEP.

Registration

Registration at UCR consists of two separate steps that must be completed to be officially registered:

1. Enrollment in classes
2. Payment of fees

For summer, fall, winter, and spring, you will be enrolled in your classes by your advisor. You are then responsible for meeting the deadline for fee payment each quarter.

Both steps must be accomplished by the quarterly deadlines to avoid being automatically dropped from classes and being assessed late service charges. Registration and fee payment deadlines are listed on the following website: <http://registrar.ucr.edu/Registrar/registering-for-classes/default.aspx>.

Prerequisites to Enrollment that Affect Fees

1. Statement of Legal Residence

The Statement of Legal Residence

(<https://student08.ucr.edu/em/statementOfLegalResidence/Index.aspx>) is used to make a determination of residence classification for fee purposes. Failure to submit a Statement of Legal Residence form for the term you have been admitted to the UC Riverside campus will result in assessment of nonresident tuition fees.

2. Graduate Health Insurance Program (GSHIP)

Registration fees at UCR include a mandatory health insurance fee that is assessed to every student. If you have personal health insurance coverage that is equal to, or exceeds coverage provided by UCR, you may apply for a health insurance premium waiver at the following website:

<http://gsa.ucr.edu/gship/>. Be sure to apply prior to the deadline date listed on the website and prior to paying registration fees (credit is not given retroactively).

Withdrawal and Re-Application

If you are considering withdrawing or taking a leave of absence from the TEP, first speak to your UCR Supervisor. You will also need to meet with your advisor and if necessary, the Director of the TEP in Sproul 1124. There is also a form (if you are in the M.Ed. program, there is a second form) that you will have to sign at the conclusion of that meeting if you decide to move forward on withdrawing or taking a leave of absence. You will also have to meet with the Credential Analyst to discuss your status in the courses you are currently enrolled in. Finally, you may have to also speak to your advisor in Financial Aid and/or in the Graduate Division (if you are a

M.Ed. candidate). Please note that you may be financially responsible for registration and student fees depending on the date of your withdrawal. **Because of the nature of the Teacher Education Program, it is not permitted to obtain a leave of absence nor is it permitted to withdraw from the credential program while remaining in the M.Ed. program.** To reapply to the program, you must provide required documentation and pay the application fee as well as meet all admission standards for the year in which you apply.

Completion of Preliminary Credential Requirements

Requirements for credentials change frequently; please review your file with the Credential Analyst well in advance of your anticipated graduation date to ensure that you have met current CTC credential requirements. Upon successful completion (passing all courses with at least the minimum allowable grade) of all your credential-specific requirements and the CTC general requirements, you will be eligible to be recommended for a California preliminary teaching credential. The CTC general requirements include, but are not limited to, the following:

- Health Education
- Infant, Child, Adult CPR
- Technology
- US Constitution
- RICA Exam (Multiple Subjects and Education Specialist credentials only)
- Teacher Performance Assessment. All UC campuses have selected edTPA as their teacher performance assessment. (At this time, TPA is only completed by Multiple Subject and Single Subject candidates.)

Your preliminary credential is only valid for five years and cannot be renewed.

Clear Teaching Credential

To earn your clear credential in the State of California, you will participate in a state-approved Teacher Induction Program (see www.btsa.ca.gov) for the first two years of your teaching career.

School districts will either offer or recommend an induction program for the new teachers they employ. For new teachers who do not have access to induction programs, the CTC may offer alternatives to clear their credentials.

Upon successful completion of your induction program, you will be eligible to be recommended for a clear credential by your employing district or induction program. If you do not complete all appropriate credential requirements by the designated date, you will also be responsible for reapplying to the program and possibly paying an M.Ed. filing fee to re-initiate your status.

Your clear teaching credential will require renewal every five years through the CTC for the duration of your teaching career.

Checklist for Registration, Enrollment, and Campus Services

- **UCR E-MAIL ACCOUNT:** (951) 827-6495; helpdesk@student.ucr.edu; <http://cnc.ucr.edu/>

New students are issued a UCR Net ID and email address after submitting the Statement of Intent to Register. If you did not receive this information, go to the website listed above for more information. Using your webmail account is important since **all correspondence from the Registrar's Office, Teacher Education staff, and your instructors will be sent to this email address.**

- **FEES AND STATEMENT OF ACCOUNT:** (951) 827-3204; <http://sbs.ucr.edu/>

This is provided by Student Business Services by email each month. For information on your account, the Deferred Payment Plan (DPP), etc. go to: <http://rweb.ucr.edu/>. Pre-loan counseling information is available as well. **Note:** If fees are not paid in full by 4 PM on the quarterly due dates then it will result in the loss of all enrolled courses and a \$50.00 late registration fee will be assessed.

- **FINANCIAL AID:** (951) 827-3878; finaid@ucr.edu; <http://finaid.ucr.edu/>

Be sure to contact the Financial Aid Office for questions concerning the FAFSA application, types of aid, eligibility, disbursement of awards, and deadlines.

- **CLASS SCHEDULES:** <http://classes.ucr.edu>

The website provides links to the Academic Calendar, enrollment, classes, fees, and finances. Teacher Education Services staff will enroll you in classes each quarter except summer session and you will receive notification of your enrollment by email. It is important that you review your enrollment through **R'WEB** (<http://rweb.ucr.edu/>) each quarter and notify us of any mistakes at (951) 827-5227.

- **EDUCATION SERVICES:** (951) 827-3715; <http://library.ucr.edu/view/collections/edser/index.html>

Education Services is located in the Rivera Library and houses the Teacher's Resource Center of K-12 curriculum materials.

- **UCR CAMPUS HEALTH CENTER:** (951) 827-3031; <http://campushealth.ucr.edu/>

The Health Center provides high quality, confidential medical care to students. Waivers for Graduate Student Health Insurance Program (GSHIP) are available online through this center.

- **UCR BARNES & NOBLE COLLEGE STORE:** (951) 827-2665; <http://ucr.bncollege.com>

The UCR Barnes & Noble College Store carries textbooks, university apparel, gifts, and computers.

- ☐ **UCR CARD:** (951) 827-2273; <http://ucrcard.ucr.edu/>

The card is a multifunctional campus ID card and **GSOE requires this for access to the computer labs, so please be sure to obtain it before classes begin.**

- ☐ **UCR COUNSELING CENTER:** (951)-827-5531; <http://counseling.ucr.edu/>

The Counseling Center provides counseling and psychological services for students.

- ☐ **UCR HOUSING SERVICES:** (951) 827-6350; housinginfo@ucr.edu; <http://housing.ucr.edu/>

- ☐ **STUDENT SPECIAL SERVICES:** (951) 827-3861; specserv@ucr.edu; <http://specialservices.ucr.edu/>

Services provided are services for students with disabilities, veterans' educational benefits, voter registration, and Selective Service information.

- ☐ **TRANSPORTATION AND PARKING SERVICES:** (951) 827-8277; <http://parking.ucr.edu/>

Visit the website for parking information, permits, Highlander Shuttle schedule, alternative transportation programs, citations, and other parking-related services.

- ☐ **THE OFFICE OF THE REGISTRAR:** (951) 827-7284; <http://registrar.ucr.edu>

Current registration information can be found on the Office of the Registrar website.

Final Steps for Graduate Students Earning the M.Ed. Degree

The steps described below are part of the process of earning a graduate degree from the Riverside campus of the University of California. Please note that the steps described here are **in addition** to the required courses in the academic and credential program. If you are a M.Ed. student, you will be contacted by your advisor and/or Graduate Division during the winter quarter regarding the deadlines for each step.

The five steps are described below in the general order in which they occur:

1. File your *Advancement to Candidacy* form
2. Update your personal information in R'Web.
3. Attend the GRAD FAIR for graduation attire and registration; order and pick up your commencement tickets (if applicable)
4. Confirm your intent to participate in commencement
5. Visit UCR Registrar for diploma information

1. File your Advancement to Candidacy form

If you will be completing your M.Ed. program in spring or summer, you must “Advance to Candidacy” for your degree during the winter quarter by completing and submitting an *Application for Advancement to Candidacy*. If you intend to participate in commencement in June but will finish your degree requirements in summer session, you must also complete and submit a *Commencement Ceremony Petition: Master’s and Ph.D. Candidates*. Both of these forms can be downloaded from the web at <http://graduate.ucr.edu/advancement2.html>. You are to submit these into the Teacher Education Program Office, 1124 Sproul Hall, by the date set by the Graduate Division (see the Graduate Division website for the specific date (<http://graduate.ucr.edu/deadlinedates.html>)). Once approved, the forms will be forwarded to the Dean of the Graduate Division. *Candidates who do not Advance to Candidacy by the established deadline will not have the degree conferred until the end of the following quarter.*

2. Update your Personal Information in R’WEB

You will need to update your local and permanent address, phone and email on R’WEB (<http://rweb.ucr.edu/>). This will automatically update your personal information in our Student Information System. Your commencement photo proofs, diploma information, etc., will be sent to you using your personal information in R’Web.

3. Attend the GRAD FAIR

If you will complete the M.Ed. program in spring or summer, you are invited to participate in UC Riverside’s Commencement Ceremony (<http://commencement.ucr.edu/>) in June. You must confirm your participation through the Commencement website in May. Information about tickets (if applicable) and the event can also be found on the Commencement website. Caps, gowns, hoods, and tassels may be purchased at the UCR GRAD Fair in May and will also be available for purchase at the UCR Barnes & Noble College Store.

4. Confirm Your Intention to Participate in Commencement

Not all students choose to walk in the commencement ceremony. In order to ensure adequate seating for you and your guests, you must confirm your intention to participate through the Commencement website. The commencement ceremony is held in mid-June. You will be notified by the GSOE of the exact time and location of the ceremony during the winter quarter.

5. Diplomas

The UCR Registrar will notify you when diplomas are ready for pickup. Diplomas can be mailed to you for a fee. Instructions regarding diploma pick-up or mailing are on the UCR Registrar website (<http://registrar.ucr.edu/registrar/guide-to-graduation/diplomas.aspx>).

Final Steps for Candidates earning a Teaching Credential

The steps described below are part of the process of earning a Teaching Credential from the Riverside campus of the University of California. Please note that the steps described here are *in addition to* the required courses in the credential program. You will be advised by your advisor, regarding the deadlines for each step.

The following steps are described below in the general order in which they occur:

1. Update your personal information in R'Web.
2. Credential only candidates are not required to fill out any forms for graduation.
3. Log on to the Commencement website and confirm your intent to participate in commencement.
4. Attend the GRAD FAIR for graduation attire and registration; order and pick up your commencement tickets (if applicable)
5. You will be provided with information regarding credential recommendation during the Spring Quarter to complete the application requirement for your teaching credential.

1. Update your Personal Information in R'Web.

You will need to update your local and permanent address, phone and email on R'Web (<http://rweb.ucr.edu/>). This will automatically update your personal information in our Student Information System. Your commencement photo proofs, etc., will be sent to you using your personal information in R'Web.

2. Credential Only Candidates

As a Credential Only candidate you do not need to fill-out or complete a form for graduation.

3. Confirm Your Intention to Participate in Commencement

Not all students choose to walk in the commencement ceremony. In order to ensure adequate seating for you and your guests, you must confirm your intention to participate through the Commencement website. The commencement ceremony is held in mid-June. You will be notified by the GSOE of the exact time and location of the ceremony during the winter quarter.

4. Attend the GRAD Fair

You must confirm your participation through the Commencement website in May. Information about tickets (if applicable) and the event can also be found on the Commencement website. Caps, gowns, and tassels may be purchased at the UCR GRAD Fair in May and will also be available for purchase the UCR Barnes & Noble College Store.

5. Certificates

Credential Only candidates do not receive a certificate from the University. You will receive your Teaching Credential from the Commission once all your requirements have been met and your recommendation is complete. This takes place in mid to late-June.

Support for Your Job Search

Helping student teachers find jobs upon completion of their credential programs is a priority of the TEP. Here are a few opportunities that are offered:

Mock Interview Panel: The TEP has strong relationships with districts in the regions surrounding UCR. A benefit of these relationships is the willingness of key administrators to participate in mock interview panels. Participation in a mock interview can give you an opportunity to practice your interview skills, learn what districts are looking for in new teachers, and give you valuable exposure to administrators who make hiring decisions. Attendance at the Mock Interview Panel is a mandatory event for all UCR student teachers.

Job Fairs: The TEP has a strong, ongoing relationship with the [UCR Career Center](#). One result of this partnership is the implementation of on-campus job fairs focused on hiring new teachers! This academic year's Education and Teacher Job Fair will be held at UCR in March 2019 in [HUB 302](#).

LinkedIn: We encourage you to join LinkedIn (www.linkedin.com). LinkedIn is an important networking resource and may help make you aware of job opportunities.

Your UCR Supervisor will notify you of other opportunities as they arise.

Program Structure

Nature of Course Work and Fieldwork

Coursework, which includes student and intern teaching fieldwork, is significantly different from undergraduate and other graduate program experiences. It is based on the Teaching Performance Expectations (TPEs) from the California Commission on Teacher Credentialing (CTC) (<http://ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>). You are not only expected to read, write, and complete a variety of course and classroom-based assignments, but you are also expected to apply what you learn through your coursework to your teaching practice in your fieldwork courses. Much of what you will engage in will be new to you. As part of your coursework and fieldwork, you will:

- Observe UCR faculty model strategies used in K-12 classrooms;
- Participate in demonstration lessons and cooperative group projects;
- Design lesson and unit plans;
- Work with individual students, small groups, and large groups within the context of a public school classroom;
- Practice performing classroom routines;
- Teach lessons and units;
- Manage individuals, groups and the whole class;
- Assess student learning; and
- Interact with administrators, faculty, staff, parents and students as a professional educator.

You will be exposed to and need to learn how to function in a culture that may be new to you—the culture of the elementary and/or secondary school. You will be new to the school and have the opportunity to learn from experienced teachers and administrators. You will also be expected to bring your own ideas to these experiences. Finally, you will be expected to make steady progress toward competency as a new teacher and to accept and implement suggestions for continual improvement as part of the evaluation process. This includes school-based evaluation and the [TEP Support and Evaluation System](#). These new opportunities may present challenges you have never before encountered, and in meeting those challenges, you may experience a certain level of discomfort. That is a sure sign of learning and growth. UCR supervisors, faculty, and TEP staff are to provide instruction and guidance in assisting you to meet these challenges successfully.

Student Teacher Fieldwork Hours

The intent of student teaching is to gradually develop your ability to be an effective teacher of diverse students. In all credential programs (Education Specialist, Multiple Subject, and Single Subject), the TEP expects that the District Cooperating Teacher (DCT) will enable you, as the student teacher, to gradually increase your involvement throughout the quarter. This begins with you participating in the classroom 6 hours per week (Summer Session E), observing as the District Cooperating Teacher (DCT) teaches, and writing focused reflections based on those observations. By the fall quarter, **multiple and single subject candidates will progress to participating in the classroom 18 hours per week—**still observing your DCT, writing focused reflections, and even participating in classroom

activities, working with individual students, leading classroom routines, monitoring group work, record-keeping and grading, co-planning, perhaps co-teaching segments of lessons, and eventually, teaching whole class lessons. For those students who are multiple and single subject candidates, your student teaching hours will remain the same in the winter quarter, but will increase to 20 hours per week in the spring. **Education Specialist candidates will participate for 9 hours per week in the classroom during the fall quarter and will increase to 30 hours in both winter and spring quarters.** All student teachers will complete four weeks in-charge over the course of the academic year (5 days per week for a total of 20 days).

All student teachers must report to the school site as directed by your Student Teaching Supervisor. Your UCR Supervisor will work with you on the schedule for the particular school where you will be doing your fieldwork. You are to report to the school site on the first day after winter and spring breaks, per the district calendar.

Tables 1-2 document expectations for fieldwork hours for Multiple Subjects, Single Subject, and Education Specialist student teachers. **The “Total Hours” are the maximum allowable hours of student teaching per UCR quarter.**

Table 1 Multiple Subjects and Single Subject Student Teacher Fieldwork Hours			
<u>Quarter</u>	<u>Hours/Week</u>	<u>Weeks</u>	<u>Total Hours</u>
Summer	6	7	42
Fall	18	10	180
Winter	18	10	180
Spring	20	10	200

Covered in 3 days per week in the Fall and Winter, and 4 days per week in Spring.

Table 2 Education Specialist Track: Mild/Moderate and Moderate/Severe Student Teacher Fieldwork Hours			
<u>Quarter</u>	<u>Hours/Week</u>	<u>Weeks</u>	<u>Total Hours</u>
Summer	6	7	42
Fall	9	10	90
Winter	30	10	300
Spring	30	10	300

Covered in 2-3 days per week in the Fall, and 4 days per week in Winter and Spring.

Cohort Model

You will be assigned to a cohort that is under the guidance of a UCR Supervisor. You will remain with this cohort through the end of your program. Your [attendance](#) is required beginning on June 20th, 2018 for the New Student Orientation. **Fieldwork in public schools begins during the week that individual student teachers’ district begin school (dates will vary).** Other fall quarter classes begin in late September. You are committed to full- time [attendance](#) in the credential program from the New Student Orientation on June 20th, 2018 through the end of the UCR spring quarter the following year.

Time Commitment

The TEP is designed to prepare you for the life of a public school teacher—a life that makes many demands on a teacher’s time and energy at the same time as it offers many rewards. Classroom teachers work long hours, both at the school site and in preparation after hours. They are responsible for completion of significant amounts of paperwork and are asked to participate in planning meetings with colleagues. UCR’s program is a full-time program that includes [course work and fieldwork](#) that is very time-intensive. In addition to the considerable time spent in class and at school sites, you will spend additional time on assignments that include reading, writing papers, creating lesson and unit plans, completing group projects, and engaging in technology

based learning. **You may experience real challenges in organizing your time and in meeting your financial and personal commitments while completing the program. You will not be able to take time off for vacations or other commitments, except, of course, for illness or emergency.** Whenever you have concerns about your ability to manage personal and professional commitments, you should be proactive in contacting your UCR Supervisor. In addition, the [UCR Counseling Center](#) is an excellent resource and has a wide range of services available to you.

Teacher Performance Expectations

Credential candidates are evaluated based on the Teaching Performance Expectations (TPEs), which can be found in the Appendix. The following sample rubric (**TPE 1: Engaging and Supporting All Students in Learning**) is used to assess student progress.

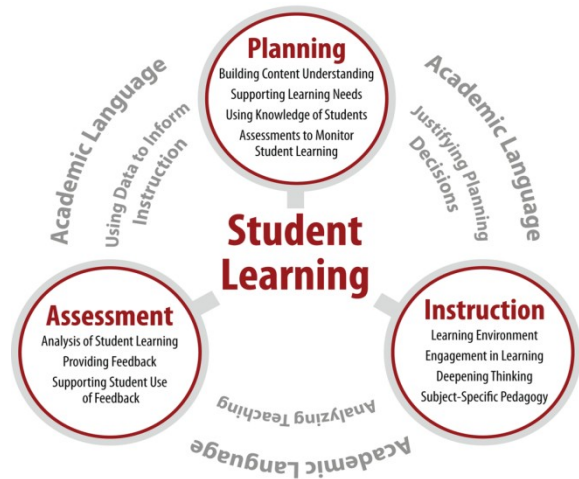
4	Applying Practice Responds to all elements of the directed task in an exemplary way. May go beyond the requirements of the task. Information and conclusions are detailed, directly addresses the question, and reflect content knowledge and effective instructional practices.
3	Exploring Practice Responds to all elements of the task in a satisfactory way. May not expand or go beyond required elements. May have uneven evidence or details. Shows knowledge of important instructional and content issues.
2	Emerging Practice Responds to all elements of the task in a satisfactory way but may lack evidence or details. Shows limited understanding of important instructional and content issues.
1	Novice Practice Response may address some elements of the task but lacks clarity, details, and knowledge of instructional and content issues. May include elements unrelated to the task or omit some elements of the task.

Teaching Performance Assessment (edTPA)

CTC Program Standard 5:

Implementation of the Teaching Performance Assessment: Candidate Preparation and Support

The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment (TPA) model selected by the program, the passing score standard adopted by the program, and the opportunities available within the program to prepare for completing the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA that are submitted for scoring must represent the candidate's own unaided work. The program provides timely formative feedback information to candidates on their performance on the TPA. The teacher preparation program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance with respect to the Teaching Performance Expectations (TPEs), and to retake the task/activity up to the specified number of times established by the program. **The TEP only recommends candidates who have met the passing score on the TPA for a preliminary teaching credential.**



The program provides formative assessment information and performance assessment results to candidates who successfully complete the TPA in a manner that is usable by the induction program as one basis for the individual induction plan.

You will have multiple and systematic opportunities to learn about and practice competency in the TPEs through observation, study and the completion of **Embedded Signature Assignments (ESAs)** in fieldwork and course work. These ESAs will prepare you to demonstrate competency on the state-required summative assessment, the **edTPA**, the TPA model used at UCR. The **edTPA** is an integral part of all your credential program courses and fieldwork in public school classrooms. You will complete integrated tasks in the areas of planning, instruction, assessment, and reflection.

The full text for all approved and adopted Program Standards is available to download at:

<http://www.ctc.ca.gov/educator-prep/STDS-prep-program.html>

EdTPA Fee

Like the RICA (Reading Instruction Competency Assessment) for Multiple Subjects teachers and the CSET (California Subject Exam Test) Examinations, the edTPA fee is separate from the program and quarterly tuition fees for the Teacher Education Program at the University of California, Riverside.

As of Fall 2014, teacher candidates in the Multiple Subjects and Single Subject credential programs have been required to pay a \$300 assessment fee to Pearson.

The edTPA fee is non-refundable and is paid directly to Pearson/edTPA. The fee paid by candidates for edTPA covers the administrative fees for candidate registration, portfolio submission, and scoring by a group of trained, calibrated scorers provided by Pearson/Evaluation Systems. *Note: University of California, Riverside does not profit from the edTPA assessment fee to Pearson/edTPA.*

Candidates, who do not meet the edTPA passing score for the initial submission, will be required to pay a new fee when retaking the edTPA (see Retaking the edTPA at: http://www.edtpa.com/PageView.aspx?f=GEN_RetakingEdTPA.html).

edTPA Video Confidentiality Guidelines

Candidates may not:

- Store/upload your video to a system that has not been designated as a secure system to support edTPA at your institution;
- Display the video publicly (i.e., personal websites, YouTube, Facebook) without expressed permission for this purpose from all those featured in the video and their parents/guardians;
- Use the video recording for any purpose that is not within the parameters of the release forms you received for students or adults who appear in your video.

Please refer to the guidelines on [edTPA.com](http://www.edtpa.com).

The Teacher Education Program Support and Evaluation System

Level I: Candidate Weekly, Biweekly, and Quarterly Support and Evaluation

Level II can occur at any time during the quarter.

To ensure student success, the TEP developed a Support and Evaluation System that provides timely, comprehensive, and systematic feedback from multiple perspectives. The system also meets accreditation requirements specified by the [California Commission on Teacher Credentialing \(CTC\)](#). Data resulting from the system is used in the ongoing program improvement process required by the CTC and to produce reports that are required to maintain full accreditation status.

Components of the system include course grades, informal and formal observations by DCTs and UCR Supervisors, quarterly evaluations by the same, and completion of the [teaching performance assessment \(edTPA\)](#). All evaluations and [edTPA](#) are based on the TPEs, criteria that are used by the CTC to measure preparation to teach. A student teacher must pass the [edTPA](#) in order for a student teacher to be awarded a preliminary credential by the CTC.

Student teachers are assigned to a DCT, who will provide forms of support that may include coaching, modeling and demonstrating within the classroom, assistance with course planning and problem solving regarding students, curriculum, and development of effective teaching methodologies.

Table 8 lists support and evaluation activities conducted by DCTs. The list includes numerous formal observation and feedback cycles. For example, student teachers are formally observed a minimum of six times in the course of an academic year by their DCTs. The observations are systematic and based on the [TPEs](#). These observations, combined with the feedback sessions that follow, are designed to support student teacher learning and mastery of the TPEs.

Table 8 DCT Support and Evaluation Schedule	Fall	Winter	Spring
Spend <u>minimally five hours per week</u> discussing with student teacher participation, lesson plans, and progress.	✓	✓	✓
Informal feedback to student teacher and UCR Supervisor on lesson plans, lesson presentation, and progress. Must use the " TPE Informal Lesson Observation " form.	✓	✓	✓
Lesson plan feedback and approval prior to presenting lessons.	✓	✓	✓

Table 8 DCT Support and Evaluation Schedule	Fall	Winter	Spring
Formal lesson observations using “ TPE Formal Lesson Observation ” form, providing formal feedback to the student teacher and UCR Supervisor. DCT must provide feedback on and approve the lesson plan prior to the observation. Observations <u>must be</u> distributed throughout the quarter (e.g., observations must be conducted by the 5 th and 8 th week in the classroom each quarter). DCT and student teacher meet after each observation to discuss observation.	At least 2 formal lesson observations (by the 5 th and the 8 th week)	At least 2 formal lesson observations (by the 5 th and the 8 th week)	At least 2 formal lesson observations (by the 5 th and the 8 th week)
End-of-quarter evaluation of student teacher using “ Formal Quarterly TPE Evaluation ” form. DCT and student teacher meet to discuss evaluation.	✓	✓	✓
End-of-quarter evaluation of UCR Supervisor using “ Formal Quarterly TPE Evaluation ” form.	✓	✓	✓

Table 9 lists support and evaluation activities conducted by UCR Supervisors. The list includes numerous formal observation and feedback cycles. For example, student teachers are formally observed a minimum of 12 times in the course of an academic year by their UCR Supervisors. The observations are systematic and based on the TPEs. These observations, combined with the feedback sessions that follow, are designed to support student teacher learning and mastery of the TPEs.

Table 9 UCR Supervisor Support and Evaluation Schedule	Fall	Winter	Spring
Classroom visits and feedback on video recorded lessons with student teacher to discuss participation, lesson plans, and progress. Record all classroom visitations on the “ UCR Supervisor Visitation and Conference Record ” form. The completed form will be due when you meet with the Director at the end of each quarter.	✓	✓	✓

Table 9 UCR Supervisor Support and Evaluation Schedule	Fall	Winter	Spring
Informal feedback to student teacher on lesson plans, lesson presentation, and progress. Must use the “ TPE Informal Lesson Observation ” form.	✓	✓	✓
Lesson plan feedback provided to student teacher. Approve any lesson plan that the student teacher will be formally observed teaching prior to the observation.	✓	✓	✓
Formal lesson observations using “ TPE Formal Lesson Observation ” form, providing formal feedback to the student teacher. Observations <u>must be</u> distributed throughout the quarter. UCR Supervisor and student teacher meet after each observation and both sign the observation form.	At least 4 formal lesson observations	At least 4 formal lesson observations	At least 4 formal lesson observations
End-of-quarter evaluation of student teacher using “ Formal Quarterly TPE Evaluation ” form. UCR Supervisor and student teacher meet to discuss evaluation and both sign the evaluation form.	✓	✓	✓

Table 10 lists the evaluation activities conducted by UCR student teachers at the end of each quarter and at the end of the year.

Table 10 Student Teacher Support and Evaluation Schedule	Fall	Winter	Spring
End-of-quarter evaluation of DCT using “ Formal Quarterly TPE Evaluation ” form.	✓	✓	✓
End-of-year evaluation of UCR Supervisor using “ Formal Quarterly TPE Evaluation ” form.			✓


Level II: Candidate Conferences

If a UCR Supervisor has a candidate who is not performing as expected based on the TPEs either in course work, class participation, [fieldwork](#) (including lesson plans, lesson delivery, classroom management, and interaction with students, etc.), or professional conduct, then the Supervisor should hold a conference with the student to highlight the student's strengths and to address the areas that need improvement, and then a follow-up conference to review the student's progress.


- Use the "[Level II Initial Conference Record](#)" form (see: **Sample Forms on next page**) to record the details of the conference, including the improvement plan with benchmarks. Schedule a follow-up conference date and time at end of conference.

Use the "[Level II Follow-Up Conference](#)" form (see: **Sample Forms on next page**) to record the details of the follow-up conference, including a review of the student's progress in meeting the benchmarks outlined in the improvement plan.

Level II Initial Conference Record (Sample)

		UNIVERSITY OF CALIFORNIA Graduate School of Education		Teacher Education		951.827.5225 education.ucr.edu edcred@ucr.edu	
Support and Evaluation System: Level II Initial Conference Record							
Credential Candidate _____				UCR Quarter _____			
School _____		Subject/Grade Level _____		UCR Supervisor _____			
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	TPE 2: Monitoring Student Learning During Instruction	TPE 3: Interpretation and Use of Assessments	TPE 4: Making Content Accessible	TPE 5: Student Engagement	TPE 6: Developmentally Appropriate Teaching Practices	TPE 7: Teaching English Learners	TPE 8: Learning About Students
TPE 9: Instructional Planning	TPE 10: Instructional Time	TPE 11: Social Environment	TPE 12: Professional, Legal, and Ethical Obligations	TPE 13: Professional Growth			
Strengths (TPE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13; check all that apply)							
Supervisor's Comments (state strengths, link to TPEs indicated above; attach supporting evidence [e.g., informal/formal lesson plans/observations and/or formal evaluations, etc.]):							
Areas for Improvement (TPE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> Professional conduct; check all that apply)							
Supervisor's Comments (state problem, link to TPEs indicated above, attach supporting evidence [e.g., informal/formal lesson plans/observations and/or formal evaluations, etc., explain improvement[s] needed):							
Improvement Plan and Benchmarks (describe the improvement plan to address the areas needing improvement stated above; provide what will be done by whom, the date by which that will be accomplished [no later than scheduled Follow-Up Conference date [above], and how the improvement will be measured):							
If improvement is not made as outlined in the Improvement Plan by the date of the Follow-Up Conference, then the candidate will be put on probation.							
Candidate's Comments:							
Supervisor signature: _____				Date: _____			
Candidate signature: _____				Date: _____			
Level II Follow-Up Conference set for (date): _____ at (time) _____ in (location) _____							
A copy of this Level II Initial Conference Record must be provided to the candidate at the conclusion of the conference and a copy placed in the candidate's file. UCR Teacher Education Support and Evaluation System: Level II Initial Conference Record (revised 7/2/14)							

Level II Follow-Up Conference Record (Sample)

	Graduate School of Education	Teacher Education	951.827.5225 education.ucr.edu edcred@ucr.edu
Support and Evaluation System: Level II Follow-Up Conference Record			
Credential Candidate _____		UCR Quarter _____	
School _____		UCR Supervisor _____	

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	TPE 2: Monitoring Student Learning During Instruction	TPE 3: Interpretation and Use of Assessments	TPE 4: Making Content Accessible	TPE 5: Student Engagement	TPE 6: Develop- mentally Appropriate Teaching Practices	TPE 7: Teaching English Learners	TPE 8: Learning About Students	TPE 9: Instructional Planning	TPE 10: Instructional Time	TPE 11: Social Environment	TPE 12: Professional, Legal, and Ethical Obligations	TPE 13: Professional Growth
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Areas Showing Improvement: TPE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13
☐ Professional Conduct

Supervisor's Comments (state areas showing improvement based on the TPEs indicated above; link to TPEs that were cited as needing improvement in *Level II Initial Conference Record*; attach supporting evidence [e.g., informal/formal lesson plans/observations and/or formal evaluations, etc.]):

Candidate ☐ has ☐ has not met the goals and benchmarks of the Improvement Plan in the Level II Initial Conference Record dated ____/____/____.

If not met, indicate the goals and benchmarks of the Improvement Plan that were not met and the areas that still need improvement (attach supporting evidence [e.g., grade reports, informal/formal lesson plans/observations and/or formal evaluations, etc.]): TPE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ Professional Conduct
 (move to *Level III Probation Initial Conference*)

Candidate's Comments:

Supervisor signature: _____ Date: _____

Candidate signature: _____ Date: _____

A copy of this *Level II Follow-Up Conference Record* must be provided to the candidate at the conclusion of the conference and a copy placed in the candidate's file.

UCR Teacher Education Support and Evaluation System: Level II Follow-Up Conference Record (revised 12/17/15)
Page 1 of 1

Level III: Candidate Probation

I. Probation


A. Academic Probation

1. A student is placed on academic probation when (1) his/her cumulative grade point average falls below a 3.0, (2) the student is in danger of failing to pass satisfactorily a credential [seminar course](#). The supervisor and student will be notified by the Director of Teacher Education should a student fail to pass any of the courses named above with a grade of C- or better or should the student's overall GPA fall below a 3.0.
2. The student will meet with his/her supervisor and the director to plan the steps, which are outlined on the *Performance Evaluation-Probationary Status* form, that the student will need to move off of academic probationary status. Both the student and supervisor must sign and date the plan; the plan is placed in a probation folder in the Teacher Education Services Office, [Sproul 1124](#).
3. A student may be dismissed from the credential program for failure to meet the stipulations in the probation plan within the time frame determined by the supervisor and candidate in "A2" above.


B. Teaching Probation

1. A student is placed on teaching probation by his/her supervisor when the student fails to demonstrate minimal teaching as evaluated by the supervisor and/or the DCT, or when the student engages in unprofessional conduct as defined in the Student Responsibilities document and the Candidate Handbook. A candidate is judged to be below minimum standards when observations, conferences, and the quarterly evaluation report indicates poor teaching performance or lack of progress from one quarter to the next.
2. The student will be notified in writing by his/her supervisor that he/she is on probationary status and a written plan will be developed by the supervisor and student clearly stating the steps necessary for the student to move from probationary to non-probationary status. Both the student and supervisor must sign and date the plan; the plan is placed in a probation folder in the Teacher Education Services Office. Students on teaching probation shall be granted a specific period of time as indicated in the plan to fulfill the mandates of the probation plan. Evidence of improved teaching shall be provided by quarterly evaluations from the DCT and supervisor and satisfactory lesson observation reports.
3. When improvement is shown and the UCR supervisor, in consultation with the district supervisor and the student, judges that the criteria for moving from probationary status are met, the student is removed from probationary status effective at the end of the determined period. The student and Director of Teacher Education are notified in writing by the supervisor that he/she is no longer on probation.

Level III Probation Initial Conference Record (Sample)

	Graduate School of Education	Teacher Education	951.827.5225 education.ucr.edu edcred@ucr.edu
Support and Evaluation System: Level III Initial Performance Evaluation – Probationary Status Conference Record			
Credential Candidate _____		UCR Quarter _____	
School _____		Subject/Grade Level _____ UCR Supervisor _____	
Type of Probation: <input type="checkbox"/> Academic Probation <input type="checkbox"/> Teaching Probation Date of Follow-Up Conference: _____			
TPE 1:	TPE 2:	TPE 3:	TPE 4:
Specific Pedagogical Skills for Subject Matter Instruction	Monitoring Student Learning During Instruction	Interpretation and Use of Assessments	Making Content Accessible
TPE 5:	TPE 6:	TPE 7:	TPE 8:
Student Engagement	Developmentally Appropriate Teaching Practices	Teaching English Learners	Learning About Students
TPE 9:	TPE 10:	TPE 11:	TPE 12:
Instructional Planning	Instructional Time	Social Environment	Professional, Legal, and Ethical Obligations
TPE 13:			
Professional Growth			
Areas Needing Improvement based on Level II Follow-Up Conference Record, dated: / /			
Academic Probation: <input type="checkbox"/> Cumulative grade point average is below a 3.0, <input type="checkbox"/> Did not pass a credential seminar course (list course: EDUC _____) <input type="checkbox"/> Did not pass EDUC 109/S, EDUC 110/S, EDUC 172/S, EDUC 174/S, or EDUC 175/S with a grade of C- or better <i>(Note: A candidate may not continue in the program with an unsatisfactory or incomplete in any of the 200- or 300-numbered courses that are required for his/her credential. Also, a candidate on academic probation may enroll in a supervised teaching course only if the candidate and UCR Supervisor have developed an improvement plan that can result in removal of academic probation status and only with the approval of the Director of Teacher Education. A candidate may be dismissed from the credential program for failure to make the improvements in the areas identified below in this probation conference record within the time frame determined by the UCR supervisor and candidate.)</i>			
Teaching Probation: TPE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> Professional Conduct; check all that apply <i>(Note: If the candidate fails to make adequate improvement in the areas identified below in this probation conference record within the time frame determined by the UCR supervisor and candidate, the UCR supervisor may recommend the candidate's dismissal from the credential program to the Director of Teacher Education. The Director would then meet with the candidate to make a determination of the candidate's status.)</i>			
Supervisor's Comments (state areas needing improvement based on Level II Follow-Up Conference Record cited above; attach supporting evidence [e.g., grade reports, informal/formal lesson plans/observations and/or formal evaluations, etc.]):			
<div style="position: relative; width: 100%; height: 100%;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(45deg); font-size: 100px; opacity: 0.1; pointer-events: none;">DRAFT</div> </div>			
Improvement Plan and Benchmarks (describe the improvement plan to address the areas needing improvement stated above; provide what will be done by whom, the date by which that will be accomplished [no later than scheduled Follow-Up Conference date [above], and how the improvement will be measured):			
If improvement is not made as outlined in the Improvement Plan by the date of the Follow-Up Conference, then the candidate will be dismissed from the TEP.			
Candidate Comments (optional):			
By signing, you acknowledge that your UCR Supervisor has met with you to discuss the contents of this Probation form. It does not indicate agreement.			
Candidate signature: _____		Date: _____	
Supervisor signature: _____		Date: _____	
Director, Teacher Education, signature: _____		Date: _____	
Level III Probation Follow-Up conference set for (date): _____ at (time) _____ in (location) _____			
A copy of this Level III Initial Performance Evaluation – Probationary Status Conference Record must be provided to the candidate and copies placed in the probation folder and the candidate's file. UCR Teacher Education Support and Evaluation System: Level III Initial Performance Evaluation – Probationary Status Conference Record (revised 7/2/14)			

Level III Probation Follow-Up Conference Record (Sample)

	UNIVERSITY OF CALIFORNIA Graduate School of Education	Teacher Education	951.827.5225 education.ucr.edu edcred@ucr.edu									
Support and Evaluation System: Level III Follow-Up Performance Evaluation – Probationary Status Conference Record												
Credential Candidate _____		UCR Quarter _____										
School _____		Subject/Grade Level _____ UCR Supervisor _____										
Type of Probation: <input type="checkbox"/> Academic Probation <input type="checkbox"/> Teaching Probation Date of Follow-Up Conference: _____												
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	TPE 2: Monitoring Student Learning During Instruction	TPE 3: Interpretation and Use of Assessments	TPE 4: Making Content Accessible	TPE 5: Student Engagement	TPE 6: Developmentally Appropriate Teaching Practices	TPE 7: Teaching English Learners	TPE 8: Learning About Students	TPE 9: Instructional Planning	TPE 10: Instructional Time	TPE 11: Social Environment	TPE 12: Professional, Legal, and Ethical Obligations	TPE 13: Professional Growth
Areas Showing Improvement based on Level III Probation Initial Conference Record, dated: ____/____/____												
Academic Probation: <input type="checkbox"/> Cumulative grade point average is now above a 3.0, <input type="checkbox"/> Passed a credential seminar course (list course: EDUC ____) <i>(Note: A candidate may not continue in the program with an unsatisfactory or incomplete in any of the 200- or 300-numbered courses that are required for his/her credential. Also, a candidate on academic probation may enroll in a supervised teaching course only if the candidate and UCR Supervisor have developed a plan that can result in removal of academic probation status and only with the approval of the Director of Teacher Education. A candidate may be dismissed from the credential program for failure to meet the stipulations in this probation plan within the time frame determined by the UCR supervisor and candidate.)</i>												
Teaching Probation: TPE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> Professional Conduct; check all that apply <i>(Note: If inadequate improvement is shown, the UCR supervisor may recommend the candidate's dismissal from the credential program to the Director of Teacher Education. The Director would then meet with the candidate to discuss the determination of the candidate's status.)</i>												
Supervisor's Comments (state areas showing improvement based on <i>Level III Probation Initial Conference Record</i> cited above; attach supporting evidence [e.g., grade reports, informal/formal lesson plans/observations and/or formal evaluations, etc.]): 												
Candidate <input type="checkbox"/> has <input type="checkbox"/> has not met the goals and benchmarks of the Improvement Plan in the <i>Level III Probation Initial Conference Record</i> dated ____/____/____. If not met, indicate the goals and benchmarks of the Improvement Plan that were not met (attach supporting evidence [e.g., grade reports, informal/formal lesson plans/observations and/or formal evaluations, etc.]): Academic probation: <input type="checkbox"/> Cumulative grade point average: _____ <input type="checkbox"/> Course(s) not passed: _____ Teaching probation: TPE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> Professional Conduct Supervisor must confer with Director regarding moving to Level IV Dismissal Conference.												
Candidate Comments (optional): 												
You are asked to sign below to acknowledge that you have discussed the above information with your UCR Supervisor. Candidate signature: _____ Date: _____ Supervisor signature: _____ Date: _____ Director, Teacher Education, signature: _____ Date: _____												
A copy of this Level III Follow-Up Performance Evaluation – Probationary Status Conference Record must be provided to the candidate and a copy placed in the probation folder and the candidate's file.												
UCR Teacher Education Support and Evaluation System: Level III Follow-Up Performance Evaluation – Probationary Status Conference Record (revised 12/17/15)												

Level IV: Candidate Dismissal

If, during probation, inadequate improvement is shown, the supervisor and/or director may recommend the student's dismissal from the credential program to the Director of Teacher Education. The Director will meet with the student to discuss the determination of the student's status.


A. Appeal Process

1. The student may appeal dismissal in writing to the Director of Teacher Education. The director may (1) dismiss the student or (2) may grant a return to probationary status. The student is notified in writing of the decision.
2. The student may appeal the Director of Teacher Education's decision to the Teacher Education Committee, and then to the Executive Committee and finally to the Dean of the Graduate School of Education.
3. The student may also seek advice and intervention from the UCR Ombudsman.

B. General Notes on Continuing in the Program

1. A student may not continue in the program with an unsatisfactory or incomplete in any of the 200 or 300 numbered courses that are required for a credential.
2. **The Director of Teacher Education may dismiss a student from the program at any time for any serious breach in ethics or professional behavior that is harmful to the student, K- 12 pupils, or others.**
3. The student may appeal his/her dismissal to the Teacher Education Committee, Executive Committee, and then the Dean of the GSOE.

Level IV Dismissal Conference Record (Sample)

		Graduate School of Education		Teacher Education		951.827.5225 education.ucr.edu edcred@ucr.edu	
Support and Evaluation System: Level IV Dismissal Conference Record							
Credential Candidate _____				UCR Quarter _____			
School _____		Subject/Grade Level _____		UCR Supervisor _____			
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction	TPE 2: Monitoring Student Learning During Instruction	TPE 3: Interpretation and Use of Assessments	TPE 4: Making Content Accessible	TPE 5: Student Engagement	TPE 6: Developmentally Appropriate Teaching Practices	TPE 7: Teaching English Learners	TPE 8: Learning About Students
TPE 9: Instructional Planning	TPE 10: Instructional Time	TPE 11: Social Environment	TPE 12: Professional, Legal, and Ethical Obligations	TPE 13: Professional Growth			
Reason for Dismissal							
<input type="checkbox"/> Failure to meet conditions of Academic Probation, as specified in <i>Level III Probation Follow-Up Conference Record</i> , dated ____/____/____ (attach supporting evidence [i.e., <i>Level III Probation Follow-Up Conference Record</i> , etc.])							
<input type="checkbox"/> Failure to meet conditions of Teaching Probation, as specified in <i>Level III Probation Follow-Up Conference Record</i> , dated ____/____/____ (attach supporting evidence [i.e., <i>Level III Probation Follow-Up Conference Record</i> , etc.])							
<input type="checkbox"/> Serious breach in ethics or professional conduct that was harmful to the candidate, K-12 pupils, or others (describe breach in detail, below; attach supporting evidence)							
Director of Teacher Education Comments:							
<div style="position: relative; width: 100%; height: 100%;"> <div style="position: absolute; top: 50%; left: 50%; transform: translate(-50%, -50%) rotate(-45deg); font-size: 100px; opacity: 0.1; pointer-events: none;">DRAFT</div> </div>							
Director of Teacher Education signature: _____				Date: _____			
Candidate signature: _____				Date: _____			
Dismissal effective (date): _____ Credential Analyst notified (date): _____ Graduate Division notified (if applicable; date): _____							
A copy of this <i>Level IV Dismissal Conference Record</i> must be provided to the candidate at the conclusion of the conference and a copy placed in the candidate's file.							

Responsibilities of Student Teachers

This form will be distributed prior to the commencement of student teaching. A signed copy will be maintained in the candidate's file in the TEP Office.

Student teachers enrolled in any of the TEP credential programs are unique in that they must meet the expectations and requirements of multiple institutional entities and their respective policies, regulations, and standards: UCR, GSOE, the TEP, the CTC, and the school district where the student teacher is placed for [fieldwork](#) and [student teaching](#). This unique configuration underscores the importance of the professional roles and responsibilities to which student teachers aspire.

Please be aware that all program personnel have as their goal all student teachers' success in the program and will endeavor to assist them in achieving that success.

Section I. University of California, Riverside, Graduate School of Education, Teacher Education Program, and California Commission on Teacher Credentialing Requirements

Student teachers must meet the requirements of UCR and its related constituent parts, including the TEP. Student teachers enrolled in any of TEP's credential programs are subject to all of the policies, regulations, and requirements that pertain to other graduate level students at UCR. Those policies, regulations, and requirements govern quality of work and grades, [academic honesty](#), and conduct consistent with university expectations and standards. Written descriptions and explication of such policies, regulations, and requirements can be found in various UCR and departmental publications and on the UCR and department websites. See <http://www.catalog.ucr.edu/> and <http://deanofstudents.ucr.edu/policiesprocedures/index.html>. The Academic Senate Regulations, the General Catalog, the UC Policies Applying to Campus Activities, Organizations, and Students (UCR Campus Implementation), and the UCR Graduate Advisor's Handbook supersede any conflicting information that may exist within other websites or publications.

A. Academic Requirements/Satisfactory Progress

The TEP is required to incorporate CTC requirements into its credential programs. In order for student teachers to remain in good academic standing in the credential programs, student teachers must be in compliance with the expectations of the CTC as determined by TEP faculty. CTC standards regarding student teacher competency and performance are set forth in the Standards of Quality and Effectiveness for Professional Teacher Preparation Programs and various, program-related standards issued by the CTC (see https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/prior-ms-ss-stds-2001.pdf?sfvrsn=d8101987_0). Student teachers should familiarize themselves with the standards issued by the CTC. Assessment of student teacher competency and performance *vis a vis* these various standards are matters of professional judgment as rendered by TEP faculty.

In accordance with academic standards for graduate students at UCR, satisfactory grades are required in all courses, including student teaching, for successful completion of the program. In

addition, TEP faculty will exercise their professional judgment in determining whether or not a student teacher is meeting the requirements of the program. Student teachers who are not making satisfactory progress will be notified pursuant to the procedures set forth in the UCR Graduate Advisor's Handbook and the [TEP Support and Evaluation System](#). Student teachers whose performance does not improve after being given adequate notice may be dismissed from the program. The policy and procedures for academic disqualification are set forth in the UCR Graduate Advisor's Handbook and the [TEP Support and Evaluation System](#).

"Satisfactory grades" is defined as follows:

1. A cumulative GPA of 3.0
2. A "C-" or better earned in 100 level courses
3. A "B-" or better in all 200 and 300 level courses

B. Conduct Requirements

Student teachers who engage in conduct that violates the UC "Policies Applying to Campus Activities, Organizations and Students, UCR Campus Implementation," (available at <http://policy.ucop.edu/doc/2710517/PACAOS-10>;) may be subject to discipline as set forth in the referenced policies. Such misconduct also may cause the TEP faculty to withhold approval for [fieldwork](#)/student teaching placement and/or recommendation for a credential. Student teachers must also meet all expectations of their instructors and UCR supervisor including, but not limited to, dress and grooming standards, professional conduct, use of appropriate language¹, and classroom performance. **Note that student teachers who display unprofessional behavior or distribute inappropriate content¹ via social media (such as Facebook, Instagram, Twitter, etc.) are also subject to disciplinary action, including possible dismissal from the Teacher Education Program.**

Section II. Requirements of Cooperating Schools and School Districts

Student teachers must comply with the standards and requirements of the cooperating schools and school districts where they fulfill [fieldwork](#) and student teaching requirements.

Student teachers are allowed to participate at school sites at the pleasure of the cooperating school and school district. **They must meet all expectations of the cooperating school and school district including, but not limited to, dress and grooming standards, professional conduct, use of appropriate language, and classroom performance. Student teachers can be removed without cause from [fieldwork](#) and/or student teaching assignments by the cooperating school or school district. NOTE: See Addenda on page 53 of this Handbook for more information.**

¹ Examples of inappropriate language and content include profanity and remarks that reflect intolerance of racial, ethnic, sexual orientation or gender identity, and religious diversity.

Section III. Implications for Failure to Meet Academic and Professional Standards and Requirements

In accordance with California Commission on Teacher Credentialing, **should a student teacher fail to meet CTC, UCR, or GSOE TEP academic and professional standards and requirements for satisfactory progress toward degree (including failing any of the student teacher [fieldwork](#) courses), the student teacher may be unable to continue in the program.** Student teachers should refer to Section I of this document, "[University of California, Riverside, Graduate School of Education, Teacher Education Program, and California Commission on Teacher Credentialing Requirements](#)," for additional details.

In addition, the student teacher may be impacted in one or more of the following ways:

- The student teacher's grade(s) may be negatively affected;
- The TEP faculty or staff may refuse to recommend the student teacher for a credential;
- The student teacher may be issued a notice of unsatisfactory progress by the GSOE or TEP; and
- The student teacher may be recommended for academic disqualification.

If a student teacher is identified by the district or TEP as having engaged in alleged misconduct, the TEP may initiate disciplinary proceedings following the procedures set forth in the UC "Policies Applying to Campus Activities, Organizations, and Students, UCR Campus Implementation," (see reference in [Section I, Part B](#)).

Process for Resolution of Student Teacher Questions and Concerns

If a student teacher has a question or concern about individual courses or about other aspects of the program, he or she should follow the procedure and sequence of steps outlined below:

- **First**, speak with the faculty member who is directly responsible for the course; **faculty members include supervisors of teacher education.**
- **Second**, if the student teacher does not feel the question has been answered or the concern resolved, he/she **makes an individual appointment with the Program Coordinator for the credential area** (e.g., Multiple Subject Program Coordinator, Single Subject Program Coordinator, or Education Specialist Program Coordinator)
- **Third**, if the student teacher does not feel the question has been answered or the concern resolved, **he/she makes an individual appointment with the Director of Teacher Education.**
- **Fourth**, if the student teacher does not feel that the question has been answered or the concern resolved, **he/she may make an individual appointment with the Dean of the Graduate School of Education.**
- **Fifth**, if the student teacher does not feel that the question has been answered or the concern resolved, **he/she may make an individual appointment with the [University Office of the Ombudsman](#).**

Please note that student teachers may, at any time, consult with the [University Office of the Ombudsman](#).

Program Policies and Procedures

Attendance Policy

Attendance at all program-related courses, seminars, orientations, and events is required. This includes professional development workshops sponsored by the TEP. Methods courses and fieldwork courses have been planned to provide opportunities for integration of theory and methodology across the curriculum and to *“provide multiple and systematic opportunities for candidates to learn and practice Teaching Performance Expectations (TPE’s) throughout the program.”* Our faculty plan activities within courses and experiences in fieldwork that will require active participation to assure your optimal learning and the development of knowledge and skills necessary for success in the program and in teaching. UCR supervisors, faculty, and school district administrators expect that you will be punctual at all meetings, course sessions, and for your assignment at your school site.

Substitute Teaching during the Credential Program

You are encouraged to obtain a substitute permit for the school district in which you are placed by your UCR supervisor. You may substitute for your DCT **as long as the date of the substitute assignment does not conflict with your fieldwork hours, [UCR Courses or workshops, or meetings sponsored by the TEP](#).** You cannot substitute for a DCT other than your own on your assigned fieldwork day (**you must consult first with your supervisor before agreeing to substitute for your DCT on your assigned fieldwork day**). You must be in good standing and have approval from your Supervisor of Teacher Education.

In the case of a dire emergency, you may be asked to “cover” another teacher’s class until a substitute can be found. However, you may not substitute for another teacher’s class if it conflicts with your assigned fieldwork, Student Teaching schedule, your [UCR Courses or workshops, or meetings sponsored by the TEP](#). Providing teacher coverage in this type of circumstance is permissible only as a last resort. **Always notify your UCR Supervisor when this occurs!** It is essential that you spend as much time as possible in your DCT’s classroom.

At the discretion of your UCR Supervisor, you may be instructed to refrain from working as substitute teacher for any district if substituting is interfering with your teaching responsibilities in the credential program and/or your progress/success in your TEP course work.

Academic Misconduct

The Academic Senate Bylaws Appendix outlines Academic Integrity for Students at the University of California, Riverside. The student body of the Graduate School of Education's Teacher Education Program is composed of candidates pursuing Teacher Credentials Only (TCO) and candidates pursuing Teacher Credentials and a M.Ed. in General Education or M.Ed. in Special Education. For TCO candidates, the policies related to academic integrity will be consistent with the policies for Graduate Students (For Appendix, Section 6), see http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app§ion=06.

The exception to the policy is that TCO candidates will consult with the following individuals in the order described: first, the Interim Director of Teacher Education, and thereafter, the Associate Dean of the Graduate School of Education. TCO candidates do not consult with the Associate Dean for Graduate Student Affairs.

ACADEMIC INTEGRITY FOR STUDENTS AT THE UNIVERSITY OF CALIFORNIA, RIVERSIDE (APPROVED BY EDUCATIONAL POLICY ON APRIL 2, 2012 AFTER CONSULTATION WITH THE GRADUATE COUNCIL) (EN NOV 04) (AM 29 MAY 12)

6.1 POLICY

University Of California Policies Applying to Campus Activities, Organizations, and Students, section 100.00 Policy on Student Conduct and Discipline states that "Chancellors may impose discipline for the commission or attempted commission (including aiding or abetting in the commission or attempted commission) of the following types of violations by students...:

102.1 All forms of academic misconduct including but not limited to cheating, fabrication, plagiarism, or facilitating academic dishonesty.

102.2 Other forms of dishonesty including but not limited to fabricating information, furnishing false information, or reporting a false emergency to the University."

6.2 PRINCIPLES OF ACADEMIC INTEGRITY

At the University of California, Riverside (UCR) honesty and integrity are fundamental values that guide and inform us as individuals and as a community. The culture of academia requires that each student take responsibility for learning and for products that reflect their intellectual potential, curiosity, and capability. Students must represent themselves truthfully, claim only work that is their own, acknowledge their use of others' words, research results, and ideas, using the methods accepted by the appropriate academic disciplines and engage honestly in all academic assignments. Anything less than total commitment to honesty circumvents the contract for intellectual enrichment that students have with the University to become and educated person, undermines the efforts of the entire academic community, and diminishes the value of an education for everyone, especially for the person who cheat.

Both students and faculty are responsible for ensuring the academic integrity of the University.

These guidelines establish definitions for academic misconduct and procedures for the adjudication of academic integrity cases by the Office of Student Conduct and Academic Integrity Programs (SCAIP) for undergraduate students and Graduate Division for graduate student cases.

Misunderstanding of appropriate academic conduct will not be accepted as an excuse for academic misconduct. If a student is in doubt about appropriate academic conduct in a particular situation, he or she should consult with the instructor in the course to avoid the serious charge of academic misconduct. (Am 29 May 12)

6.3 TYPES OF ACADEMIC MISCONDUCT

6.3.1 The following provides definitions of academic misconduct to assist students in developing an understanding of the University's expectations, recognizing that no set of written guidelines can anticipate all types and degrees of violations of academic integrity. To the extent that these definitions are not exhaustive, duly appointed representatives of the University will judge each case according to its merits.

Academic misconduct is any act that does or could improperly distort student grades or other student academic records.

Cheating. Fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Fabrication. Making up data or results and recording or reporting them, including laboratory or field research results. In the context of student academic integrity, this also includes falsifying academic or university documents and providing false information or testimony in connection with any investigation or hearing under this policy.

Plagiarism. The appropriation of another person's ideas, processes, results, or words without giving appropriate credit. This includes the copying of language, structure, or ideas of another and attributing (explicitly or implicitly) the work to one's own efforts. Plagiarism means using another's work without giving credit.

Facilitating academic dishonesty. Assisting another in violating the policy of Academic Integrity, such as taking an exam for another student or providing coursework for another student to turn in as his or her own effort.

Unauthorized collaboration. Working with others without the specific permission of the instructor on assignments that will be submitted for a grade. This applies to in-class or take-home tests, papers, labs,

or homework assignments. Students may not collaborate without faculty authorization.

Interference or sabotage. Damaging, removing, or otherwise harming another student's work or University materials and systems to affect the academic performance of others.

Failure to comply with research regulations such as those applying to human subjects, laboratory animals, and standards of safety.

Retaliation of any kind against a person who reported or provided information about suspected or alleged misconduct and who has not acted in bad faith.

6.5.3 *Requirements and Expectations in Courses*

Instructional personnel responsible for courses (herein referred to as Faculty) are encouraged to include statements addressing academic integrity as part of the syllabus for every course and to educate students about expectations and standards of the course in order that students may not, through ignorance, subject themselves to the charge of academic misconduct. Faculty are further encouraged to inform students of campus resources available for dealing with academic difficulty.

6.5.4 *Allegations of Misconduct in Courses*

6.5.4.1 *Initiation of Cases*

If a Faculty member suspects that an act of academic misconduct has occurred in a course, he or she must promptly communicate with the student regarding the alleged misconduct and the information upon which the allegation is based; the notification process must occur within 30 calendar days from the discovery of the alleged act. The Faculty member may make a request for an extension of time through the Associate Dean for Graduate Academic Affairs. If the discovery is made by a student, teaching assistant, reader, grader or tutor he or she should immediately communicate to the Faculty member in charge of the course, so that the Faculty member in charge can proceed with the investigation.

Whenever possible, communication with the student should take place through an in-person consultation and should be conducted in a manner that respects the student's privacy and maintains an environment that supports teaching and learning. When multiple students are involved, Faculty are encouraged to communicate with each student separately. The Faculty member or the student may request the presence at the consultation meeting of the Ombudsperson.

When an in-person meeting is not possible, the Faculty member may communicate with the student in writing. Written communication should be sent to the student's University e-mail address.

The student must be given the opportunity to respond to the allegation of misconduct. When communication is made in writing, students will be given 10 calendar days to respond.

After conferring with the student and/or considering the student's written response, the Faculty member may determine that there has been no misconduct, in which case the Faculty member may dismiss the allegation and take no further action.

If the Faculty member determines that it is more likely than not that the student committed an act of academic misconduct, regardless of the student's intent to engage in misconduct, the case moves to Stage 1 in the review process.

Faculty members who will not be available to participate fully in resolving allegations (e.g., Individuals holding part-time or temporary appointments, those on sabbatical or other leave, or those leaving University employment) must provide a copy of all documentation to the immediate supervising administrator: department chair, program director, center director, or dean of school, who will serve as a proxy for the Faculty member to conclude the case.

If grades are awarded while the case is in progress, the Faculty member should assign a temporary grade placeholder of Grade Delay "GD" pending the outcome of the review process.

6.5.4.1.1 *Student Admits Responsibility*

If the student admits responsibility for the alleged misconduct, the Faculty member may immediately impose an appropriate academic sanction. The faculty member must document the case and the sanction on the Graduate Academic Misconduct Referral form and send the form to the Associate Dean for Graduate Academic Affairs. Faculty members are advised to consult with the Graduate Advisor for the student's program and with the Associate Dean for Graduate Academic Affairs prior to imposing the academic sanction.

6.5.4.1.2 *Student Does Not Admit Responsibility*

If the student does not admit responsibility but the Faculty member makes a determination of misconduct, the Faculty member will refer the case to the Associate Dean for Graduate Academic Affairs using the Graduate Academic Misconduct Referral Form. The referral form must include the

student's name and student identification number, the name of the class in which the act took place, the date or time period in which the act occurred, a description of the academic misconduct, a summary of actions taken, all original documentation supporting the charge (including a copy of the course syllabus and other written communication that addresses academic integrity standards and expectations for the course) and the academic actions and disciplinary sanctions recommended by the Faculty member. Faculty members are advised to consult with the Graduate Advisor for the student's program and with the Associate Dean for Graduate Academic Affairs prior to recommending sanctions.

The Faculty member also will evaluate the disputed assignment or examination on its merits and note the grade to be assigned in the event that the student is not found responsible for violation of the University of California Policy on Student Conduct and Discipline or where insufficient evidence exists to hold the student responsible.

Upon receipt of the Academic Misconduct Referral Form, the Associate Dean for Graduate Academic Affairs will notify the student of the University of California Policy on Student Conduct and Discipline that was allegedly violated, the factual basis for the charges, and the plan to conduct an Initial [Administrative] Review of the case. The student will be advised that the Initial [Administrative] Review is intended as a thorough exposition of all related facts and written materials associated with the alleged misconduct, and that it is not intended as an adversarial criminal or civil legal proceeding. The student will also be informed of his or her right to be assisted by an advisor of his or her choice. Such written notification will occur within 20 calendar days of the receipt of the referral by the Associate Dean and will be sent to the student's University e-mail address.

A student may not avoid the imposition of a sanction by withdrawing from a course. A student officially notified of alleged academic misconduct may not withdraw from the course until the determination of responsibility is made and any sanctions are imposed. A sanction for a violation of academic integrity that affects the course grade will be applied. If the student is found not responsible for academic misconduct, the student will be permitted to withdraw from the course in accordance with campus regulations.

6.5.4.2 *Review Stage 1: Initial [Administrative] Review*

The Initial [Administrative] Review, conducted by the Associate Dean for Graduate Academic Affairs, involves meetings with the student, the Faculty member, and others who may have relevant information. The student will have the opportunity to discuss any extenuating circumstances, causes, and motivations that may have contributed to the alleged misconduct. If the Associate Dean deems it necessary, a joint meeting will be scheduled at a time when both the Faculty member and the student can attend. If the Faculty member is unavailable for a timely Initial [Administrative] Review, the immediate supervising administrator will be asked to serve in place of the Faculty member.

6.5.4.2.1 *Outcome of the Initial [Administrative] Review*

If the Associate Dean for Graduate Academic Affairs determines that it is more likely than not that the student is responsible for academic misconduct, the academic actions recommended by the Faculty member, as well as any disciplinary sanctions imposed by the University, will be assigned.

The determination shall be forwarded by the Associate Dean for Graduate Academic Affairs in writing to the student within 20 calendar days of the Initial [Administrative] Review; notice will be sent to the student's University e-mail address and communicated to the Faculty member and to the dean of the college/school in accordance with legitimate educational interest criteria as articulated by the Family Education Rights and Privacy Act. In cases where the Faculty member has held a grade in abeyance pending the outcome of an Initial [Administrative] Review, he or she shall submit a final grade to the Registrar that is consistent with the determination by the Associate Dean for Graduate Academic Affairs as to the question of misconduct.

Either the student or faculty member can appeal the decision of the Associate Dean for Graduate Academic Affairs.

Cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex to require additional consultation shall be referred directly by the Associate Dean for Graduate Academic Affairs for a Stage 2 review by the Graduate Academic Integrity Committee for a formal hearing.

6.5.4.3 *Review Stage 2: Complex Cases and Appeals from Stage 1*

Review Stage 2 is reserved for cases involving a student with a record of previous academic misconduct or cases that are sufficiently complex or egregious to require additional consultation by the Graduate Academic Integrity Committee [GAIC] for a formal hearing. Review Stage 2 also serves as the stage for appeals of decisions made at Review Stage 1. Appellate decisions at Review Stage 2 are final.

The Academic Senate's Committee on Committees will appoint faculty to the Graduate Academic Integrity Committee to serve one-year terms, effective September 1-August 31, and will appoint one faculty member from the GAIC to serve as chair. The GAIC will consist of at least one member from each school and at least two members from each college and should include faculty who are available to participate in hearing during the summer months.

In addition, the Graduate Division will solicit and review applications from interested graduate students and make recommendations to the Graduate Student Association of UCR regarding students to be appointed to serve on the GAIC for one-year terms, effective September 1-August 31. The final endorsement of student members will rest with the Committee on Committees. Students are not eligible to serve if they have been suspended or are on academic or disciplinary probation, have been evicted from University Housing for reasons related to conduct, or have a case pending before the Graduate Division, GAIC, or Graduate Council.

Faculty and student members should represent the disciplinary diversity within each college/school, whenever possible. Staff support to the committee will be provided by the Graduate Division.

6.5.4.3.1 *Hearing Panels*

For each Stage 2 case, the chair of the GAIC will schedule a hearing panel of three to five GAIC members. A quorum is required for a hearing to proceed and consists of three persons, including at least one faculty member and one student.

The Associate Dean for Graduate Academic Affairs or designee will serve as a non-voting member of the hearing panel. The chair of the hearing panel shall rule on all questions of procedure and evidence, including but not limited to: the order of presentation of evidence, admissibility of evidence, applicability of regulations to a particular case, and relevance of testimony.

6.5.4.3.2 *Hearing Procedures*

1. Preparation: Prior to the hearing, panel members will receive and review a copy of the notification of charges and documentary evidence provided by the Faculty member, the University, and the student.
2. Introductory comments: At the beginning of the hearing, the chair will ask any panel members to disqualify themselves from participation if they believe that they cannot render a just and fair decision, and will permit the student to request that a member be disqualified if the student believes for an

appropriate reason that a panel member cannot render a just and fair decision. If a student or Faculty member of the hearing panel is disqualified, another member will be appointed to fill the same role, if needed for a quorum. The chair will read aloud the charges of academic misconduct, and the student will be asked to respond to the charges by (a) accepting responsibility, (b) accepting responsibility and noting that there are mitigating circumstances, or (c) denying responsibility for the alleged violation of the University of California Policy on Student Conduct and Discipline.

3. Presentation of accounts: The Faculty member and the student will be given the opportunity to present their accounts of the incident and to present any witnesses or other individuals who may have relevant information about the alleged academic misconduct. Hearing panel members will be given an opportunity to ask questions of the Faculty member, the student, and witnesses. Each party will then be asked if there is additional information needed, or if any discrepancies or questions need to be presented or addressed.

4. Deliberation: The hearing panel will deliberate in private to decide, by a majority vote, if a preponderance of the evidence indicates that the student is responsible or not responsible for alleged violation of University of California Policy on Student Conduct and Discipline.

5. Determination of sanctions: If the student is found to be responsible for violations of policies, the hearing panel shall be informed of the student's prior record of academic misconduct. Based on this information and the recommendation of the faculty member, the committee will determine the disciplinary sanctions to be assigned, how and for how long the record of the sanctions will be maintained on the student's permanent record, and the conditions that must be met for the record to be removed, if any.

6. Notification of decision: Once the hearing panel has reached a decision, the parties will reassemble, and the results of the deliberation will be presented. Within 20 calendar days, the Associate Dean for Graduate Academic Affairs will send written notification to the student, the Faculty member, and the dean or his/her designated associate dean for student academic affairs of the college/school detailing the decision and the sanctions imposed by the hearing panel. The notification will also outline the appeal process.

Records: An audio recording of the hearing, but not the deliberations of the hearing panel, shall be made and retained by the Graduate Division as part of the record for as long as the disciplinary record is retained, or for seven years from the date of decision, whichever is shorter (see Section 6 below). The student may obtain a copy of the recording upon paying the expense of making such copy. Either party may arrange for a stenographer to make a full transcript of the proceedings at his/her own expense. If one party has the proceedings transcribed, arrangements shall be made before the hearing as to how to apportion the cost if both parties want copies. Other than for the purpose of the official record as provided above, mechanical or electronic devices for recording or broadcasting shall be excluded from the hearing.

7. Review Stage 3: Appeals from Stage 2 and Annual Assessment of Cases

Review Stage 3 is reserved for appeals of primary decisions made at Review Stage 2, and for annual assessment of cases adjudicated at Review Stages 1 and 2. For each Stage 3 case, the Chair of the Graduate Council or designee shall select a 3-5 member subcommittee of the Graduate Council to serve as an appeal panel. Each Stage 3 hearing will be conducted according to the Hearing Procedures described above in Section 4.3.2.

The Graduate Council additionally conducts annual assessments of cases adjudicated at Review Stages 1 and 2 for the purpose of providing oversight and ensuring that policies and procedures are appropriately and consistently applied.

6.5.5 *Appeals*

Decisions of the Associate Dean for Graduate Academic Affairs may be appealed to the GAIC. Appellate decisions by the GAIC are final. Primary decisions of the GAIC may be appealed to the Graduate Council. Appellate decisions by the Graduate Council are final. In any decision that includes a sanction of dismissal of a graduate student, the Dean of the Graduate Division will be the final arbiter.

6.5.5.1 *Criteria for Appeals*

Appeals must be based on one or more of the following:

- New evidence not reasonably available at the time of the original hearing, the absence of which can be shown to have had a detrimental impact on the outcome of the hearing
- Procedural error that can be shown to have had a detrimental impact on the outcome of the hearing
- Errors in the interpretation of University policy so substantial as to deny one of the parties a fair hearing
- Grossly inappropriate sanction having no reasonable relationship to the charges

6.5.5.2 *Appeal Procedures*

1. The Faculty member or the student may appeal a decision in writing to the appropriate body for appeal, as described above. The appeal must be made within 10 calendar days after the written decision is made available.
2. Appeals must be authored and signed by the submitting party. Appeals produced by advisors or other non- parties will not be considered.
3. The filing of a timely appeal suspends the imposition of sanctions until the appeal is decided. Grades or degrees will be withheld pending conclusion of the appeal.
4. When an appeal has been filed, the relevant parties may be requested to respond in writing to the matters in question before a decision about the appeal is made. The non-appealing party, whether student or Faculty member, will be notified of the appeal within 10 calendar days and will be given an opportunity to submit a written statement for consideration within 20 calendar days.
5. The appellate body will determine whether the grounds for appeal have been satisfied and whether further process is necessary to resolve the appeal. Findings of fact will be accepted as determined by the original adjudicating body, unless the appellate body determines that the original adjudicating body acted in an arbitrary, capricious, or unfair manner.
6. The appellate body will make a decision based on the written submissions within 20 calendar days, or indicate in writing what further process is necessary for final resolution.
7. The appellate body may approve, reject, or modify the decision and sanction in question. The action taken shall be communicated in writing to the student, the Faculty member, and the original adjudicating body within 20 calendar days after receipt of the appeal and related documents. The decision of the appellate body is final.

6.5.6 *Maintenance of Records*

Graduate Division shall serve as the central location where all written, audio, and electronic records of incidents of academic misconduct are kept on file. The records will be readily available for review by the Deans and Associate Deans of each College or School, the Dean of the Graduate Division, the Executive Vice Chancellor and Provost, and the Vice Provost for Conflict Resolution, in accordance with legitimate educational interest criteria as articulated by the Family Educational Rights and Privacy Act.

The file of a student found in violation of campus regulations (including the transcripts or recordings of the hearing) will be maintained for a period of at least seven years from the date of the letter providing notice of final disciplinary action, unless otherwise determined by the Associate Dean for Graduate Academic Affairs. When a student is suspended as a result of a violation of the University of California Policy on Student Conduct and Discipline, the fact that suspension was imposed must be posted on the

academic transcript for the duration of the suspension. When a student is dismissed, the fact that dismissal was imposed must be posted on the academic transcript permanently.

UCR Academic Misconduct Referral Form – Credential Only “Sample” (Page 1)

UCR Academic Misconduct Referral Form - Credential Only

Graduate School of Education
University of California, Riverside
900 University Ave. Riverside, CA 92521
1124 Sproul Hall

Phone: (951) 827-5488
Email: maritza.rodriguez@ucr.edu
Website: www.education.ucr.edu

All cases of student academic misconduct should be reported to Dr. Maritza Rodriguez, Assistant Dean and Director of Teacher Education Program in the Graduate School of Education (GSOE) as soon as possible. For information on the Academic Senate policy and procedures, please see the link at: <http://conduct.ucr.edu/>

Student Name:	Student Identification Number: - -
Instructor Name and Title:	Instructor's email:
<input type="checkbox"/> Professor <input type="checkbox"/> Asst. Prof. <input type="checkbox"/> Assoc. Prof. <input type="checkbox"/> Lecturer <input type="checkbox"/> TA. <input type="checkbox"/> Other: _____	Department:
Instructor's Phone Number:	Quarter:
Course Name and Number:	Incident Date:

Alleged Violation(s): (See link to UCR Academic Integrity Definitions at <http://conduct.ucr.edu/>.)

- | | | |
|---|--|---|
| <input type="checkbox"/> cheating | <input type="checkbox"/> plagiarism | <input type="checkbox"/> fabrication |
| <input type="checkbox"/> unauthorized collaboration | <input type="checkbox"/> facilitating academic dishonesty | <input type="checkbox"/> interference or sabotage |
| <input type="checkbox"/> retaliation | <input type="checkbox"/> failure to comply with research regulations | |

Please explain:

Within 20 business days of incident date, please meet/communicate and review this form and support information with the student before submitting to Dr. Maritza Rodriguez in GSOE. Please indicate if the student states responsibility for the alleged academic misconduct:

- ☐ **Admitted Responsibility**
If the student has admitted responsibility to you in person (signed this form or form of admission) or in writing (via email), you may immediately submit the respective grade sanction or require student to follow up with the action you list below.
- | | | | |
|-------------------------------|---|--|--|
| <input type="checkbox"/> None | <input type="checkbox"/> Failing Grade on Assignment / Exam | <input type="checkbox"/> Failing Grade in Course | <input type="checkbox"/> Lower Final Grade (by one letter grade) |
|-------------------------------|---|--|--|
- ☐ Other, please explain: _____
- ① If student denies responsibility in communication with you, but after GSOE Administrative Review is found to be responsible, you will be sent notification of this decision and you may impose the above listed grade sanction or required follow up action.
- ☐ **Denied Responsibility / Did Not Respond**
If the student denied responsibility or did not respond to your request to meet/communicate, please submit a Grade Delay (GD) as a course grade place holder for the student until the alleged violation has been reviewed by GSOE. Please continue to allow student to attend class, submit assignments, and take examinations/quizzes until case has been reviewed through GSOE Administrative Review.
- ① Instructors who are in part-time or temporary appointments, who will be on sabbatical or other leave, or who will be leaving the University are required to provide a copy of all documentation to Dr. Maritza Rodriguez in GSOE, who will serve as a proxy for the instructor if s/he is unavailable to participate fully in resolving the allegations of misconduct.
- ① Please evaluate assignment/exam and overall course grade on its merit (**as if no misconduct occurred**). Per UCR Academic Senate Policy and Procedures on Academic Integrity, if the student is determined not responsible through GSOE Administrative Review, instructor shall submit a final grade that is consistent with the decision.

Grade for referred Assignment/Exam :

Final Overall Grade In Course (at this time):

UCR Academic Misconduct Referral Form – Credential Only (Page 2)

When forwarding an academic misconduct incident to GSOE please include the following:

1. The original of this form
2. A course syllabus
3. Original work in question (i.e. exam, paper, scantron, blue book, lab(s), etc.)
4. Supporting documentation/evidence (i.e. original source, web links, work of other student(s) involved, written communication to/from student, etc.)

① Please retain a copy of forwarded materials for your records**

Instructor's summary of actions taken and additional comments. Please provide details (attach additional pages if necessary):

Per UCR Academic Senate Policy & Procedures on Academic Integrity, this form and signatures below are to ensure and document that:

- 1) Communication or attempted communication (if student fails to respond) about the alleged academic misconduct detailed on this form and attached supporting documents has been shared with the student
- 2) The student has been provided with the opportunity to respond to the alleged academic misconduct

Instructor's Signature:

Date:

Student's Signature:

Date:

Academic Honesty Policy

This is the official GSOE statement: “Students are expected to conduct themselves and their work in a manner consistent with UCR’s policy on academic integrity. Academic misconduct includes, but is not limited to, cheating, fabrication, and plagiarism (e.g., using another’s work or ideas without giving credit – intentionally or unintentionally). Submitting your own work more than once (e.g., for this class and another class, without both instructors’ knowledge and permission) is also a form of academic dishonesty and will result in an F. If you are at all unsure of what constitutes plagiarism or other forms of academic dishonesty, consult the UCR website for more information: <http://www.conduct.ucr.edu/>. Please familiarize yourself with UCR’s policies and procedures regarding academic integrity, published in full in the Schedule of Classes.”

Student teachers are responsible for:

1. Refraining from cheating and plagiarism.
2. Refusing to aid or abet any form of academic dishonesty.
3. Notifying professors and/or appropriate administrative officials about observed incidents of academic misconduct. The anonymity of the student teacher reporting the incident will be protected.
4. Academic dishonesty applies equally to electronic media and print, and involves text, images, and ideas. It includes, but is not limited to, the following examples:

Cheating

1. Copying from others during an examination.
2. Communicating exam answers with other students during an examination.
3. Offering another person's work as one's own.
4. Taking an examination for another student or having someone else take an examination for oneself.
5. Sharing answers for a take-home examination or assignment unless specifically authorized by the instructor.
6. Tampering with an examination after it has been corrected, then returning it for additional credit.
7. Using unauthorized materials, prepared answers, written notes, or information concealed in a blue book or elsewhere during an examination.
8. Allowing others to do the research and writing of an assigned paper (including use of the services of a commercial term-paper company).

Dishonest Conduct

1. Stealing or attempting to steal an examination or answer key from the instructor.
2. Changing or attempting to change academic records without proper sanction.
3. Submitting substantial portions of the same work for credit in more than one course without consulting all instructors involved.

4. Forging add/drop/change cards and other enrollment or *required* documents, or altering such documents after signatures have been obtained.
5. Intentionally disrupting the educational process in any manner.
6. Allowing another student to copy off of one's own work during a test.

Plagiarism

Plagiarism is intellectual theft. It means use of the intellectual creations of another without proper attribution. Plagiarism may take two main forms, which are clearly related:

1. To steal or pass off as one's own the ideas or words, images, or other creative works of another.
2. To use a creative production without crediting the source, even if only minimal information is available to identify it for citation.
3. Credit must be given for every direct quotation, for paraphrasing or summarizing a work (in whole, or in part, in one's own words), and for information, which is not common knowledge

Collusion

Any student teacher who knowingly or intentionally helps another student perform any of the above acts of cheating or plagiarism is subject to discipline for academic dishonesty. TEP faculty members will follow the procedures outlined by the Academic Senate (<http://senate.ucr.edu>) in dealing with incidents of academic dishonesty. You can find more information about academic dishonesty as well as the procedures in dealing with it on the Student Conduct and Academic Integrity Programs website <http://conduct.ucr.edu/index.html>

Process

If an instructor or professor deems that a student teacher has engaged in conduct that falls under the definition of academic dishonesty, he or she may file a report or complaint with the office of Student Conduct and Academic Integrity Programs (SCAIP). This is an office of the University and cases referred to this process will be decided by SCAIP and administered by the Graduate Division. The GSOE and TEP are mandated to comply with any determinations made by SCAIP. The process per the SCAIP website is as follows:

1. A report or complaint is made to the [Student Conduct & Academic Integrity Programs \(SCAIP\)](#).
2. SCAIP assesses if student(s) may have violated UCR conduct policies.
3. Student(s) involved in alleged violation(s) are sent notifications to meet with a SCAIP staff member.
4. SCAIP meets with involved student(s), including relevant witnesses.
5. SCAIP determines if a student more likely that not violated UCR policies. If the alleged violation(s) are egregious or a repetitive in nature, the case will be referred to either the Student Conduct Committee (social violations) or College Academic Integrity Committee (academic violations) for review.
6. If the student is found "responsible" for violating UCR policies, s/he will be assigned appropriate sanctions.

7. Student may only appeal decision made by SCAIP or Committee, under the following grounds:
 - a. Newly discovered evidence that was not available at the time of the hearing,
 - b. Significant procedural error, or
 - c. Upon other evidence or arguments, which, for good cause, should be considered

Grading Policy

In accordance with academic standards for graduate students at UCR, only courses in which grades of "A," "B," "C," or "S" are received are counted toward satisfying program requirements. To continue in good standing and obtain an advanced degree, you must maintain a minimum grade point average (GPA) of 3.00. If you receive a grade below B in any required 200- or 300- level coursework or below a C in any 100- level coursework, you must make an appointment to meet with the Director of the TEP immediately. Your status in the program will be determined at that meeting.

California Commission on Teacher Credentialing Policy for Course Credit

Per the requirements and guidelines of the CTC, CSET scores taken prior to August 2017 are valid for a maximum of five years. After five years, examinations must be repeated and new scores submitted to the credentialing institution. *(The exception to this policy is the CBEST examination; this certification does not expire).*

In accordance with this established policy, the TEP will accept completed coursework in consideration of an application for admission per the following guidelines. All coursework must be verified by receipt of an official transcript from the institution where the coursework was completed for unit credit.

1. Undergraduate degree conferred – new, resubmitted application, or previously admitted Intern:
2. Undergraduate degree in progress – new, resubmitted application, or courses considered for transfer of credit/articulation:
3. Approved subject matter preparation programs:

Exceptions:

For items 1, 2 and 3 above, applicants may request to take the final examination in courses, which have been completed. This option is available only with the consent of the current course instructor. The final examination grade is definitive as assigned by the course instructor and is not subject to appeal.

Please note that the TEP is fully accredited by the CTC and course content is closely monitored for compliance with all state standards. All decisions of the TEP are final and are not subject to appeal.

Copying Student Records Policy

The TEP staff collects many official documents from each student teacher for admission purposes as well as academic purposes throughout the program. Once submitted, these documents become the property of UCR and will be used as required to meet credential requirements and [program standards](#) and to monitor student teacher progress.

It is extremely important that you make a photocopy of all applications, exam scores, and other important documents for your own records prior to submitting these official documents to the TEP staff. There may be times during fieldwork or job searches that you will need copies of these documents.

When ordering transcripts from colleges and universities, you are encouraged to **order several extra copies for your future needs**. Official transcripts will come sealed in an envelope and usually signed across the back by the university registrar. It is essential that student teachers do not open these transcripts. They **must reach the TEP office intact in order for them to be considered official**. Student teachers should file their copies, unopened, in a safe place, for future use.

Occasionally you may discover that you need a copy of a document they submitted to TEP and are unable to locate your own copy. In such cases, it is possible to order a photocopy of the necessary document. The order will take 3 working days to process. Copy services will be provided for the following documents (NOTE: copies of these documents will only be provided once):

- Official CBEST Pass Card
- Official CSET Score Report
- Official RICA Score Report

Student Representation and Voice

Student Representation

Each [cohort](#) will provide for the selection of student representatives during summer session E. The Student Representative Committee (SRC) will serve as liaison to the Director and Assistant Director of Teacher Education, UCR Supervisors, faculty, and staff. Meetings will be convened regularly to bring student voices to the table. Representatives should be solution-oriented to assist program personnel in program improvement. Representatives will receive some training to help them fulfill their responsibilities in a positive and professional manner and guidance about which matters should be referred directly to the Director or Assistant Director of Teacher Education and which matters should be brought to the SRC.

Student Voice

Student teachers will have opportunities throughout the program to interact with the Director and Assistant Director of Teacher Education, UCR Supervisors, faculty, and staff to ask questions, make suggestions, and raise concerns. UCR Supervisors generally set aside time in seminars to deal with program-related questions and concerns. TEP advisors also have office hours by appointment. You will receive guidance in providing feedback in a positive and professional manner; this is part of your

preparation to be an educator. The TEP program is based on the professional knowledge and judgment of experienced university and TEP faculty and operate under the standards established by the CTC <http://www.ctc.ca.gov> and the State of California Education Code (www.cde.ca.gov). As such, you will find a deep commitment to the curriculum and program design that has been established. Your feedback on all aspects of the program will be solicited, carefully considered, and used, as appropriate, for program improvement.

Resources

Office of the Ombudsman

The Office of the Ombudsman is available to assist students, faculty, staff, and visitors with problems they may encounter while on the UCR campus. The University Ombudsman responds to individual grievances or group petitions by hearing complaints; clarifying issues; making appropriate on- and off-campus referrals; and providing a confidential, impartial, and informal setting for conflict negotiation. The Office is located in 349 Surge Building. Contact: (951) 827-3213 (voice), <http://ombudsperson.ucr.edu/>.

The Counseling Center

The Counseling Center provides a range of programs to promote mental health, emotional resilience, and wellness. Clinical services include individual counseling, couples counseling, and group therapy as well as psychiatric services. All services are free, confidential, and provided by a diverse and multicultural competent professional staff. Web: <http://counseling.ucr.edu/>, Phone: (951) 827-553

Addenda to Teacher Education Programs Responsibilities of Credential Candidates

Candidates who display unprofessional behavior or distribute inappropriate content via social media (such as Facebook, Twitter, Instagram, etc.) are also subject to disciplinary action, including possible dismissal from the program.

Requirements of Cooperating Schools and School Districts

Candidates also must comply with the standards and requirements of the cooperating schools and school districts wherein UCR credential candidates fulfill fieldwork and student/intern teaching requirements. Credential candidates are allowed to participate at school sites at the pleasure of the cooperating school and school district. Candidates must meet all expectations of the cooperating school and school district including, but not limited to, dress and grooming standards, professional conduct, use of appropriate language, and classroom performance. Candidates can be removed without cause from fieldwork and/or student teaching assignments by the cooperating school or school district. Intern teaching candidates are subject to the conditions specified in their district employment contract.

If, in accordance with UC and UCR policy, and based on a failure to meet CTC, University, or Graduate School of Education academic and professional standards and requirements for satisfactory progress toward degree, a candidate is removed from a placement by UCR, or if the classroom teacher or school administrator in the public school to which the candidate has been assigned requests that the candidate be removed from that placement, the UCR Teacher Education Supervisor may refuse to recommend the candidate for further placement. In this event, in accordance with CTC Common Standard 1 (Institutional Infrastructure to Support Educator Preparation), CTC Common Standard 2 (Candidate Recruitment and Support), and CTC Common Standard 5 (Program Impact), the candidate will be ineligible to continue in the credential program. Candidates should refer to Section I of this document –University of California, Riverside Teacher Credential Programs Responsibilities of Credential Candidates—for additional details.

In addition, the candidate may be impacted in one or more of the following ways:

- The candidate's grade(s) may be negatively affected;
- The UCR faculty may refuse to recommend the candidate for a credential; (**NOTE:** for those also pursuing an M.Ed. this may affect their ability to obtain the M.Ed.)
- The candidate may be issued a notice of unsatisfactory progress by the Graduate School of Education; and
- The candidate may be recommended for academic disqualification

If a candidate is removed from a placement based on alleged misconduct, the University may initiate disciplinary proceedings following the procedures set forth in the UC Policies Applying to Campus Activities, Organizations, and Students, UCR Campus Implementation.



Preliminary Multiple Subject and Single Subject Credential Program Standards

Commission on Teacher Credentialing

**Standards Adopted
*December 2015***

**Teaching Performance Expectations (TPEs) Adopted
*June 2016***

Teaching Performance Expectations

This document includes *Teaching Performance Expectations* (TPEs) within the six *California Standards for the Teaching Profession* (CSTP). Each TPE includes a narrative that provides the context and intent of the TPE and a set of elements that identify key aspects of teaching performance, along with a narrative providing context for subject-specific pedagogy. The numbering and order of the six TPEs do not indicate relative importance or value; all TPEs are considered equally important and valuable. In addition, the numbering and order of the elements within each TPE do not indicate relative importance or value.

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Teaching Performance Expectations (TPEs)
Aligned with the *California Standards for the Teaching Profession*

Introduction

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

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

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

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

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

Section one of this document provides the TPE elements and narratives. Section two describes subject-specific pedagogy expectations and provides additional descriptions of subject-specific pedagogical strategies appropriate to the content area(s) of the teacher's multiple and/or single subject California credential.

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

TPE 1: Engaging and Supporting All Students in Learning

Elements

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

Narrative

Student Engagement

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

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

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

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

Language Acquisition and Development

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

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

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

Beginning teachers assure that students understand what they are to do during instruction and monitor student progress toward learning goals as identified in the academic content standards and

Individualized Education Plans (IEPs), Individualized Family Service Plans (IFSPs), Individualized Transition Plans (ITPs), and Section 504 plans, as applicable.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

Narrative

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

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

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

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.¹
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet

security.

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

¹ See Subject-Specific Pedagogical Skills in Section 2 for reference.

Narrative**Subject-Specific Pedagogy and Making Content Accessible**

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

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

Integrating Educational Technology

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

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

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

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

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to

demonstrate their learning

Narrative

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

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

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

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

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

TPE 5: Assessing Student Learning**Elements**

Beginning teachers:

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

Narrative

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

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

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

TPE 6: Developing as a Professional Educator

Elements

Beginning teachers:

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

moral fitness, including the responsible use of social media and other digital platforms and tools.

7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local

Narrative

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

Beginning teachers articulate and practice the profession's code of ethics and professional standards of practice, and they uphold relevant laws and policies, including but not limited to those related to:

- professional conduct and moral fitness;
- use of digital content and social media;
- education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
- privacy, health, and safety of students, families, and school professionals;
- mandated reporting; and
- students' acts of intolerance and harassment such as bullying, racism, and sexism.

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

Part 2: Subject-Specific Pedagogy

Introduction

This section provides additional required expectations for beginning teachers focused on subject-specific pedagogies and strategies. The selection and use of subject-specific pedagogy and strategies are dependent on students' levels of developmental ability and their English language proficiency. Approved preliminary preparation programs provide opportunities for beginning teachers to learn and practice subject-specific pedagogies and strategies, including language development strategies. Beginning teachers demonstrate their knowledge of these pedagogies and strategies for student support by passing a subject-specific Teaching Performance Assessment (TPA), successfully completing course work that includes both instructional and subject-specific pedagogy, and engaging in a range of clinical practice experiences.

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy

Beginning teachers understand that students' development varies across and within age ranges; is influenced by social, cultural, linguistic, and other contexts; and that these factors influence each other in complex ways. Beginning teachers understand that students' learning and development are also influenced by the interaction between their prior experiences; ethnic, cultural, and linguistic backgrounds; maturational status; and the range of environmental and cultural experiences that they bring to the classroom.

Beginning teachers approach classroom practice with the belief that all students can learn, and they recognize that the social and academic environment within their classroom has tremendous impact on learning.

English Language Development in Relation to Subject-Specific Pedagogy

Beginning teachers know and can apply pedagogical theories, principles, and instructional strategies for comprehensive instruction of students whose first language is English, English learners, and Standard English learners. They know and can apply theories, principles, and instructional strategies for English language development leading to academic literacy in English in relation to the subject-specific content area. Beginning teachers are familiar with the philosophy, design, goals, and characteristics of programs for English language development. They implement an instructional program that facilitates integrated English language development, including all domains (reading, writing, listening, and speaking).

Subject-Specific Pedagogical Skills

Beginning teachers in all disciplines demonstrate knowledge of and the ability to teach content aligned with the California State Standards and the English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and a disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges

literacy within each content area. Moreover, beginning teachers embrace the concept that English Language and literacy development is a shared responsibility of all content area educators.

Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

1. Teaching [English Language Arts](#) in a Multiple Subject Assignment
2. Teaching [Mathematics](#) in a Multiple Subject Assignment
3. Teaching [History-Social Science](#) in a Multiple Subject Assignment
4. Teaching [Science](#) in a Multiple Subject Assignment
5. Teaching [Physical Education](#) in a Multiple Subject Assignment
6. Teaching [Health Education](#) in a Multiple Subject Assignment
7. Teaching [Visual and Performing Arts](#) in a Multiple Subject Assignment

1. Teaching English Language Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and deliver instruction in reading, writing, speaking, listening, and language that assures that all students develop English proficiency and meet or exceed the California standards.

Beginning teachers know the California Standards in English Language Arts and Literacy, as well as the English Language Development Standards that are integrated in the Standards document. In addition, beginning teachers are aware of the integrated nature of using English Language Arts to facilitate learning across the curriculum, such as in History-Social Studies, Science, and Technical Subjects. Beginning teachers understand that these sets of content-specific standards are intended to be complementary to each other in terms of outlining expected student learning while allowing teachers to best determine how to promote integration. Beginning teachers learn how to provide students with the tools and knowledge that research, professional judgment, and experience deem to be most helpful for meeting the Standards. Beginning teachers adopt and use an integrated and interdisciplinary model of literacy.

Preparation programs use the current frameworks in English Language Arts and English Language Development as a required resource for beginning teachers, faculty, and university field supervisors. Beginning teachers study, observe, and practice the five key themes of a robust and comprehensive instructional program: making meaning, language development, effective expression, content knowledge, and foundational skills. Beginning teachers have opportunities to study, observe, and practice several approaches to teaching and learning, including inquiry-based learning, collaborative learning, and direct instruction. Beginning teachers study, observe, and practice the principles of Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and a culture of shared responsibility for student learning and development.

Beginning teachers create a print-rich environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts through a multiplicity of texts. They understand the role of foundational reading skills assessment

and instruction in early grades and are equipped to teach these skills effectively. Beginning teachers know how to select and use instructional materials appropriate to the interests and abilities of students that include a wide range of increasingly complex literary and informational texts. They employ appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text or making a claim. They select appropriate teaching strategies to develop students' abilities to write increasingly more sophisticated opinion/persuasive, expository, and narrative texts and for students to adapt their communication in relation to audience, task, purpose, and discipline.

Beginning teachers provide opportunities for students to read purposefully and listen attentively to build discipline-specific knowledge in the content areas. They approach literacy through an interdisciplinary lens, finding ways to integrate literacy into a variety of subject areas. Beginning teachers provide opportunities for students to develop oral communication and interpersonal skills. Beginning teachers plan for and encourage students' use of academic language to extend across reading, writing, speaking, and listening. They make language (vocabulary, conventions, and knowledge of language) comprehensible to students. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts, how to use this information to inform instruction, and how to determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to understand and teach the progression of the state-adopted academic content standards and applicable English Language Development Standards for students in mathematics. They facilitate students' development of the knowledge, skills, and academic language required to (a) appropriately use processes of problem solving, reasoning and proof, communication, representation, and connections in real-world situations, and (b) appropriately apply the strands of mathematical proficiency, including adaptive reasoning, strategic competence, conceptual understanding, procedural fluency, and productive disposition. Beginning teachers facilitate student understanding of mathematical concepts and support students in making and testing conjectures and recognizing relationships within and among concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers provide a secure environment for taking intellectual risks, and they model and encourage students to use multiple approaches to mathematical problems. They facilitate student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They foster positive attitudes toward mathematics and encourage student curiosity,

academic discourse, and persistence in solving mathematical problems. Beginning teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

3. Teaching History-Social Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in history-social science. They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers use history and the related social sciences to develop students' understanding of the physical world, encourage their participation and responsibility within the democratic system of government, teach students about our past, help students understand basic economic principles, develop basic concepts of personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers understand the vital role these disciplines play in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers use time lines and maps to give students a sense of temporal and spatial scale. Beginning teachers teach students how social science concepts and themes provide insights into historical periods and cultures. Beginning teachers help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write a variety of texts in which they make claims and form interpretations based on a variety of primary and secondary documents. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

4. Teaching Science in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to teach the state-adopted academic content standards and applicable English Language Development Standards for students in science. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices, including the importance of accuracy, precision, estimation of data, and literacy, into science pedagogy. Beginning teachers

teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts, and graphic/media representations presented in diverse formats. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

5. Teaching Physical Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for physical education and applicable English Language Development Standards. They balance the focus of instruction between motor skill development and concepts, principles, and strategies of physical education content. Beginning teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Their explanations, demonstrations, and class activities serve to help students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities and demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performing of physical activities. Further, beginning teachers demonstrate ability to support students learning how to assess and maintain a level of physical fitness that improves health and performance, as well as using their knowledge of psychological and sociological concepts that apply to the learning and principles of physical activity.

Beginning teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment.

Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of physical education.

6. Teaching Health Education in a Multiple Subject Assignment

Beginning Multiple Subject teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted content standards for health education and appropriate English Language Development Standards.

Beginning teachers balance the focus of instruction to support students in comprehending essential concepts of good health; analyzing internal and external influences that affect health; demonstrating the ability to access and analyze health information, products, and services; use interpersonal communication skills to enhance health; use decision-making skills and goal setting to enhance health; practice behaviors that reduce risk; and practice behaviors that promote and support personal, family, and community health. They select appropriate teaching strategies to enhance learning and provide appropriate feedback for students and align instruction with assessment.

Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content. Beginning teachers teach students to independently read and comprehend instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write opinion/persuasive and expository text in the content area. They provide students the opportunity to use and evaluate media and technology as integral tools for learning the content of health education.

7. Teaching Visual and Performing Arts in a Multiple Subject Assignment

Beginning Multiple Subject teachers are responsible for instruction in the four arts content areas, per the California Education Code. They demonstrate the ability to teach the state-adopted academic content and applicable English Language Development Standards for students in the four arts content areas of dance, music, theatre, and visual arts. Beginning teachers understand that students gain from sequential instruction in each art content area, which extends student learning in the specific art discipline and students' realization that learning in these content areas builds transferable college and career readiness skills. Beginning teachers understand that learning in an arts discipline supports students in other academic subjects, fosters engagement in school and motivation to learn, and builds students' skills in collaboration and communication and in navigating and understanding the diversity of the world needed for success in college and career. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers:

- Understand and teach the foundational academic content of each arts discipline within the standards.
- Facilitate the students' literacy development in the art form as well as in English.
- Craft a progression of complexity within each of the four arts content areas.
- Know the difference of discrete and interdisciplinary approaches and how to craft instruction in each arts discipline within multiple subject settings.

- Assess student learning in each art content area to promote student learning.
- Provide students with opportunity to see the value of arts learning and skill development for their future schooling and careers.
- Collaborate where possible with single subject arts teachers and/or community arts resources.
- Facilitate students' abilities to identify the aesthetic qualities of works of art and artistic performances.
- Assure that students are provided access to works of art that are broadly representative of cultural diversity.

Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

1. Teaching [English Language Arts](#) in a Single Subject Assignment
2. Teaching [Mathematics](#) in a Single Subject Assignment
3. Teaching [History-Social Science](#) in a Single Subject Assignment
4. Teaching [Science](#) in a Single Subject Assignment
5. Teaching [Physical Education](#) in a Single Subject Assignment
6. Teaching [Art](#) in a Single Subject Assignment
7. Teaching [Music](#) in a Single Subject Assignment
8. Teaching [World Languages](#) in a Single Subject Assignment
9. Teaching [Agriculture](#) in a Single Subject Assignment
10. Teaching [Business](#) in a Single Subject Assignment
11. Teaching [Health Science](#) in a Single Subject Assignment
12. Teaching [Home Economics](#) in a Single Subject Assignment
13. Teaching [Industrial and Technology Education](#) in a Single Subject Assignment
14. Teaching [English Language Development](#) in a Single Subject Assignment

1. Teaching English Language Arts in a Single Subject Assignment

Beginning Single Subject English teachers demonstrate the ability to teach the state-adopted academic content standards for students in English language arts and English language development. They understand how to plan and deliver instruction of increasing complexity in reading, writing, speaking, listening, and language to assure that students meet or exceed the standards. They understand how to make English Language Arts comprehensible to students at various English language proficiency levels and the need for students to use all forms of language as tools for thinking, learning, and communicating.

They understand how to teach the skills for reading and comprehending complex literary and informational texts, interpreting meaning, analyzing structure of texts, and evaluating perspective. Beginning teachers teach students how to produce argumentative, informative, and narrative text; implement the writing process; conduct research projects; and write for a range of disciplines, tasks, purposes, and audiences. They select appropriate teaching strategies to develop students' abilities to read and comprehend narrative and informational texts and to cite specific evidence when offering an oral or written interpretation of a text. They understand how to teach formal and informal speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas. Beginning teachers understand how to teach vocabulary acquisition and use, Standard English conventions, and functions of language in various contexts.

Beginning teachers model and assist students to integrate technology and media into language arts when conducting research, producing and publishing writing, creating multimedia presentations, and interacting and collaborating with others in this and other disciplines. They provide students the opportunity to integrate media and technology as integral tools in the classroom. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress in skills and concepts taught, and how to

determine the effectiveness of instruction and students' proficiency after instruction.

2. Teaching Mathematics in a Single Subject Assignment

Beginning Single Subject Mathematics teachers demonstrate knowledge of and ability to teach mathematics content aligned with the California State Standards and applicable English Language Development Standards. The interdisciplinary nature of these standards requires beginning teachers to demonstrate both the capacity and the disposition to collaborate with their colleagues to assure that all students are provided curriculum and instruction that effectively merges literacy within each content area. Beginning teachers understand the concept that English language and literacy development is a shared responsibility of all content area educators.

Beginning teachers enable students to understand basic mathematical computations, concepts, and symbols; to use them to solve common problems; and to apply them to novel problems. Beginning teachers help students understand different mathematical topics and make connections among them. Beginning teachers help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They require student collaboration and written and oral communication that demonstrates students' ability to construct logical arguments based on substantive claims, sound reasoning, and relevant evidence. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

Beginning teachers provide a secure environment for taking intellectual risks, model and encourage students to use multiple ways of approaching mathematical problems, and encourage discussion of different solution strategies. They demonstrate positive attitudes toward mathematics and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

Additionally, beginning teachers use developmentally appropriate and diverse strategies to engage students in grades 7–12 to understand mathematics as a logical system that includes definitions, axioms, and theorems, and to understand and use mathematical notation and advanced symbols. They assign and assess work through progress-monitoring and summative assessments that include illustrations of student thinking, such as open-ended questions, investigations, and projects.

Beginning teachers engage students in the Standards for Mathematical Practice: 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

3. Teaching History-Social Science in a Single Subject Assignment

Beginning Single Subject History-Social Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in history-social science and applicable English Language Development Standards. They enable students to learn and use analytic thinking skills in history and social science while attaining the state-adopted standards for students. Beginning teachers should use history and the related social sciences to develop students' understanding of the physical world, encourage their participation in the democratic system of government, teach students about the past, help students understand advanced economic principles and personal financial literacy, and improve their ability to make reasoned decisions based upon evidence. Beginning teachers help students understand that these disciplines play a vital role in the development of student literacy because of their shared emphasis on text, argumentation, and use of evidence. Beginning teachers should help students engage with questions and topics of disciplinary significance rather than learn to memorize discrete pieces of information that do not appear to connect to broader issues. Beginning teachers also use time lines and maps to reinforce students' sense of temporal and spatial scale. They teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using primary sources, simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area.

Additionally, beginning Single Subject History-Social Science teachers connect understandings of people, events, and debates to broad themes, concepts and principles; and they relate history-social science content to broader contextual understandings so that students better understand their current world. They teach students how cultural perspectives inform and influence understandings of history. They select and use appropriate primary and secondary documents and artifacts to help students understand a historical period, event, region, or culture. Beginning teachers ask questions and structure academic instruction to help students recognize implicit and explicit bias and subjectivity in historical actors. They create classroom environments that support the discussion of sensitive issues (e.g., social, cultural, religious, race, and gender issues) and encourage students to reflect on and share their insights and values. They design activities to illustrate multiple viewpoints on issues. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. Beginning teachers monitor the progress of students as they work to understand, debate, and critically analyze social science issues, data, and research conclusions from multiple perspectives. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

4. Teaching Science in a Single Subject Assignment

Beginning Single Subject Science teachers demonstrate the ability to teach the state-adopted academic content standards for students in science and applicable English Language Development Standards. They balance the focus of instruction between disciplinary core ideas, crosscutting concepts, and scientific and engineering practices as indicated in the Next Generation Science Standards. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Beginning teachers emphasize the nature of science, the integration of engineering design, and the connections between science, society, technology, and the environment. Further, beginning teachers integrate mathematical concepts and practices including the importance of accuracy, precision, and estimation of data and literacy into science pedagogy. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers encourage students to pursue science and engineering interests, especially students from groups underrepresented in science and engineering careers. When live animals are present in the classroom, beginning teachers teach students to provide ethical care. They demonstrate sensitivity to students' cultural and ethnic backgrounds in designing science instruction. Beginning teachers also teach students to engage in disciplinary discourse practices that foster evidence-based explanations and argumentations to write opinion/persuasive and expository text in the content area.

Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Additionally, beginning teachers guide, monitor, and encourage students during investigations and experiments. They demonstrate and encourage use of multiple ways to measure and record scientific data, including the use of mathematical symbols. Beginning teachers structure and sequence science instruction to enhance students' academic knowledge to meet or exceed the state-adopted academic content standards for students. They establish and monitor procedures for the care, safe use, and storage of equipment and materials and for the disposal of potentially hazardous materials.

5. Teaching Physical Education in a Single Subject Assignment

Beginning Single Subject Physical Education teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards for physical education and applicable English Language Development Standards.

They balance the focus of instruction between motor skills development, knowledge of concepts related to learning movement skills, assessing physical fitness, knowledge of concepts

related to physical fitness, and the psychological and sociological concepts related to physical activity. Beginning teachers build content-rich instructional sequences that connect to prior learning and establish pathways to future learning in physical education and other academic disciplines.

Beginning teachers know how to collect evidence of student learning through the use of appropriate assessment tools and how to use the evidence they collect to inform instructional decisions and provide feedback to students.

Beginning teachers provide a safe environment for discussion of sensitive issues, taking intellectual risks, and the risks associated with learning to move in a public environment. Further, beginning teachers know how to establish the learning environment that includes a variety of strategies and structures for best meeting students' needs in learning the content of physical education.

Beginning teachers support students learning to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations that contribute to learning the content of physical education. Beginning teachers also teach students to write argumentative and expository text in physical education, and they understand how to teach speaking and listening skills, including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of physical education. They provide students with the opportunity to use media and technology as tools to enhance their understanding of the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers design instruction that supports the development of dispositions toward a healthy lifestyle, to think critically and analytically, and to reflect on and solve problems to minimize barriers to physical activity participation throughout life. In addition, beginning teachers create class environments that support students' cultural and ethnic backgrounds, assure safe and productive participation in physical activity by developing procedures for care and use of equipment, carefully organizing and monitoring activities, and designing instruction to best meet students' needs in learning the content.

6. Teaching Art in a Single Subject Assignment

Beginning Single Subject Art teachers demonstrate the ability to teach the state-adopted standards for art and applicable English Language Development Standards. They are able to strategically plan, implement, and evaluate instruction that assures that students meet or exceed the state standards for art. They are able to design instruction that engages students through inquiry in researching for information and resources needed to explore an artistic question; support students' development in creative processes, artistic skills and techniques;

and support students' literacy in expression and communication of ideas in both written and visual forms.

Beginning Single Subject Art teachers model and encourage student creativity, flexibility, collaboration, and persistence in solving artistic problems given to them and of their own making. They provide secure and safe environments that allow students to take risks and approach artistic, design, or aesthetic problems in multiple ways. Their explanations, demonstrations, and planned activities serve to involve students in learning experiences that help students process and respond to sensory information through the languages and skills unique to the visual arts. Beginning teachers build students' creative problem-solving process and skills, innovative and critical thinking, communication, and collaborative and technical skills through engagement of translating thoughts, perceptions, and ideas into original works of art or design using a variety of media and techniques. They establish, teach, and monitor procedures for the safe care, use, and storage of art equipment and materials used during the creative process.

Beginning teachers understand and are able to teach students about the historical, cultural, and contemporary contributions and dimensions of art, providing insights into the role and development of the visual arts in past and present contexts throughout the world. They emphasize the contributions of art to historical and contemporary culture, society, and the economy, especially in California. Beginning teachers guide students as they make informed critical judgments, evaluations, and responses about the quality, impact, and success of artworks through perceiving, analyzing, and applying differing sets of criteria. Beginning teachers also provide their students with the skills and knowledge to develop their own relevant criteria for evaluating a work of art, design, or collection of works. They assure that students are provided access to works of art that are broadly representative of cultural diversity.

Beginning teachers teach students to independently read both literal text and visual texts and comprehend and evaluate instructional materials that include increasingly complex subject-relevant texts, visual and written, and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write evaluative, argumentative, and expository visual arts texts, and create visual images and/or structures or curate a collection of objects/images to express views, statements, or facts.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing images and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to creating works of arts and design.

Beginning teachers understand how to design and implement instruction for their students to uncover the connections of visual arts content and skills to college and career opportunities, life skills, and lifelong learning. They provide students the opportunity to use and evaluate strengths

and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

7. Teaching Music in a Single Subject Assignment

Beginning Single Subject Music teachers demonstrate the ability to teach the state-adopted standards in music and applicable English Language Development Standards. They model highly developed aural musicianship and aural analysis skills; teach music theory and analysis, including transcription of musical excerpts; error detection; analysis of form, style, and compositional devices; harmonic progressions and cadences; and can teach students to read and notate music, compose, improvise, understand the techniques of orchestration, and have facility in transposition.

Beginning teachers model expressive and skillful performance on a primary instrument or voice and are proficient in keyboard skills. They use effective conducting techniques and teach students to sight-sing, sight-read, improvise, compose, and arrange music. Beginning teachers use wide knowledge of Western and non-Western works in their instruction. They help students understand the roles of musicians, composers, technology, and general instruments in diverse cultures, contexts, and contemporary and historical periods, and identify contributions of diverse cultural, ethnic, and gender groups and well-known musicians in the development of musical genres.

Beginning teachers instruct students in voice, keyboard, woodwinds, brass, strings, guitar, and percussion. They use a variety of instrumental, choral, and ensemble rehearsal techniques and employ an understanding of developmental stages of learning in relation to music instruction.

Beginning teachers enable students to understand aesthetic valuing in music and teach them to respond to, analyze, and critique performances and works of music, including their own. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts, domain-specific text, and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository texts in music through literal text and create musical compositions or select a collection of music that expresses views, positions, or facts.

They teach the connections and relationships between music and the other arts as well as between music and other academic disciplines. They inform students of career and lifelong learning opportunities available in the field of music, media, and entertainment industries.

Beginning teachers use various learning approaches and can instruct students in using movement to demonstrate rhythm and expressive nuances of music. They instruct using a broad range of repertoire and literature and evaluate those materials for specific educational purposes. They use various strategies for sequencing, planning, and assessing music learning in

general music and ensemble classes, including portfolio, video recording, audio recording, adjudication forms, and rubrics. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as an integral creative, expressive, and communication tool. They are able to raise students' awareness of ethical responsibilities and safety issues when sharing musical compositions and other materials through the Internet and other communication formats. They demonstrate and teach an awareness of practices, issues, and ethics of appropriation, fair use, copyright, open source, and Creative Commons as they apply to composing music. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

8. Teaching World Languages in a Single Subject Assignment

Beginning Single Subject World Languages teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards in world languages and applicable English Language Development Standards. They demonstrate a high proficiency in the language and culture that allows them to conduct their classes in the target language and to the extent possible in authentic cultural settings. In addition, beginning teachers demonstrate the ability to teach in a proficiency-oriented program with a commitment to teaching and learning, using the three communicative modes (interpretive, interpersonal, and presentational) and the enabling skills (listening, reading, speaking, and writing) that support them, thus enabling beginning teachers to support their students to demonstrate communicative ability in the target language and culture from level one to advanced. Beginning teachers teach students to independently read, comprehend, and select instructional materials, including authentic resources that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the target language.

Beginning teachers demonstrate knowledge of the nature of language, basic linguistics, and a thorough understanding of the structural conventions and practical use of the target language. Beginning teachers also demonstrate an in-depth knowledge and understanding of the cultures and societies in which the target language is spoken, with validation and expansion of the language and cultures of heritage and native speakers. They demonstrate that they have the requisite knowledge necessary to plan and deliver challenging lessons and to assess their students using a variety of formative and summative assessment tools by using current methodology in second-language acquisition, with attention to critical thinking and emphasis on evidence of student learning to inform their best practices in teaching. Beginning teachers also demonstrate that they have the knowledge of using technology to support and enhance their instruction. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools for learning or demonstrating their linguistic and cultural competency.

9. Teaching Agriculture in a Single Subject Assignment

Beginning Single Subject Agriculture teachers demonstrate the ability to teach the state-adopted standards for agriculture and applicable English Language Development Standards. They understand how to deliver a four-year comprehensive program of systematic instruction and application of basic and advanced subject matter in animal science, plant and soil science, ornamental horticulture, agriculture business management, environmental science and natural resource management (e.g., water, genetic engineering), and agricultural systems management. They use explanations, demonstrations, and class and laboratory activities to illustrate agricultural concepts and principles, scientific investigation and experimentation, and the application of new learning. Beginning teachers encourage students to pursue agricultural interests, especially students from groups underrepresented in agricultural careers.

Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area.

Beginning teachers structure and sequence agricultural instruction to support and enhance students' academic knowledge to meet or exceed the state-adopted academic content standards. Additionally, beginning teachers guide, monitor, and encourage students during hands-on laboratory investigations, experiments, and practicum. They establish and monitor procedures for the care, safe use, and storage of equipment and materials, and for the disposal of potentially hazardous materials. Beginning teachers teach students to provide ethical care and handling of live animals. They demonstrate sensitivity to students' cultural and ethical backgrounds in designing agriculture instruction.

They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

10. Teaching Business in a Single Subject Assignment

Beginning Single Subject Business teachers demonstrate the ability to teach the state-adopted career technical education (CTE) model curriculum standards in business and applicable English

Language Development Standards. They prepare students to carry out business management functions with an understanding of organizational theory and development, leadership, and motivational concepts. Beginning teachers enable students to solve real-world business problems that include methods of decision making based on legal and ethical principles, the application of mathematical operations leading to quantitative and qualitative analysis, and the understanding and application of accounting concepts, principles, procedures, and financial analysis. They prepare students to apply key marketing principles and concepts including, but not limited to, customer service, selling, promotion, and distribution in both domestic and

international markets. Beginning teachers teach students to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development along with the ethical use of information technology in business situations.

Beginning teachers instruct students in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies. Beginning teachers assist students in a variety of procedures to address individual career development and provide ample opportunities for students to develop their own employment and entrepreneurial skills. Beginning teachers assist students to apply the knowledge of technology, reading, writing, mathematics, speaking, and active listening skills in a variety of business situations. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers use a variety of authentic, performance-based assessment strategies to assess students' skills and abilities. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

11. Teaching Health Science in a Single Subject Assignment

Beginning Single Subject Health Science teachers demonstrate the ability to design and implement instruction that assures all students meet or exceed state-adopted standards for health education and applicable English Language Development Standards.

Beginning teachers demonstrate the ability to teach the state-adopted academic content standards for students in health science. Beginning teachers demonstrate a fundamental understanding of professional, legal, scientific, behavioral, and philosophical principles of health education and the role of the school health educators within a coordinated school health (CSH) program. They demonstrate problem-solving and critical-thinking skills that develop confidence in the decision-making process and promote healthy behaviors. Beginning teachers recognize and are sensitive to differences in individual growth and development and variation in culture and family life. They assess individual and community needs for health education by interpreting health-related data about social and cultural environments. They differentiate between health education practices that are grounded in scientific research and those that are not research-based. They identify opportunities for collaboration among health educators in all settings, including school and community health professions.

Beginning teachers use their analytical skills to identify behaviors that enhance and/or compromise personal health and well-being. They recognize the short-term and long-term effects of the lifestyle choices and habits of individuals and integrate higher-level thinking skills within the context of various health topics. They apply a variety of risk assessment skills and

prevention strategies to health-related issues. Beginning teachers demonstrate effective and culturally sensitive communication and advocacy skills as they relate to personal, family, and community health and health education needs in order to effectively motivate California's diverse youth to adopt a healthy lifestyle. They understand the role of communication and communication skills in interpersonal relationships and identify strategies that encourage appropriate expression. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject- relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area, and they understand how to teach speaking and listening skills including collaboration, conversation, and presentation of knowledge and ideas that contribute to the learning of the content of health education. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

12. Teaching Home Economics in a Single Subject Assignment

Beginning Single Subject Home Economics teachers demonstrate the ability to teach the state-adopted career and technology standards for students in home economics and applicable English Language Development Standards. They understand how to create home economics career pathways by planning sequences of courses for two complementary, fiscally responsible, inclusive instructional programs, Consumer and Family Studies (CSF) and Home Economics Related Occupations (HERO). They know how to employ Future Homemakers of America-Home Economics Related Occupations (FHA-HERO) as a teaching strategy for developing interpersonal, leadership, citizenship, and career skills. They teach students the essential knowledge and skills for managing their personal, family, and work responsibilities through engaging learning activities appropriately selected for the eight content areas of CFS. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

In the HERO program, beginning teachers work closely with industry partners and plan authentic learning experiences to prepare students for entry-level careers or advanced training and education. They plan and supervise student work, including group assignments, laboratory work, and on-the-job training. They help students understand underlying theories and complex concepts (e.g., developmental theories in child development, organic chemistry in food science) and solve real-life problems using appropriate problem-solving, creative-thinking, and critical- thinking skills. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area. They plan assessments of student learning, provide frequent feedback, assist students in the achievement of the standards, and use evidence of student learning to improve their program. Beginning teachers assure that students at various English proficiency levels have the academic language

needed to meaningfully engage in the content.

13. Teaching Industrial and Technology Education in a Single Subject Assignment

Beginning Single Subject Industrial and Technology Education (ITE) teachers demonstrate the ability to teach the state-adopted content standards for students in technology education, traditional industrial arts, computer education, and applicable English Language Development Standards. They provide students with an understanding of the nature of technology and of its core technological concepts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom.

They prepare students to understand and use the design process as a problem-solving model. They design and provide to students problems, exercises, and projects that require the application of core academic knowledge, including, but not limited to, the fields of science, mathematics, economics, social science, and data analysis. Beginning teachers teach students to independently read, comprehend, and evaluate instructional materials that include increasingly complex subject-relevant texts and graphic/media representations presented in diverse formats. Beginning teachers also teach students to write argumentative and expository text in the content area. Beginning teachers assure that students at various English proficiency levels have the academic language needed to meaningfully engage in the content.

Beginning teachers teach students how to work and behave in a safe manner, and they model safety in the laboratory. They prepare students to use all types of tools safely, correctly, and effectively. Additionally, beginning teachers prepare students to understand the connections and interactions between technology and all aspects of society so that students gain a heightened awareness of cultural, social, economic, and environmental concerns related to and impacted by technology. Beginning teachers provide connections between industry and students to facilitate real-world understandings of industry, provide external experiences, establish internships, and reinforce for students the critical role of lifelong learning, as well as provide a foundation for making ITE-related career choices.

14. Teaching English Language Development in a Single Subject Setting

During interrelated activities in program coursework and fieldwork, beginning Single Subject teachers learn specific teaching strategies that are effective in supporting them to deliver a comprehensive program of systematic instruction in English language development (ELD). They learn and practice ways to design and deliver direct, explicit, and systematic ELD instruction that addresses English learners' oral language, aural language, reading, and writing development needs across the curriculum. Beginning teachers demonstrate fundamental understanding of first, second, and multiple language development, applied linguistics, and cultural foundations. They are well-versed in culturally relevant pedagogy and strategies for effectively communicating with families from a variety of cultures and backgrounds. They demonstrate effective communication and advocacy skills as these relate to English learner student, family, and community needs. Beginning teachers are knowledgeable in composition

and rhetoric and can apply principles of literature and textual analysis to both literary and informational texts. They provide students the opportunity to use and evaluate strengths and limitations of media and technology as integral tools in the classroom. Beginning teachers are knowledgeable in identifying the academic English language demands across the curriculum and in providing instruction for English learners to meaningfully engage in content area learning.

They understand the background, history, and legal requirements for English learner education in California and the United States.

Beginning teachers of ELD understand, plan, design, implement, and assess instructional outcomes for the full range of English learners. They learn and practice ways to:

- Design and implement differentiated instruction based on the levels of English proficiency, needs and strengths of the range of English learners, as well as struggling readers and writers, advanced learners, students who use nondominant varieties of English, students with exceptional needs, and students from a variety of educational and linguistic backgrounds.
- Address the unique needs of long-term English learners that distinguish them from newcomers and other types of English learners.
- Teach students about the norms and values of U.S. cultures, the culture of schooling, and how to access school and community resources.
- Assess student progress, both formally and informally, and use the results to inform and plan instruction that advances the learning of all English learner students.
- Connect and contextualize reading, writing, aural, and oral language development instruction.
- Implement effective English language development strategies to engage students and promote numerous opportunities for developing oral language across the curriculum.
- Improve students' reading comprehension, including students' ability to access grade-level texts of increasing depth and complexity and activate background knowledge, make connections, synthesize information, and evaluate texts.
- Improve students' ability to critique texts and media for point of view, implicit and explicit bias, power, validity, truthfulness, persuasive techniques, and appeal to both friendly and critical audiences.
- Provide writing instruction (inclusive of the writing process) on conventions, domains (i.e., response to literature, informational, persuasive, and technical), research, and applications that address all levels of proficiency from formulation of sentences to multi-paragraph essays.
- Incorporate technology into language arts as a tool for conducting research.
- Provide academic language development instruction emphasizing discourse that leads to the production of complex texts.
- Provide systematic vocabulary development that emphasizes high utility words used across curricular areas.

Program and Student Performance Assessments

Type of Measurement	Assessment	Assessor	Feedback Provided
<i>Student Performance</i>	Formal Quarterly Teaching Performance Expectations (TPE) from	Supervisor of Teacher Education (STE) and District Cooperating Teacher (DCT)	Quarterly
	Formal Lesson Observations	Supervisor of Teacher Education (STE) and District Cooperating Teacher (DCT)	Four per Assessor / Quarterly
	Informal Lesson Observations	Supervisor of Teacher Education (STE) and District Cooperating Teacher (DCT)	Periodically per Quarter
	Classroom Management Planning Tasks	Supervisor of Teacher Education (STE)	Fall and Spring
	EdTPA Portfolio to Pearson (<i>Multiple and Single Subject Candidates only</i>)	Pearson	Winter
	Content Area Tasks (CATs) – Elementary Literacy, Elementary Science, and Elementary History-Social Science (<i>for Multiple Subject Candidates only</i>)	CAT Assessor	Task / Quarterly
<i>Program Feedback</i>	Evaluation of District Cooperating Teacher (DCT)	Candidate	Quarterly
	Evaluation of Supervisor of Teacher Education (STE)	Candidate	Quarterly
	Evaluation of Supervisor of Teacher Education (STE)	District Cooperating Teacher (DCT)	Quarterly
	Candidate Evaluation of Program (Exit Survey)	Candidate	Spring

Glossary

The following are commonly used words and acronyms in this document.

CATs: See Content Area Tasks

CCTC: See Commission on Teacher Credentialing

Commission on Teacher Credentialing (CTC):

The state agency that establishes policy and regulations for teacher education and credentialing in California. The purpose of the Commission is to ensure integrity and high quality in the preparation, conduct, and professional growth of the educators who serve California's public schools.

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Content Area Tasks (CATs)

In order for multiple subjects candidates to demonstrate competency across all subject areas they are responsible for teaching, they will complete three Content Area Tasks (CATs) over the course of the year (literacy in fall, science in winter, and history/social science in spring).

CTC: See Commission on Teacher Credentialing

DCT: See District Cooperating Teacher District Cooperating Teacher (DCT)

The district-employed teacher who agrees to host and mentor a student teacher in his/her classroom. The student teacher assumes increasing responsibility in the classroom over each quarter (see fieldwork syllabi for each quarter for more details).

edTPA (See also Teaching Performance Assessment)

[edTPA](#) was developed by the Stanford Center for Assessment, Learning, and Equity in partnership with the American Association of Colleges for Teacher Education. It satisfies the CTC requirement that credential candidates complete a performance-based assessment in order to qualify for a preliminary teaching credential. At the TEP, [edTPA](#) replaces PACT, which was used in prior years.

Embedded Signature Assignment (ESA)

The CTC requires that candidates complete Embedded Signature Assessments (ESAs), assignments which are already present (embedded) in the institution's program. These ESAs are intended to further assess important candidate skills and abilities, contribute to success in completing teaching events, and identify areas for improvement in both the candidate and the credential program. For the UCR TEP, the classroom management assignment is the ESA that is completed in the fall and the spring quarters.

Graduate School of Education (GSOE)

The UCR Teacher Education program is a department within the UCR Graduate School of Education.

GSOE: See Graduate School of Education

PACT: See Performance Assessment for California Teachers

Performance Assessment for California Teachers (PACT)

Until the 2014-15 academic year, the TEP used PACT as a summative assessment of Multiple Subjects and Single Subject candidate competence. PACT satisfied CTC requirements that candidates take a performance based assessment (usually TPA) in order to qualify for a preliminary teaching credential. Starting in 2014-15, the main PACT teaching event will be replaced by [edTPA](#). However, the PACT Content Area Tasks (CATs) in literacy, science, and history/social science for multiple subject candidates will continue to be administered.

Teacher Education Program (TEP)

The Teacher Education Program in the Graduate School of Education at the University of California, Riverside.

Teaching Performance Assessment ([TPA](#))

A performance-based assessment based on the TPEs (Teacher Preparation Expectations) that all teacher candidates will be required to pass in order to qualify for a preliminary teaching credential under the 2042 system.

Teaching Performance Expectations (TPEs)

The CCTC developed a set of knowledge, skills and abilities that beginning teachers should know and be able to demonstrate. Teaching performance expectations describe teaching tasks that fall into six broad domains: 1. Making subject matter comprehensible to students; 2. Assessing student learning; 3. Engaging and supporting students in learning; 4. Planning instruction and designing learning experiences for students; 5. Creating and maintaining effective environments for student learning; and 6. Developing as a professional educator.

TEP: See Teacher Education Program

TPA: See Teaching Performance Assessment

TPE: See Teaching Performance Expectations