Credential Candidate Handbook

2021 – 2022

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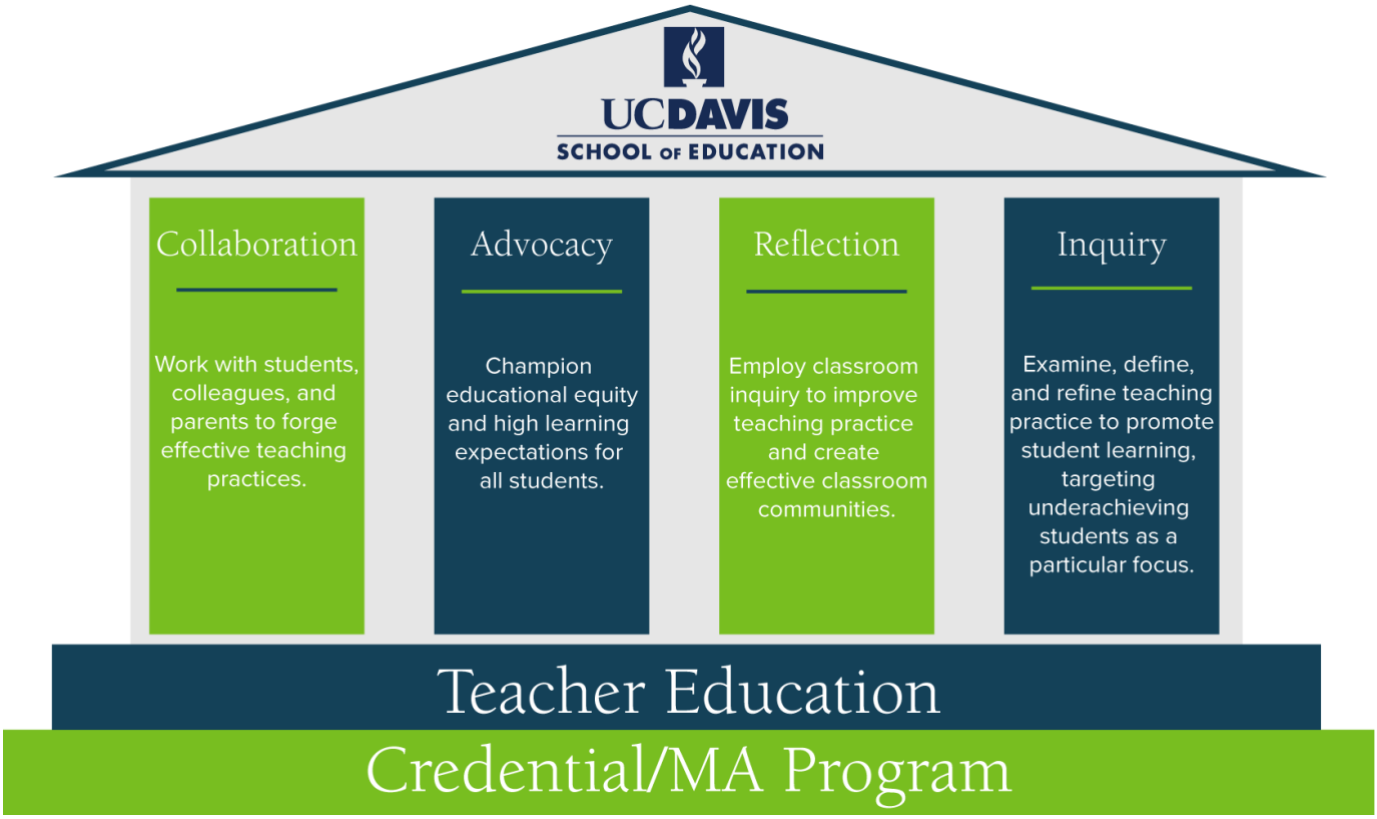

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WELCOME

Dear Credential/MA candidate,

We welcome you to one of the most rewarding professions in the world – teaching! The UC Davis Teacher Education program prepares teacher leaders who understand issues of equity and who inquire deeply about how teaching practices work or don't work well in their classrooms.

In teacher education, our goal is to provide our teacher education graduates with what we consider to be the best possible preparation for a lifetime of teaching and learning. We take a stance in teacher education that beyond fundamental pedagogical content knowledge and high-quality teaching experiences mentored by good teachers, beginning teachers need to: become advocates for social justice; address the educational needs of culturally and linguistically diverse students; attend to students' neurodiversity, implement inquiry-based teaching; work collaboratively with others; and reflect meaningfully about teaching and learning. The four pillars of advocacy, inquiry, collaboration, and reflection are woven throughout your credential program.

The UC Davis Teacher Education program has prepared hundreds of teachers to work in schools and other educational contexts. Our graduates are prepared to teach academic content to emergent bilinguals side-by-side with English speakers as well as students with disabilities, using research-based methods and approaches to teaching. Our courses are taught by master teachers and teacher educators. You will learn to plan, implement, assess, adapt, and reflect on your teaching and learning classroom experiences through a cohort model that values collaboration. As a UC Davis teacher, you will be educating children and adolescents from diverse socio-cultural and language backgrounds to become curious, thoughtful, knowledgeable, literate, and productive adult members of society. You will be immersed in teaching and learning from day one of the program, when you begin to explore the world of teaching through the eyes of teachers, mentors, researchers, and learners. Your journey in learning to teach will prepare you for life-long learning and inquiry-based teaching. Graduates of the UC Davis Credential Program are in great demand because they are known to be outstanding teachers and teacher-leaders who promote equity, inquiry, collaboration, and reflection, all of which lead to increased achievement and new learning.

The Credential Candidate Handbook will assist you throughout the credential program and it is our hope that the handbook will serve as a reference to you as questions arise. Pay particular attention to the very important documents that are included in the Appendix. As a credential student you are also considered a graduate student and in addition to this handbook, you will want to utilize the resources available to you on the Graduate Studies website.

In closing, we welcome you to the School of Education. The faculty and staff are here to walk alongside you and assist you on your educational journey!

Sincerely,

Margarita Jimenez-Silva, Ed.D.
Chair of Teacher Education

Contact Information

School of Education Leadership

Lauren Lindstrom, Dean of the School of Education
Maisha Winn, Associate Dean for Academic Programs and Instruction
Margarita Jimenez-Silva, Chair of Teacher Education
Lola Muldrew, Associate Chair of Teacher Education

School of Education, Teacher Education Faculty

Agriculture	Lynn Martindale	lmartindale@ucdavis.edu
English	Pauline Holmes	pvholmes@ucdavis.edu
Math	Matt Wallace	mtwallace@ucdavis.edu
Science	Megan Bettis	mmckenzie@ucdavis.edu
Science	Cindy Passmore	cpassmore@ucdavis.edu
Social Science	Rebecca Rosa	robrien@ucdavis.edu
Multiple Subject	Susanna Mayorga-Casanova	smayorgac@ucdavis.edu
Multiple Subject	Orlando Carreon	olcarreon@ucdavis.edu
Multiple Subject	Nancy Tseng	nsteng@ucdavis.edu

Bilingual Coordinator

Mandarin	Nancy Tseng	nsteng@ucdavis.edu
Spanish	Susanna Mayorga-Casanova	smayorgac@ucdavis.edu

Student Services Staff

School of Education Building
Phone: (530) 752-5887
Fax: (530) 754-6672
Email: eduadvising@ucdavis.edu

MaryAnn Mellor (530) 752-0761	Senior Director of Student Affairs	mmellor@ucdavis.edu
Jana Royal (530) 752-0758	**Multiple Subject** Credential Analyst & Teacher Education Program Coordinator	jlroyal@ucdavis.edu
Tracy Falk (530) 752-2367	Admissions Coordinator	tafalk@ucdavis.edu
Maria Rochin (530) 752-6985	Credential Analyst	mrochin@ucdavis.edu
Janelle Barnes (530) 752-7520	**Single Subject** Credential Analyst	jbarnes@ucdavis.edu
Mary Reid (530) 752-7259	MA Program Coordinator	mmreid@ucdavis.edu

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Program Philosophy & Values

The UC Davis Teacher Education program is grounded in research- and evidence-based theories of teaching and learning that recognize that knowledge, skills, and dispositions are essential qualities of effective teachers (Shulman, 1986). We are committed to preparing teachers who are equity-focused and center the framework of cultural responsiveness (Darling-Hammond & Bransford, 2007; Villegas, 2007). Our program design is informed by research on the science of learning and development to prepare our candidates to be teachers who can support all students to be successful.

We understand teaching and learning through the relational developmental systems framework which captures the complexity of teaching and learning and recognizes that student learning and development is shaped by experiences and interactions inside and out of school (Fischer & Bidell, 2006; Rose, Rouhani, and Fischer, 2013). Based on this framework our program highlights the importance of building positive and trusting relationships with students in order to create a supportive learning environment; providing high level content instruction and making that content relevant to students' lives; recognizing the integral role of social emotional learning in academic achievement; and creating an environment that is responsive to individual student's needs ((Darling-Hammond, et al., 2020). We also emphasize the importance of candidates becoming reflective practitioners who take an inquiry stance in their practice in order to examine their teaching in deep and meaningful ways (Zeichner & Liston. 2014.)

A core principle of the University of California, Davis Teacher Education Program is to prepare highly qualified teachers who are advocates for equity in learning for all students. Our programs are particularly effective in preparing our candidates to work with K-12 students who come from culturally and linguistically diverse communities. Coursework includes methods of teaching a second language and developing academic literacy in all discipline areas. We also prepare candidates to understand the neurodiversity among our students and address students' academic, communicative, and socio-emotional development.

The following program pillars are the foundation to the UC Davis Teacher Education credential program. They are used as a guide when developing content knowledge, pedagogical understanding, and research skills. Student teachers will demonstrate teaching behaviors that incorporate these four pillars:

1) **Collaborative** professionals who work with students, colleagues, and parents to forge effective teaching practices;

2) **Advocates** for educational equity who champion high learning expectations for all students;

3) **Investigative** teachers who continuously use **inquiry** to examine, define, and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus; and

4) **Reflective** practitioners who employ classroom inquiry guided by theoretical and empirical research to create effective and supportive learning communities.

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Principles of Community

Prologue: UC Davis is a diverse community comprised of individuals having many perspectives and identities. We come from a multitude of backgrounds and experiences, with distinct needs and goals. We recognize that to create an inclusive and intellectually vibrant community, we must understand and value both our individual differences and our common ground. The UC Davis Principles of Community is an aspirational statement that embodies this commitment, and reflects the ideals we seek to uphold.

The University of California, Davis, is first and foremost an institution of learning, teaching, research and public service. UC Davis reflects and is committed to serving the needs of a global society comprising all people and a multiplicity of identities. The university expects that every member of our community acknowledge, value, and practice the following guiding principles:

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another. We acknowledge that our society carries within it historical and deep-rooted injustices and biases. Therefore, we endeavor to foster mutual understanding and respect among the many parts of our whole.

We affirm the right of freedom of expression within our community. We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all. Within this context we reject violence in all forms. We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect. We further recognize the right of every individual to think, speak, express and debate any idea limited only by university regulations governing time, place and manner.

We confront and reject all manifestations of discrimination, including those based on race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people which have been excuses for misunderstanding, dissension or hatred. We recognize and cherish the richness contributed to our lives by our diversity. We take pride in all our achievements, and we celebrate our differences.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part. We will strive to build and maintain a culture and climate based on mutual respect and caring.

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Professional Conduct for Credential Candidates

As candidates in teacher preparation programs, credential candidates must demonstrate not only their teaching competency but also their fitness for the profession of teaching. Teachers are expected to adhere to the highest standards of ethical behavior by the public and by their peers. The California Commission on Teacher Credentialing addresses this expectation in their Teaching Performance Expectations (TPE) number 6, "Developing as a Professional Educator".

To help you define professional conduct, this handbook includes the UC Davis Principles of Community, Academic Code of Conduct and the Commission on Teacher Credentialing's Teaching Performance Expectations. Additionally, we offer the following Statement of Professionalism to further define the professional conduct that is expected of our candidates as you enter into the amazing teaching profession. The Statement of Professionalism will be reviewed with incoming candidates at our July Kick-Off orientation. As you go through the credential year, please refer to this document for guidance.

Although the handbook and the documents within it can serve as your guide, as you transition from being a student to becoming a teacher, please know that your university supervisor, district-employed teacher, university instructors, staff and teacher education leadership are all here to help support and guide you in this journey.

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Statement of Professionalism

When individuals embark upon a career in the teaching profession, they must demonstrate the personal and professional integrity necessary to maintain the fundamental trust that society laces on this respected profession. The School of Education expects students to develop the interpersonal skills, professional comportment, and positive attitudes necessary to function in a manner that is consistent with professional practice.

Teachers are expected to adhere to the highest standards by the public and by their peers. The Commission on Teacher Credentialing addresses this expectation in their Teacher Performance Expectations (TPE), Specifically in number 6, "Developing as a Professional Educator."

TPE6: 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. Demonstrated how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Students of the School of Education at UC Davis are obligated to be aware of and subscribe to codes of conduct which have been adopted at the level of the University, the Davis Campus, and at the K-12 Schools and Districts where they will student teach. In addition, students are expected to demonstrate the behaviors listed on the next page that are integral to service as a teaching professional.

ACCOUNTABILITY

- Attends required class and student teaching sessions (as detailed in syllabus); participates actively; is punctual, prepared, and attentive.
- Fulfills responsibilities on time without needing reminders.
- Works diligently and perseveres to complete program curriculum.
- Requests waivers or time extensions (for assignments/tests etc.) only in extenuating circumstances.
- Understands and follows the UC Davis Code of Academic Conduct.
- Respects tcolleagues, peers, faculty, students, and families.
- Follows K-12 school site and University dress code and grooms appropriately.

TEAMWORK/COLLABORATION

- Accepts constructive feedback without resistance or defensiveness.
- Strives for a positive attitude when faced with new/stressful situations.
- Knows and accurately assesses personal abilities and limitations in knowledge and skills; seeks assistance when needed.
- Adopts recommendations from others to improve learning or performance.
- Collaborates and interacts positively with others (e.g. students, faculty, staff, other teaching professionals).

STUDENT TEACHING BEHAVIOR

- Demonstrates ability to deliver effective lessons in all settings and to all populations regardless of age, race, gender, religion, disability, sexual orientation, or socioeconomic status.
- Acts in the best interest of students, displaying good judgement in assessment and approach; responding to student needs in timely, safe, and effective manner.
- Processes and appropriately communicates information about students' progress to family, faculty, and school staff.
- Acts within scope of their role in all settings.
- Demonstrates respect for the confidentiality rights of students and for the privacy and reputation of the school, district, university, and/or colleagues.
- Establishes or maintains appropriate boundaries with students, family members, fellow students, faculty, and school staff.
- Advocates for students and families with school site team.
- Appropriately reports errors, unsafe practices, concerns or issues for improvement by following institutional guidelines and notifying those who can take action.

SIGNIFIGANT PROFESSIONAL BREACHES

This list of behaviors below are examples of professional breaches that could lead to disciplinary action by a school site employer, Commission on Teacher Credentialing, faculty, or the university. If exhibited during or associated with a teacher candidate's student teaching activities, such violations of professionalism may result in course failure. Other sanctions may also be applied, under other university policies.

- Violation of student confidentiality.
- Disparaging a student, peer, colleague, or faculty in a public setting (including on social media).
- Failure to respect appropriate professional boundaries in interactions with students and others in the educational environment.
- Discrimination against, harassment of, or failure to work with a student, peer, faculty, staff, colleague based on their race, age, gender, religion, national origin, learning condition, physical or mental disability, ancestry, marital status, sexual orientation, citizenship, ability to speak English or status as a covered veteran.
- Failure to recognize and understand professional and personal limitations.
- Use of legal or illegal substances that could impair judgement.
- Gross negligence or neglect.
- Fabrication, falsification, or intentional omission of written or verbal data.
- Refusal to perform tasks as directed by supervisor, resident teacher, or school administrator.
- Providing instruction in contravention of supervisor's or resident teacher's direction.

To serve ethically and capably as a teaching professional, a student must master a body of knowledge, master a set of teaching skills, and conform to high standards of professionalism. These professional standards should be practices during one's student teaching experience and beyond.

PROGRAM CURRICULUM & STUDENT TEACHING

The UC Davis program is an integrated model where student teaching and university coursework occur simultaneously. Through coursework, credential candidates expand their knowledge base in their content area, acquire dynamic teaching methods, and become well versed in educational theories. Candidates are placed in diverse classrooms with experienced and supportive resident teachers for their student teaching. You will be student teaching and taking courses throughout the entire academic year with your student teaching placement beginning in August prior to the first day of the K-12 school year and ending in June when UCD's classes and your placement's school year ends.

The program's coursework is designed to be focused and intensive, thereby enabling you to complete the required courses for your teaching credential and the student-teaching component in four academic quarters. During the program you will be engaged in a variety of courses ranging from methodologies for teaching subject matter to issues of cultural diversity in the K-12 classrooms. Guided by expert teachers, you will have opportunities to systematically apply your learning to the classroom, reflect on the results of your teaching, and work collaboratively with peers to complete course projects. The knowledge and skills that you develop will give you a distinctive advantage in today's classroom.

Program Curriculum

The sequence of the credential courses is designed to provide you with a strong foundation that the program builds upon with each subsequent quarter. You can review the required courses for your specific subject on our website.

Cohort Model

You will be assigned to a cohort that is under the guidance of a School of Education Supervisor. You will remain with this cohort through the end of your program. You and others in your cohort will take classes together and work on projects in collaboration. You will attend classes with your cohort only on content specific methodology. For non-content specific courses, your cohort may combine with other cohorts for that class.

Class Enrollment Process

The Student Services office will email you prior to each quarter's registration and include a deadline by which you must notify us if your plans to attend the program have changed. After the deadline has passed, the Credential Analyst will work with our Instructional Analyst to enroll you in the appropriate class sections. If your plans change after this time it will be your responsibility to formally withdraw from classes in order not to incur a financial liability. Students should expect these e-mails in early June for Summer quarter enrollment, mid-August for Fall, mid-October for Winter, and early January for Spring. Be sure to review your schedule each quarter and double-check that you are enrolled in the correct courses and proper number of units. Not doing this, and enrolling improperly, could result in delays in completing your credential and/or your master's degree.

For Financial Aid purposes, you need to be enrolled in a minimum of 6-quarter units for summer and 12-quarter units for fall, winter, and spring.

Class Schedule

Click on the link to view your year-long schedule of classes for Multiple Subject or Single Subject. From time to time there might be an unavoidable change to your schedule and these will be communicated to you if/when they occur. You will be able to view your class meeting dates and times on Canvas which is the learning management system used by UC Davis. If you are not familiar with Canvas, you can locate information here.

STUDENT TEACHING INFORMATION

The purpose of student teaching occurring concurrently with your coursework is to bridge theory and practice. Student teaching, also referred to as clinical practice or field experience, provides the opportunity for candidates to learn through active mentoring and participation, the responsibilities and techniques of teaching. Student teachers are not expected to master or adopt all of the techniques they are exposed to in their placement. However, the more engaged they are and the more time they spend at school and in the company of teachers and students, the more they will gain from the experience. This is a year-long guided apprenticeship into practice, application of theory, and completion of course assignments. Our co-teaching model of teacher preparation provides candidates an opportunity to collaborate with an experienced classroom teacher while gradually taking on increasing responsibility in that classroom. These experienced teachers who host our student teachers in their K-12 classrooms are referred to using a variety of names, such as, resident teacher, mentor teacher, cooperating teacher, or district-employed supervisors.

It is our expectation that your student teaching experiences will evolve over the course of the program, increasing in responsibility as you move closer to completion. Your experience can encompass a wide variety of activities that range from observation of experienced teachers modeling good practice in instruction, to beginning practice using various teaching strategies in diverse settings, to assuming full responsibility for all students in the classroom and demonstrating pedagogical competence. Please communicate with your supervisor if you have any concerns about your placement.

Student teaching placements vary by subject and the specifics for your subject will be described in your content specific program manual. All students must complete a minimum of 600 hours of clinical practice to qualify for a teaching credential.

Regular attendance, punctuality, and professional appearance and conduct in student teaching placement is a programmatic requirement. Please notify your resident teacher and supervisor if you will be absent from your student teaching placement. Should your absence continue more than 3 school days, please follow the reporting protocol on the Extended Absence Flowchart:

GUIDING PRINCIPLES FOR PLACEMENT SELECTION

The School of Education and the Teacher Education Programs have worked to develop partnerships and collaborative relationships with neighboring school districts. The goal continues to be the development of focused collaborative relationships with a cadre of experienced teachers and administrators in the service area. The collaborative process is built into every aspect of the program.

In determining field placement sites with the goal of selecting as diverse a setting as possible, some of the factors we consider are the demographics of the school setting, paying attention to diversity of race and ethnicity, socioeconomic background, linguistic diversity, the quality of the teachers, and any unique school programs. All school placements are in within reasonable proximity to the UC Davis campus.

All resident teachers must have demonstrated exemplary teaching practices, have a minimum of three years of teaching experience, and a willingness to guide your student teaching journey and partner with you and your university supervisor through the student teaching experience.

SUPERVISION

Candidates are supervised in their student teaching placements through a collaborative effort that involves university supervisors and the resident teacher. Each candidate is assigned a university supervisor who will guide them through the program. The Chair, along with the Teacher Education faculty, take the lead role in guiding the supervision and defining the approach and philosophy of supervision in collaboration. Supervisors follow the ethnographic and clinical models of supervision.

Supervision of candidates includes:

- A discussion or pre-conference with the candidate to discuss the focus of the supervisory observation and techniques for gathering data in the classroom;
- A focused period of observation with the supervisor as a participant observer in the classroom, observing a live feed, or observing a video recorded session;
- Submission of lesson plans prior to the actual class for discussion and feedback; a post-observation conference with a review of the lesson and opportunities to reflect on instruction, including links to state-adopted academic standards and achievement of student learning goals.

Formative evaluations of candidates by university supervisors take place a minimum of four times per academic quarter. Observation write-ups are given to candidates immediately after the observations, and copies are kept in candidates' files. Write-ups use a narrative approach to observation depending on the nature of the observation. For example, candidates are observed to determine the degree to which they nurture peer-to-peer interaction, promote genuine communication and tailor input among diverse populations of students.

In addition to the university supervisor, the resident teacher prepares reports and evaluations of the candidate. These evaluations are usually discussed in three-way conferences with the candidate, resident teacher, and the university supervisor at the end of the quarter. Assistance to candidates is provided in an ongoing process throughout supervision. For candidates experiencing serious problems, university supervisors work with Resident Teachers to identify problem areas as early as possible. When appropriate, special efforts are made to develop an intensive personalized program to address problem areas. The Candidate Improvement Plan serves as documentation of more serious concerns.

Your University supervisor will provide ongoing guidance to you as you complete the student teaching requirements of the program. **Supervisors are expected to provide the following specific support to you during the course of the credential program:**

- Facilitate an initial meeting between the candidate and their resident teacher.
- Contribute to placement discussions and decisions.
- Orient candidate to the rules, roles and relationships within each unique school community.
- Conduct a minimum of four (4) observations of classroom instruction per quarter.
- Provide feedback to candidate based on observation notes.
- Make additional observations at school sites as necessary and as requested.
- Submit quarterly student teaching grades.
- Complete electronic student teaching evaluation forms.
- Conduct weekly communication with candidates in person, by phone, and/or via e-mail.
- Communicate regularly with the resident teacher and respond to questions and concerns that may arise.
- Maintain confidentiality with regards to both candidate and cooperating teacher issues.

Problem solve with candidate and resident teacher as the need arises. Teach/assist in the two-hour student teaching seminar. *Return to table of contents*

In addition, your supervisor will be available to provide ongoing guidance as questions arise related to student teaching. Your supervisor is a key support person in your growth as an educator. You should feel comfortable asking them questions and seeking guidance and support from them.

PROGRESSION IN STUDENT TEACHING

Gradually, over the course of the student teaching placement, candidates increase their teaching responsibilities by developing and carrying out short lessons with small groups, in the case of multiple subject candidates, and, in the case of single subject candidates, by planning and assuming responsibility for parts of an instructional period (e.g., opening, transition, closing). In consultation between and among the candidate, the resident teacher, and the university supervisor, a timeline is developed for candidate full day class instruction/classroom take-over.

The progression of the supervised student teaching portion of the program provides candidates with extensive opportunities to observe, acquire and/or utilize important pedagogical knowledge, skills and abilities. Additionally, the field experience allows candidates to extend their coursework learning by incorporating new learning into their own instruction. Together, coursework and experiences are designed to support and bridge theory and practice. By the end of the first third of the student teaching placement, candidates typically will have planned and taught four mini-lessons in which they have attempted to utilize appropriate pedagogical skills. Throughout the student teaching placement, the candidate works closely with the resident teacher. They are encouraged to develop their teaching skills and classroom presence.

SPECIFICS OF STUDENT TEACHING BY SUBJECT

Please note that due to COVID-19, your student teaching placements may not adhere to the descriptions listed below. Your faculty lead will discuss modifications with you.

Multiple Subjects Student Teaching Experience:

Multiple Subject candidates begin their student teaching experience in a long-term placement. Candidates participate in this placement from the beginning of the K-12 academic year and remain in that placement throughout the year with the exception of their short-term placement.

Our goal is for you to experience teaching in two different grade levels. When possible, this will occur in spring quarter when candidates reduce their time to 1 day per week at their long-term placement for a 3-week short-term placement. The goal of this short-term placement is to expose candidates to instruction at a different grade level and in a different context. Though they do not have formal teaching responsibilities, candidates will assist with instructing small groups and may also take on additional instructional responsibilities. For Multiple Subjects candidates seeking supplementary authorizations, they spend their short-term placement in a classroom that aligns with the supplementary authorization they are seeking.

Single Subject Student Teaching Experience:

English and Social Science

Candidates in the English and Social Science content areas have placements in two student teaching sites–one middle school and one high school. At each site, candidates work in two classes under the supervision of the resident teacher. At least one student teaching site includes a significant number of English learners.

The student teaching placements are divided into two categories, a short-term placement during Fall Quarter and a long-term placement during the second semester of the K-12 academic calendar. The goal of the short-term placement is to develop teaching skills and gradually take responsibility for instruction. In these classes, candidates observe their resident teacher(s) for up to 4-6 weeks, taking increasing levels of responsibility for

teaching as those weeks go by. By end of six weeks, the candidate should be the instructor for these classes on a daily basis. The candidates are expected to plan daily lessons and take responsibility for most aspects of instruction within the school's curricular expectations during these final weeks.

The long-term placement, at a different grade level and site, begins with pre-service meetings at the start of the K-12 school year, typically August, and continues through September around the UC Davis course schedule. Candidates then leave the long-term placement site at the beginning of Fall Quarter, early October, to participate in their short-term placements. They return to their long-term placement in January to take over instruction for two classes for the entire spring semester. The goal of the pre-quarter student teaching experience at the long-term site is to acclimate to the school, its students and staff, so that returning in January is a smooth transition. Candidates are encouraged to participate as fully as possible in the activities at each field experience placement.

Science and Math

Candidates in the science and math content areas have both a primary and secondary student teaching placement, both of which they begin when the school year begins. Candidates remain at both placements throughout the year. The goal of the primary placement is to allow candidates to develop teaching skills. In this class, the candidate will observe their resident teacher for several weeks taking increasing levels of responsibility for teaching as those weeks progress. By the end of four weeks, the candidate should be the instructor for this class on a daily basis. A key indicator of whether or not a candidate is prepared to take over instruction is their ability to prepare lesson plans daily. Candidates are not expected to plan lessons independently of the resident teacher during this time but they are required to prepare a plan for each day in the classroom. However, candidates may teach the same lessons and same content as the resident teacher. During the second semester, the candidate is expected to diverge from the resident teacher in both planning and instruction. Whereas the focus for the first semester is on learning to teach, the second semester is devoted more to developing autonomy over their teaching. Though all planning must be done in collaboration with the resident teacher, the candidate is encouraged to diverge whenever possible.

The secondary placement, at a different grade level or different content level, also begins on the first day of school. However, in the Fall Quarter, candidates do not spend as much time in the secondary placement as they do in their primary placement. Typically, they spend 2-3 days per week in this placement in September, 3-4 days per week in October, 4-5 days per week in November, and every day in December. In contrast to the primary placement, the goal in the secondary placement during the fall quarter is to learn about the students: their language backgrounds, their prior schooling experiences, their home lives, etc. The candidates do not begin teaching this class until the first day of the second semester. During the first semester, these students and this class offer candidates many opportunities to look critically at the human aspect of public education and how the school structure and the instructional format influence learning opportunities. Candidates are encouraged to participate as much as possible with the students in the class in the first semester, even though they do not take on formal teaching responsibilities.

Agriculture:

Candidates in the Single Subject Agriculture and Agriculture Specialist program have one, year-long field-experience placement. The year-long student teaching experience allows the candidates to experience all activities that occur during an academic year in an agriculture program, which range from the participation of first year agricultural students in Future Farmers of America (FFA) Chapter activities to the Annual FFA Chapter Awards Banquet at the close of the school year. Agriculture Specialist candidates are evaluated by the resident teacher on a number of activities, including: (1) how they mentor students to execute Chapter executive meetings and chapter membership meetings; (2) how they coach FFA teams; (3) their supervision of students at conferences; (4) their work at agriculture field days; (5) their participation in fundraising events; and (6) their participation in other chapter, sectional and State FFA activities.

Bilingual Authorization Field Experience Design:

Candidates enrolled in one of our two Bilingual Authorization programs, Spanish or Mandarin, complete their fieldwork experiences in bilingual classrooms alongside a bilingual credentialed Resident Teacher. Candidates have opportunities to teach in both English and Spanish/Mandarin and to focus on supporting students' Spanish/Mandarin and English language development while attending to the students growth in their regular academic classroom. Candidates have opportunities to participate in both dual immersion and transitional models of bilingual education.

Multiple Subject candidates are placed in schools with bilingual programs. Single subject candidates are placed in classrooms that include Spanish/Mandarin speakers, Spanish/Mandarin learners, and English learners/emergent bilinguals at varying levels of English proficiency. These placements may be sheltered content classes, ELD classes, dual-immersion, and when possible, Spanish/Mandarin language content classes. The candidates in placements in which English is the primary language of instruction, (such as a sheltered content class with speakers from various language backgrounds, but including Spanish/Mandarin) are required to teach a unit of study for a minimum of three weeks in Spanish/Mandarin to native Spanish/Mandarin-speaking students and students who are learning Spanish/Mandarin as a second language. All the candidates receive feedback on their instruction in these contexts by a member of the university Bilingual Authorization supervision team and the hosting Resident Teacher on site.

Program Specific Manuals:

In addition to the guidelines provided in this handbook many of our cohorts provide an additional manual of details specific to that cohort. Students will be given access to these manuals at the start of the program.

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Substitute Teaching Guidelines

Given the current teacher and substitute shortage there may be times that you are asked to substitute teach at one of your student teaching placements. The program recognizes that this is a good way to earn some money and gain teaching experience during the program but we caution you that these substituting assignments can interfere with your success in the program. To ensure that you continue to make progress towards your credential, the program has established the following guidelines:

1. First and foremost, you do not have to substitute teach if you do not want to. When schools and districts are desperate for substitutes during periods of high teacher absence, they will look to you for help.

2. You should not substitute during a period of labor action. The amount of money that districts offer substitutes during labor strikes can be two to three times the amount offered to daily substitutes. Though lucrative, we discourage you from substituting under these conditions.

3. Before your first substitute teaching job you should get approval from your program supervisor. The decision will be made based on your progress in the program, the assignment that you are being asked to fill, and the impact that it will have on your regular program coursework.

4. Substituting should not interfere with regularly scheduled UC Davis program activities or classes.

5. In order to substitute during a time when there is no other certificated teacher in the room, you must have obtained a substitute credential through your school district. Under no circumstances should you be the sole responsible teacher in a classroom if you do not have a State/District approved substitute authorization.

6. If your resident teacher or the school administration asks you to attend a field trip as one of the "required teachers", you should be paid as a substitute. This way, any liability issues that may arise will be borne by the district and not you as an individual. A required teacher could be one who is asked to be responsible for a group of students who are not under the direct supervision of a certificated employee of that district.

7. ***Any requests for substituting for more than 2-3 days for any single teacher must be submitted in writing by the school/district to your program supervisor and the program administration.***

Remember, you have the final say in whether or not you want to substitute teach. If you feel you are being pressured at your school site by an administrator or teacher to work as a sub, contact your Supervisor for guidance and support. Your Supervisor will address issues such as these and can intervene on your behalf.

Additional Guidelines for Single Subject Credential Candidates

8. At the beginning of the year, you should only substitute for your resident teacher and only as long as the courses you will be teaching are aligned with your single subject content areas. As the year progresses, your supervisor may approve substituting opportunities with in the same department but you should not substitute outside of your subject area. If you substitute for someone other than your resident teacher, you must still teach your regularly scheduled student teaching classes. In these cases, your resident teacher or the school will need to arrange to cover the class you are subbing for during that period. (Technically, if your resident teacher is teaching another class you should be compensated for a full day.)

9. You should only substitute for one teacher per day so that you will at least have that teacher's prep period to insure you are prepared for your own student teaching.

TRACKING YOUR PROGRESS IN THE PROGRAM

Your progress toward meeting the credential requirements is tracked by the Credential Analyst. At the start of the program you will be given access to your personalized Academic Progress Report. Periodically during the credential year, you will want to check your status toward completion of prerequisites, coursework, and program requirements by logging on to the School of Education Intranet to review. The SOE Intranet is not activated until the start of your credential year. After you log in, use the search box on the top right of the screen to find "Progress Report". The information is listed in two sections titled Student Responsibility and Program Responsibility.

1. Student Responsibility

This area lists the pre-requisites and requirements that you are responsible for completing. If this report does not reflect a **Date Complete** but you believe you have completed this item, please contact the Credential Analyst with the specifics so we can investigate. It could be that we simply missed updating our records or it might be that you have not met the requirement. Notes in the **Progress** section are sometimes used by Student Services and not an indication as to whether the requirement has been met.

2. Program Responsibility

This area lists the credential courses you will take during the credential part of the program. Completed courses will list your grade and units of the course. In progress classes will list the term that you are taking the course. Courses that still need to complete will just list the course number. All courses listed in this section must be completed with a grade of C- or better to qualify for your credential.

In addition to completing all requirements listed on your Academic Progress Report, in order to qualify for your teaching credential, you must also average a grade of B- (or higher) for student teaching.

- For Multiple Subject candidates this is your Edu 304ABC classes.
- For Single Subject candidates this is your Edu 306ABC classes.

Please use this report as a method to make sure you are on track to meet your credential requirements and that the Student Services Office has a record of your progress.

There are three examples shown on the following pages:

- Example #1 – Multiple Subject paper version
- Example #2 – Single Subject paper version
- Example #3 – Online version for all

EXAMPLE #1 – Multiple Subject, paper version

SAMPLE STUDENT

DATE OF REPORT

Status: Active

Progress Toward Credential Requirements

Cred MS

Student Responsibility

Prerequisite	Complete	Progress
Basic Skills Requirement	2/13/1988	CBEST- Pass
Clearance	6/1/2023	
CSET Subtest I	4/9/2018	Pass
CSET Subtest II	7/8/2018	Pass (Roster)
CSET Subtest III	4/29/2018	Pass (Roster)
CSET: Subject Matter	7/8/2018	
Degree-Posted Transcript	7/23/2018	in Grad Hub
EDU110	12/13/2018	EDU 355x- at UCD Ext
Experience	3/16/2018	
Fundamental Math	8/15/2018	Passed UCD math fundamental workshop
TB Test	6/27/2018	
U. S. Constitution	6/1/1986	CSU Grad

Requirement	Complete	Progress
CPR	8/31/2020	
edTPA		
RICA		

You must provide documentation to Student Services showing completion of the items listed above.

Program Responsibility

Course	Grade	Units	Term
EDU180B			201901
EDU275B			201901
EDU292			201901
EDU299			201901
EDU304B			201901
EDU307			201901
EDU310			201901
EDU115	A+	2	201810
EDU151T	A	3	201810
EDU153	A	2	201810
EDU180A	IP	1	201810
EDU300B	A+	3	201810
EDU304A	A	3	201810
EDU309B	A	2	201810
EDU310	A	1	201810
EDU206A	A	2	201808
EDU275A	A	2	201808
EDU300A	S	1	201808
EDU309A	S	1	201808
EDU180C			
EDU206B			
EDU304C			
EDU308			
EDU310			
EDU398			

These highlighted classes are currently being taken - this is shown by the "term" being listed

Classes already taken - shown with grade and term complete

These are classes that need to be taken but are not in process yet

Grade completion data will be updated approximately 2 weeks after quarter ends.

These requirements will be met through successful completion of credential program coursework.

Note: The RICA exam has been changed to 3 separate subtests and this is correctly indicated on your personal Academic Progress Report

EXAMPLE #2 – Single Subject, paper version

SAMPLE STUDENT

Status: Active

DATE OF REPORT

Cred SUBJECT

Progress Toward Credential Requirements

Student Responsibility

Prerequisite	Complete	Progress
Basic Skills Requirement	2/1/2016	CBEST-Pass
Clearance	4/1/2019	30 day sub permit
CSET Subtest I	8/22/2017	Pass
CSET Subtest II	1/24/2018	Pass
CSET Subtest III	8/28/2017	Pass
CSET Subtest IV	6/7/2017	Pass
CSET: Subject Matter	1/24/2018	
Degree-Posted Transcript	12/19/2014	in Grad Hub
EDU110		Enrolled in EDU 355x-Sum 18
Experience	7/23/2018	subbing-ok'd
TB Test	6/18/2018	
U. S. Constitution	5/30/2010	PS 1 @ Solano CC

Requirement	Complete	Progress
CPR		
edTPA		

You must provide documentation to Student Services showing completion of the items listed above.

Program Responsibility

Course	Grade	Units	Term
EDU180A			201901
EDU180B			201901
EDU292			201901
EDU299			201901
EDU306B			201901
EDU310			201901
EDU115	A+	2	201810
EDU153	A+	2	201810
EDU275B	A-	2	201810
EDU292	A	2	201810
EDU301	B	4	201810
EDU306A	B+	3	201810
EDU310	A	1	201810
EDU206A	A	2	201808
EDU275A	A	2	201808
EDU292	A	2	201808
EDU180C			
EDU206B			
EDU306C			
EDU310			

These highlighted classes are currently being taken - this is shown by the "term" being listed

These are classes that need to be taken but are not in process yet

Classes already taken and shown with grade and term complete

Grade completion data will be updated approximately 2 weeks after quarter ends.

These requirements will be met through successful completion of credential program coursework.

EXAMPLE #3 – Online Version for both multiple and single subjects

The online version contains the exact same information but it is presented in a different format.

Prerequisites

Prerequisite	Date Complete	Progress
Basic Skills Requirement	02/01/2016	CBEST-Pass
Clearance	04/01/2019	30-day sub permit
CSET Subtest I	08/22/2017	Pass
CSET Subtest II	01/24/2018	Pass
CSET Subtest III	08/28/2017	Pass
CSET Subtest IV	06/07/2017	Pass
CSET: Subject Matter	01/24/2018	
Degree-Posted Transcript	12/19/2014	in Grad Hub
EDU110		Enrolled in EDU 355x-Sum 18
Experience	07/23/2018	subbing-ok'd
TB Test	06/18/2018	
U. S. Constitution	05/30/2010	PS 1 @ Solano CC

Requirements

Requirement	Date Complete	Progress
CPR		
edTPA		

Program Responsibility

These requirements will be met through successful completion of credential program coursework.

Courses

Course	Grade	Units	Term
EDU115	A+	2	201810
EDU153	A+	2	201810
EDU180A			201901
EDU180B			201901
EDU180C			
EDU206A	A	2	201808
EDU206B			
EDU275A	A	2	201808
EDU275B	A-	2	201810
EDU292	A	2	201808
EDU292			201901
EDU292	A	2	201810
EDU299			201901
EDU301	B	4	201810
EDU306A	B+	3	201810
EDU306B			201901
EDU306C			
EDU310			201901
EDU310	A	1	201810
EDU310			

Grade completion data will be updated approximately 2 weeks after quarter ends.

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Process to Support Candidate Improvement

From time to time a candidate may struggle with various parts of the program. When this happens, Teacher Education lecturers/supervisors, instructors, and/or staff will work with candidates to identify concerns and identify areas of performance that need to improve. Although each candidate's situation is considered individually, communications regarding areas where improvement is needed typically follow the progression shown on the following three flow charts which encompass the primary areas where candidates have difficulties: Academic Concerns, Professionalism concerns, or Unmet Requirements. The goal is always to resolve the performance issue by guiding the candidate toward meeting the Teaching Performance Expectations (TPEs), University, and school district standards.

The Candidate Improvement Plan is a process that defines areas where improvement is needed and establishes goals for improvement that are **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. By establishing **SMART** goals, the Candidate Improvement Plan ensures that the candidate and the program understand the requirements for the candidate to remain in good standing in the credential program.

The next four pages provide the three flow charts referenced above as well as a Candidate Improvement Plan.

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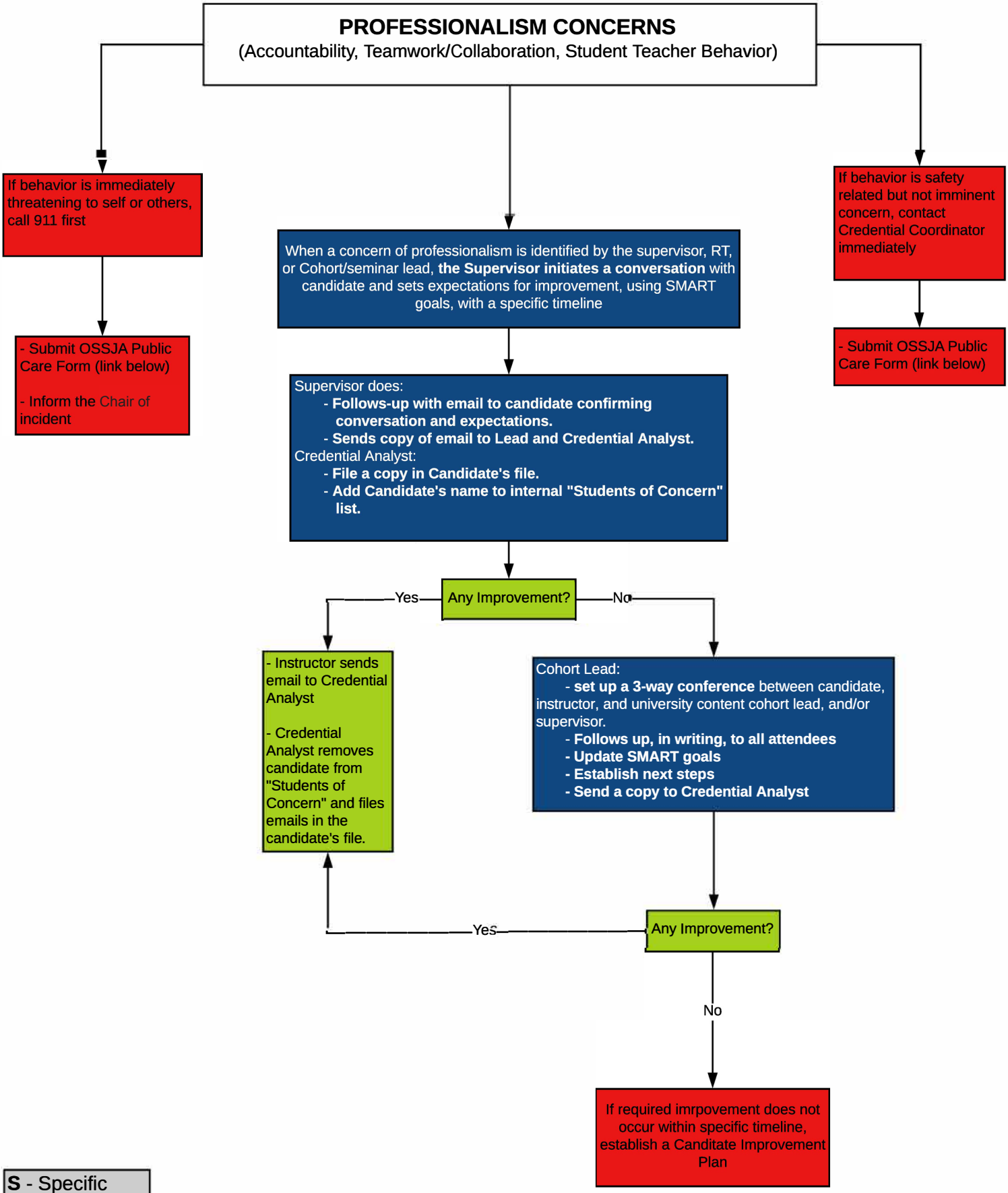
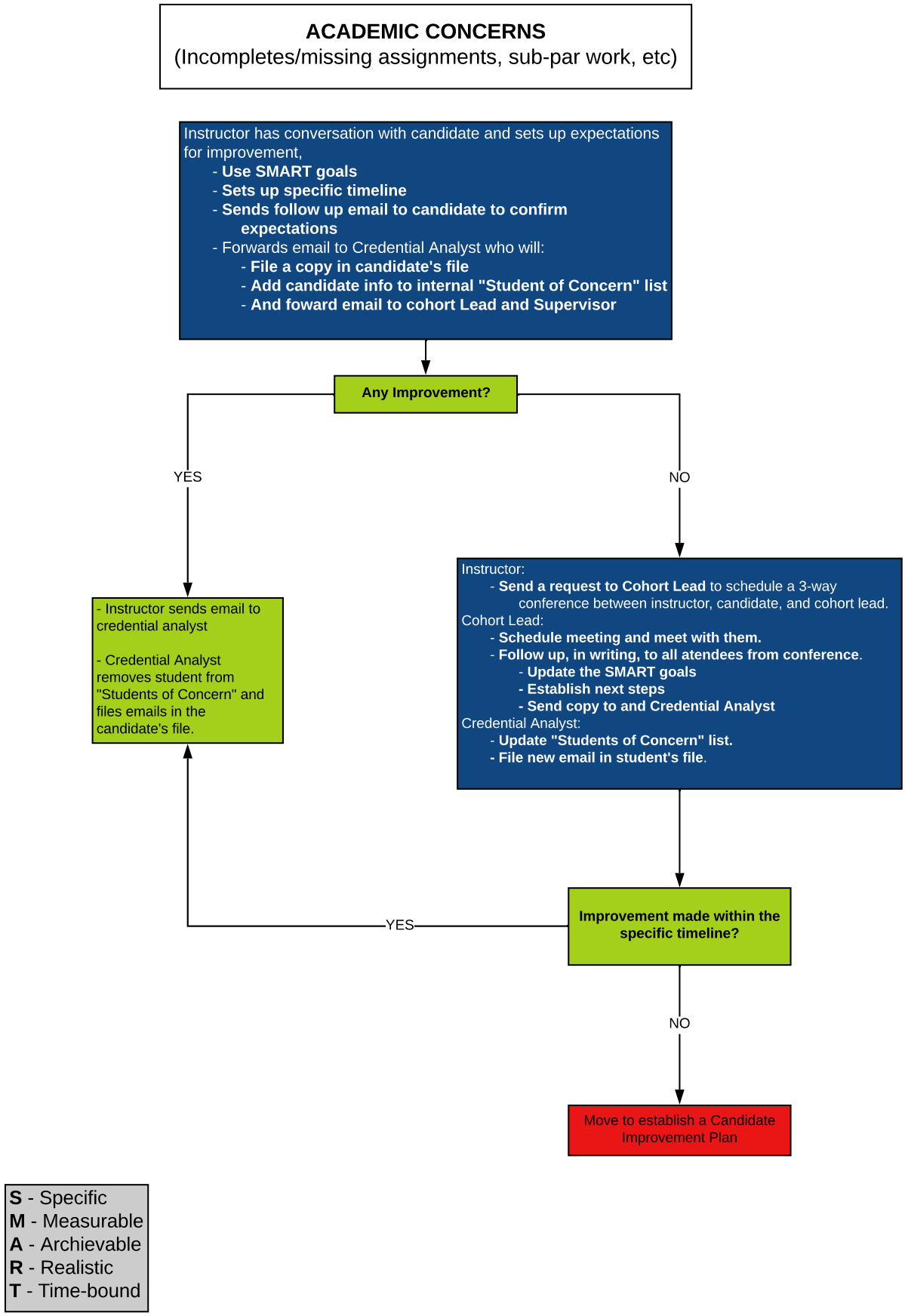


S - Specific
M - Measurable
A - Archievable
R - Realistic
T - Time-bound

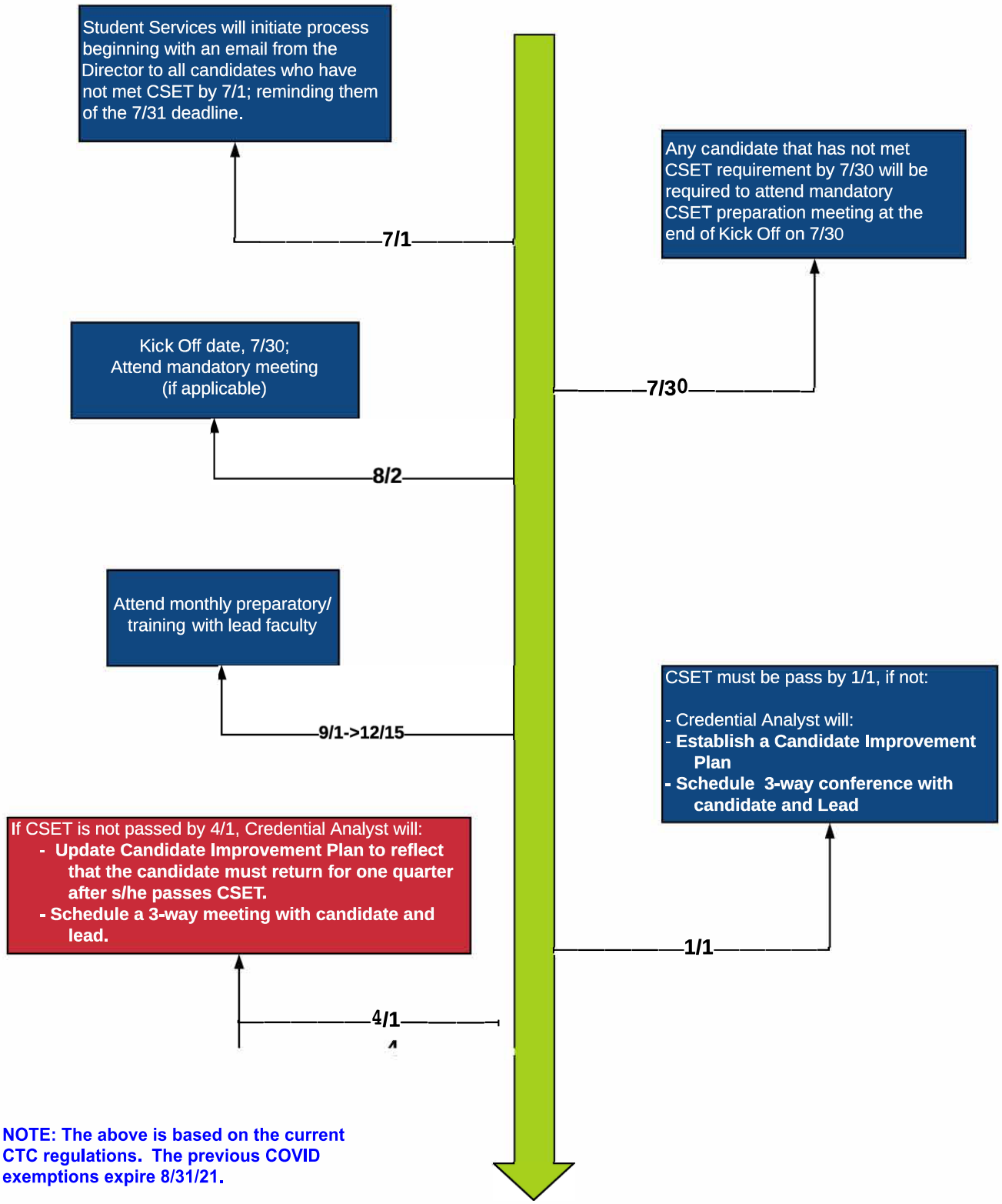
OSSJA Form Link:
https://ucdavis-advocate.symplicity.com/care_report/index.php/pid491126?


ACADEMIC CONCERNS
(Incompletes/missing assignments, sub-par work, etc)
Instructor has conversation with candidate and sets up expectations for improvement,
- Use SMART goals
- Sets up specific timeline
- Sends follow up email to candidate to confirm expectations
- Forwards email to Credential Analyst who will:
- File a copy in candidate's file
- Add candidate info to internal "Student of Concern" list
- And foward email to cohort Lead and Supervisor
Any Improvement?
YES
NO
- Instructor sends email to credential analyst
- Credential Analyst removes student from "Students of Concern" and files emails in the candidate's file.
Instructor:
- Send a request to Cohort Lead to schedule a 3-way conference between instructor, candidate, and cohort lead.
Cohort Lead:
- Schedule meeting and meet with them.
- Follow up, in writing, to all atendees from conference.
- Update the SMART goals
- Establish next steps
- Send copy to and Credential Analyst
Credential Analyst:
- Update "Students of Concern" list.
- File new email in student's file.
Improvement made within the specific timeline?
YES
NO
Move to establish a Candidate Improvement Plan
S - Specific
M - Measurable
A - Archievable
R - Realistic
T - Time-bound

UNMET REQUIREMENT

(CSET Subject Matter Exam)

Student Services will initiate



NOTE: The above is based on the current CTC regulations. The previous COVID exemptions expire 8/31/21.

CANDIDATE IMPROVEMENT PLAN

The purpose of the Candidate Improvement Plan is to ensure that the candidate and program understand the requirements for the candidate to remain in good standing in the credential program and be recommended for a credential.

Candidate **Name:** Date:

Statement of Problem(s)/Area needing Improvement:

Statement of Problem(s)/Area needing Improvement in terms of Teaching Performance Expectations:

Desired Behavior(s) using **SMART** goal setting and timeline for changes:

Date of next progress monitoring check -in

Additional **Program** Support:

If the desired behaviors are not exhibited, potential consequences:

Supervisor's Signature Date	Core Faculty's Signature Date
Candidate's Signature Date	Graduate Advisor's Signature Date
Candidate's Comments	*Program Notes*

Additional Credential Requirements

In addition to passing your courses and being successful in your student teaching, there are a few additional requirements to complete to earn your credential. These are shown on your Academic Progress Report and listed below:

1. **CPR Training**
   You must complete a CPR course that includes adults, infant, and children (B level) and provide Student Services Office a copy for our records. If your CPR card will expire during the credential year, it is valid for credentialing purposes. First Aid is not required.

   You can complete this training at any time during the credential program but it must be completed prior to earning your credential in June. Below are some CPR Training Courses for your review. We are not endorsing these over other training options and suggest you find the option that works best for you as long as it meets the adult/infant/child training requirement. Please note that we **cannot** accept an online course unless it is certified by either the American Red Cross or the American Heart Association

   General Website: http://onsitemedicalservice.com/
   CPR Registration Website: http://www.onsitemedicalservice.com/courses/bls/

   General Website: http://thinkcpr.com/about/
   CPR Registration Website: http://thinkcpr.com/event/heartsaver-cpr-aed/

2. **Teaching Performance Assessment**
   All candidates for a Preliminary Teaching Credential are required to pass an assessment of teaching performance in order to earn a teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations. UC Davis uses either the edTPA or CalTPA assessment (cycles 1 and 2), depending on your subject, to meet the California Teacher Performance Assessment (TPA) requirement.

3. **Multiple Subject Only - Reading Instruction Competence Assessment: RICA**
   Reading Instruction Competence Assessment (RICA): You must demonstrate that you possess the knowledge and skills important for the provision of effective reading instruction to students through passage of the three RICA subtests. Faculty will work with you during the credential year to prepare you for these exams. For information, visit the RICA test site.

4. **Bilingual Only: Mandarin – CSET Subtest III/Mandarin and Subtest V: Chinese**
   You need to pass these CSET exams before mid-June in order to be credentialed with the Bilingual: Mandarin authorization. For more information visit Bilingual Authorization for Mandarin section.

5. **Bilingual Only: Spanish – CSET Subtest V: Spanish**
   You need to pass this CSET before mid-June in order to be credentialed with the Bilingual: Spanish authorization. For more information visit Bilingual Authorization for Spanish section.

If you did not complete all program *prerequisites* prior to the start of the credential program, it is imperative that you complete these as soon as possible so that you can move forward in the program without delay. Check your Academic Progress Report to ensure that you have submitted documentation and/or have met all requirements. Contact the Credential Analyst for assistance.

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CREDENTIAL YOU WILL EARN

The credential you will earn may be referred to as a SB 2042 credential, with SB 2042 referring to the legislative bill that mandates the current credential standards and requirements. California utilizes a two-tier credential system and the tiers are referred to as Preliminary and Clear Credentials. After satisfactory completion of all UC Davis program and California State requirements, you will qualify for a Preliminary credential. Your Preliminary credential will be valid for five years from the date of issuance.

During the five-year period of your Preliminary credential, you will be working in a school district with required participation in an Induction Program. The program guides you through the State requirements to earn your Clear credential. This is typically a two-year program of support as you begin your career as a teacher. Once this program is complete, the Induction Program will recommend you for a Clear credential. Your Clear credential will be valid for five years and you will need to renew it every five years. Be sure to update the CTC with any changes to your email or physical address.

Currently, participation in a California Induction Program is the primary option for you to clear your credential. If you accept employment in a position that does not offer an Induction program, contact the Induction Program near you and ask if you can participate. You may have to pay a fee to that program. In some cases, your employer may be able to verify that Induction is not available, allowing you to complete a Clear Credential program at an approved California College or University. This last option is not common so be sure you qualify before beginning any such program.

To facilitate your transition to an Induction program, at the end of the credential year, you and your University Supervisor will develop an Individual Development Plan (IDP) that you will provide to your Induction Program. The IDP, sometimes referred to as a Bridging Document, will be used as a guide to inform your induction experience and to create your Individualized Learning Plan (ILP) to complete Induction. See **Appendix C** for sample (IDP).

You will earn either a Multiple Subject or Single Subject credential. Some of you will complete additional requirements to add a Bilingual Authorization in Spanish or Mandarin or a Specialist: Agriculture authorization. The descriptions of these authorizations are as follow:

Multiple Subject Candidates

You will earn a Multiple Subject teaching credential which authorizes you to provide instruction in all subjects in a self-contained class for students in grades twelve and below, including preschool, and in classes organized primarily for adults. Most Multiple Subject teachers in California teach in grades K-6.

As a self-contained classroom teacher, you are also authorized to team-teach or to regroup students across classrooms. In addition, you are authorized to teach core classes consisting of two or more subjects to the same group of students in grades five through eight, and to teach any of the core subjects to a single group of students in the same grade level as the core for less than fifty percent of the work day.

Your credential authorizes you to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in multiple-subject-matter (self-contained) classes. This is referred to as an English Learner Authorization (ELAM).

For more information on your Multiple Subject authorization, please visit the CTC website.

Single Subject Candidates

You will earn a Single Subject teaching credential in your specific subject which authorizes you to provide instruction in that subject in grades twelve & below, including preschool, and in classes organized primarily for adults. However, most Single Subject teachers in California teach in grades 7-12.

Your credential authorizes you to provide the following services to English learners: (1) instruction for English language development in grades twelve and below, including preschool, and in classes organized primarily for adults; and (2) specially designed content instruction delivered in English in single-subject classes. This is referred to as an English Learner Authorization (ELAS).

For more information on your Single Subject authorization, please visit the CTC website.

Bilingual Authorization in Mandarin or Spanish

Some of you may also earn a Bilingual Authorization in Mandarin or Spanish in addition to your Multiple or Single Subject credential. This authorizes you to provide content instruction delivered in the Primary Language (Spanish). Typically, this type of authorization is used in a classroom setting where content instruction is provided in both English and Mandarin or Spanish.

For more information on what this allows you to teach, visit the CTC website and scroll down to the Bilingual section.

Specialist: Agriculture

Single Subject Agriculture candidates will also earn a Specialist in Agriculture authorization. This authorizes you to develop and coordinate curriculum, develop programs, and deliver staff development for agriculture education programs coordinated by school districts or county offices of education.

For more information on your Specialist authorization, visit the CTC website and concentrate on the Agriculture section.

Additional Authorizations

It is possible for you to qualify for additional authorizations based either on the coursework you completed during your undergraduate program or by taking additional exam(s) and classes.

Adding based on Coursework Completed - Subject Matter or Supplementary Authorizations

Based on your degree major and/or coursework completed during your undergraduate program, you may qualify for a Subject Matter or Supplementary Authorization. This authorization would credential you to teach in additional subject areas beyond the Multiple or Single Subject credential. A Subject Matter Authorization requires 32 semester units in the subject area, plus courses in specific content areas. A Supplementary Authorization requires 20 semester units in the subject area, plus courses in specific content areas.

There are a few differences between multiple and single subject credential holders and the authorizations you can add as well as the instruction each type. Follow the hyperlinks to additional information on the CTC website.

Adding a Single or Multiple Subject

If you want to add a teaching or content area to the Multiple or Single Subject credential you are earning through our program, Education Code allows you to obtain an additional general education teaching credential without completing the full professional program for that credential. The steps you need to take are explained on the CTC website for Adding Authorizations.

The Credential Analyst can provide guidance and assistance regarding your credentialing.

See Appendix D – COVID Supplemental for credential exception options.

MOVING ON TO THE MASTERS' PART OF THE PROGRAM

Credential/MA students are admitted to the School of Education/Graduate Studies as Credential students and advanced to MA status after completion of all credential requirements as well as the following:

1. Cumulative UC Davis graduate GPA must be at least 3.0 by the end of the Spring Quarter of your credential year

2. A grade of C- or better in all required 100 and 200 level courses is necessary to meet the unit requirements for the MA.

3. Completion of all UC Davis prerequisites and California Credential requirements for the teaching credential, with appropriate documentation submitted to the School of Education Credential Analyst by **August 1st** preceding the fall quarter in which the student will enroll for year 2 of the MA/Credential.

4. Students must have access to an institutional setting in which teacher inquiry can be conducted by **September 1st** of the MA part of the program. One of the following three options will meet this requirement:

   A) as the teacher of record in a K-12 classroom

   B) in a K-12 tutoring situation, with the opportunity to work with the same students for two academic quarters for at least 40 hours per quarter

   C) as a guest in another teacher's classroom for the purpose of carrying out the teacher inquiry.

Substitute teaching does not provide the opportunity for sustained work in a classroom with the same group of students, and therefore will not satisfy this element. One exception is if you are hired for a long-term substitute position where you will be in the same assignment spanning the research period of two academic quarters September through March.

Coursework to complete the Master's degree: Fall

Quarter	Winter Quarter
EDU 206C (4 units)	EDU 206D (4 units)
EDU 299 (2 units)	EDU 299 (2 units)

We will meet with you to discuss the MA portion of the program during the Spring quarter of your credential year. At that time, we will answer your questions and provide detailed instructions and a timeline about how to communicate your Intent to Enroll in the Master's part of the program.

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ADDITIONAL RESOURCES - *Listed Alphabetically by Topic*

Advocacy Resources

Comments/Questions/Concerns
The School of Education is committed to helping you succeed in your academic effort. The Credential Analyst, Student Services staff, and Graduate Advisors are all good options as they know the program intimately and can connect you with the appropriate resources. But who do you go to for which concern? To help guide you to the best support for your need, we have provided an Advocacy Support Network flow chart outlining a variety of concerns that you may have and who can best assist you with these concerns. The Advocacy Support Network flow chart is provided at the end of this handbook as **Appendix E.**

Additional advocacy resources are listed in the Graduate Student website.

Audio Visual Equipment

The School of Education's Technology Support office has Audio Visual equipment to loan if needed for recording your CalTPA or edTPA. If you need to borrow AV equipment, please email soeithelp@ucdavis.edu for guidance. Please be mindful that the demand for the equipment is higher at certain times during the school year. Plan accordingly and ***return equipment in a timely manner***.

Communication

Ongoing communication with the faculty, staff and credential candidates in your group is an important component of the program. *Your UC Davis e-mail account will be the primary address used for communication*.

Copying/Computer Labs

SOE students have multiple options for printing documents and/or using computer labs on campus as follows:

Academic Surge (AS) 2nd floor
A copier/printer is located in the hallway outside Academic Surge 2363. To print go to https://campusprinting.ucdavis.edu/ input your Kerberos Login ID or Copy Card #, select "ucdavis-black", then choose your file and options. Your print job(s) will be released from the printer after you swipe your ID card or the Copy Card you entered.

School of Ed Building (SOEB) Student Lounge
A copier/printer is available next to student mailboxes in SOEB 264. To print go to https://campusprinting.ucdavis.edu/ input your Kerberos Login ID or Copy Card #, select "ucdavis-soeb262", then choose your file and options. Your print job(s) will be released from the printer after you swipe your ID card or the Copy Card you entered.

Campus Computer Labs
Additional printers, including color options are available at multiple computer labs across campus. For an updated list check out https://computerrooms.ucdavis.edu

For information on the cost of printing, see the campus website:
https://computerrooms.ucdavis.edu/printing/

If you have problems printing please contact SOE IT Support at the following locations;

- SOEB 206 (staffed M-F, 8-5)
- soeithelp@ucdavis.edu
- 530-212-0267

Disability Services

The Student Disability Center is the unit designated to receive request for accommodation, approve services, and coordinate support for students with disabilities to ensure equal access to the University's educational programs. Please visit their website at **https://sdc.ucdavis.edu/** for more information and assistance.

Financial Aid

UC Davis offers various types of financial aid. Both prospective and continuing graduate students are encouraged to apply. Filing a current FAFSA (Free Application for Federal Student Aid) or Dream Act application is required for all scholarship awards.

Graduate Financial Aid administers financial assistance, which may include loans and grants. These funds must be used for education-related expenses and are intended to supplement your own earnings, family assistance or fellowship or scholarship aid. Financial aid is not available for applicants in non-degree programs. FAFSA applications are available FAFSA online after January 1st. Your FAFSA should be filed as early as possible to allow for fellowship consideration. You need not wait for formal admission into a graduate program to apply for financial aid. Be sure to follow the directions in the Admitted Student section on how to ensure that your FAFSA or Dream Act information is made available to our Financial Aid Office.

Financial aid disbursements are not made until the official start of the quarter so be sure to check the Financial Aid and Scholarships website for the disbursement schedule and information on how to establish Direct Deposit.

You may purchase books through the UC Davis bookstore, using your student ID card and charge the purchase against your loan so that you will not have to pay out of pocket before receiving your loan or financial aid.

Grading - GPA Requirement

A GPA of 3.0 must be maintained throughout the program in order to stay in "good academic standing" in graduate school. In order to earn your credential, you must maintain no lower than a B- average in student teaching (Edu 304 A, B, C for multiple subject or Edu 306 A, B, C for single subject) and a 3.0 GPA is required to move on to the Master's program.

Only courses in which grades of A, B, C, or Satisfactory are earned may be counted toward your degree requirements. A course in which you receive a D+ grade or lower does not count towards meeting program requirements for the credential or for the master's degree. Any required course in which a grade of D+ or lower is earned will need to be repeated.

Grading – Incomplete

An "Incomplete (I)" may be assigned as a temporary grade when a candidate has performed at a passing level for the majority of the course, but is unable to complete the course for an acceptable reason (e.g., illness). The remaining work must be completed and the grade changed to a final letter grade within one academic year (three quarters) or a grade of "F" will be assigned by the Registrar's Office. Candidates need to submit a grade change petition to their instructor at the time the coursework is completed. Contact your supervisor for guidance.

Grading – In Process

Edu 180 A, B, C is the technology course that you will take that spans more than one quarter. Grading for Edu 180A and 180B will be entered on your transcript temporarily as IP – In process grading. Upon completion of Edu 180C, the grade you receive will be retroactively populated to all quarters.

Grading - Repeated Courses

With the consent of the Graduate Advisor and approval by the Dean of Graduate Studies, a candidate may repeat a course in which a grade of C, D, F or Unsatisfactory is received up to a maximum of nine units. Only the most recently received grade and corresponding grade points shall be used in calculating a candidate's grade point average, but all units attempted and grades received shall remain part of the candidate's permanent record. Repeated courses must be taken for a letter grade.

Harassment & Discrimination Prevention (HDAPP)

The Harassment & Discrimination Assistance and Prevention Program (HDAPP) at UC Davis supports the University's commitment to a harassment and discrimination-free work and learning environment for all members of the UC Davis and UC Davis Health campuses by:

- Preventing harassment and discrimination from occurring at UC Davis and UC Davis Health by educating the campus communities about the issues.
- Assisting individuals and campus units to resolve conflicts and complaints related to harassment, discrimination, sexual harassment, sexual violence and hate and bias.
- Serving as the central office for receiving reports and maintaining records of these types of complaints.

To discuss a discrimination or harassment concern, to schedule an educational presentation, or to request material, please call (530) 747-3864.

HDAPP offers an Anonymous Call Line for individuals who wish to raise a concern without disclosing their identity: UC Davis Campus (530) 747-3865.

Health Insurance Plan (SHIP)

The University of California requires that all students have health insurance. To help you meet the Health Insurance Requirement, UC Davis automatically enrolls all registered students in the Student Health Insurance Plan (SHIP). Fees for SHIP coverage are charged to your student account each term along with your registration fees.

If you have comparable insurance and do not want to be enrolled in SHIP, you must apply for a SHIP waiver. Be sure to check the Student Health Services website for the waiver deadline, which is usually posted in June. The services at Student Health Services are available to all students, even if you waive SHIP. The SHIP waiver application can be found on the Student Health Center website.

If health coverage for you and/or your dependents is a concern, you are encouraged to research available insurance plans that will cover you throughout the year. Contact the Insurance Services Department at (530) 752-6055 for detailed information. Details about insurance plans are also available online at Student Health Services.

Nondiscrimination Policy

The University of California, Davis, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy (including pregnancy, childbirth, and medical conditions related to pregnancy or childbirth), physical or mental disability, age, medical condition (cancer related or genetic characteristics),

ancestry, marital status, citizenship, sexual orientation, or service in the uniformed services (includes membership, application for membership, performance of service, application for service, or obligation for service in the uniformed services) status as a Vietnam-era veteran or special disabled veteran, in accordance with all applicable state and federal laws, and with university policy. As required by Title IX, the University of California, Davis, does not discriminate on the basis of sex in its educational programs, admissions, employment or other activities. For more information review the Statement of Nondiscrimination website.

Parking & Transportation

For information about Davis parking, the local bus service and carpooling, please call TAPS at (530) 752-TAPS or visit the TAPS Web site.

Personal Information Changes

Name, Phone and Address Changes can be made through the Registrar's Office or online through SISWEB. Please also let the School of Education's Student Services Office know by emailing eduadvising@ucdavis.edu.

Program Changes, Grade Changes, and other Petitions

All requests for changes or petitions of any kind need to be presented, in writing, to the Student Services Office before they will be processed. Necessary forms are available in the Student Services Office.

Self-Care & Mental Health Resources

The program is rigorous and can be stressful for some candidates. It is important to take care of *you*! Here are some campus resources that may support you in that effort:

Student Health and Counseling Services (CAPS). A variety of services, including counseling, wellness, stress reduction, and general wellness to name a few, are available to help students meet their academic and personal goals. Meeting with a counselor can help students clarify issues, explore options, and cope more effectively. Visit the Student Health and Counseling Services for more information.

There are a variety of Health and Wellness services are available to all UCD students:

- ✓ Medical (even if SHIP waived)
- ✓ Advice nurse (530-782-2349)
- ✓ Free counseling services (urgent, individual, group, etc.)
- ✓ Wellness (nutrition, recovery, self-help, etc.)
- ✓ Sleep tips
- ✓ Relaxation & Stress Reduction tips

Explore more Health and Wellness tips here.

Activities and Recreation Center (ARC). Physical activity is a key component of a healthy lifestyle. Group exercise classes, dance classes, marital arts, personal training, rock climbing, etc. There are many options available. Frequent exercise is a great stress reliever and actually increases your energy. But many of us cross exercising off our "to do" list when we get too busy – at the exact time experts say you truly need to exercise. We want to remind you that as an enrolled student you can use the Activities and Recreation Center (ARC) facilities at no additional cost for most services; classes are an additional fee. Be sure to check into what the ARC offers.

Food Insecurity. Food is one of the most basic and important human needs, yet we know that an increasing number of college students are going hungry as food insecurity gets worse. Visit The Pantry to learn how you can potentially get up to 3 items per day. The Food Insecurity section of the Each Aggie Matters website for tips to save on food as well as additional resources. The Aggie Compass is another great resource.

Sexual Harassment

Sexual harassment is prohibited by law and by university policy and is not condoned by UC Davis (Policy 380-12). The Sexual Harassment Education Program (530) 752-2255 provides information and assists in resolving complaints of sexual harassment informally. Students may also use formal and informal grievance procedures to resolve complaints of alleged sexual harassment or other illegal discrimination. For more information, please visit the website at (Policy 400-15). Students should seek assistance as soon as possible (time limits may apply to filing formal complaints) and may receive informal counseling and/or referrals by contacting the Sexual Harassment Education Program, the Office of Student Judicial Affairs, Counseling & Psychological Services, or the Women's Resources and Research Center. Formal complaints may be filed with the vice chancellor or dean of the school or college in which the alleged discrimination or harassment occurred.

Student Identification Card – AggieCard

You need to obtain an AggieCard, which is an official UC Davis student identification card. The AggieCard gives you access to many services and resources available to you as a UC Davis Student. If you attended UC Davis as an undergraduate, you need to obtain a new, graduate student AggieCard. To obtain your AggieCard please visit the AggieCard website.

Student Lounge

The Student Lounge can be found on the second floor of the School of Education Building. The lounge (room 264) contains a copier/printer, study space, fridge, and microwave. The entire building has excellent wireless connectivity for student usage. Please note: this may be closed due to COVID restrictions.

Student Records & Privacy

In accordance with the Federal Privacy Act of 1974, you are hereby notified that disclosure of your social security number is mandatory. This record-keeping system was established prior to January 1, 1975 pursuant to (1) the authority of the Regents of the University of California under Article IX, Section 9 of the California constitution and (2) the Undergraduate Admissions System Reference Manual, Information System Division, Office of the Vice President-Business and Finance, University of California, January 5, 1972, p.15. The Principal uses of the number shall be to (1) verify your identity in the Graduate Admissions record system and (2) interface with the integrated Student Information System.

Student Privacy Rights under the Federal Family Educational Rights and Privacy Act (FERPA), including procedures for inspection, correction, and disclosure of information in student records; a description of what constitutes directory information and the consequences of blocking release of directory information; and procedures for imposing/removing such a block. The information on FERPA is available for your review.

Student Representation

The EdGSA organization is a student-run organization representing your interests. Each program selects a student representative at the beginning of fall quarter to serve as liaison to program directors/chairs, coordinators, faculty, and staff. Meetings will be convened regularly to bring student voices to the table.

Student Voice

Candidates have opportunities throughout the program to interact with program directors/chairs, coordinators, faculty and staff to ask questions, make suggestions, and raise concerns. You will receive guidance in providing feedback in a positive and professional manner; this is part of your preparation to be an educator. Our programs are based on the professional knowledge and judgment of experienced university faculty and operate under the State of California CTC and State of California education code. As such, you will find a deep commitment to the curriculum

and program design that have been established. Your feedback on all aspects of the program will be solicited, carefully considered, and used, as appropriate, for program improvement.

In fall quarter, active students in good standing may apply for the Dean's Student Advisory Council, comprised of student representatives from each School of Education academic program. The council offers students an opportunity to be more engaged with leadership within the school and advocate for needed changes. Council members represent their peers by providing feedback on timely issues and consult with the Dean related to students concerns and challenges. Application information will be available to interested students in September. In addition, students in good standing may apply to the Teacher Education Student Advisory Council, comprised of student representatives from only the Teacher Education program. This council functions very much like the Dean's Council but with an exclusive focus is on Teacher Education.

If at any time you want to consult with a counselor or the University Office of the Ombudsman, you can get assistance at: https://ombuds.ucdavis.edu

Please be aware that all program personnel have your success in the program as their goal and will do everything possible to assist you in achieving that success!

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Taking a Break

The teacher credential portion of the credential/MA program should be completed in four consecutive quarters (Summer, Fall, Winter, Spring). If for some reason, you are unable to complete the program as expected, you should know that you do have options. Your registration status determines which options are available to you. The Credential Analyst is available as a resource to help you navigate through this process, if necessary, as are your Supervising Instructor and the Chair and Associate Chair of Teacher Education.

Cancellations and Withdrawals

To cancel your registration before the first day of instruction or to withdraw from the university on or after the first day of instruction, you must go to the Registrar's Office and complete a Cancellation/Withdrawal form. If you do not submit a Cancellation/Withdrawal form, you will be liable for fees according to university policy and you will receive an "F" grade for each course in which you are enrolled. No exceptions will be made to this policy.

Schedule of Refunds

The Schedule of Refunds refers to calendar days (not school days) beginning with the first day of instruction. The number of days elapsed is determined from the date the completed Cancellation/Withdrawal form is filed with the Registrar's Office, and it is presumed that no university services will be provided to the student after that date.

The Schedule of Refunds applies to all students except first-quarter students who receive federal financial aid.

*Calendar Days Elapsed	Percentage of Fees Refunded
0–1	100% less $10.00
2–7	90%
8–18	50%
19–35	25%
36 days and over	0%

* New students who receive federal financial aid and withdraw during the first academic term may have fees refunded according to a Modified Fee Refund Schedule.

Financial Aid Refunds/Return of Aid

Students who receive aid and withdraw, drop out, are expelled, etc., beginning the first day of enrollment will be reviewed by the Financial Aid Office in accordance with the Student Financial Assistance Return Policy. Additional information concerning the return of funds calculations is available in the Financial Aid Office and on their website here.

Regulations require that UC Davis provide for a refund using a pro rata calculation if the student withdrew on or before the 60% point of the semester. The pro-rata refund will be calculated as the proportion represented by the number of days that the student was enrolled to the number of days in the academic period.

PELP (Planned Educational Leave Program)

This program is designed to allow you to suspend your program of study for good cause (i.e., illness, temporary departure from the university for employment, preparing for examinations, financial problems, and personal issues) and be guaranteed the right to return later to resume academic work. If you need to suspend your studies for one year and return in a later quarter, please contact the Credential Analyst.

The electronic form is available through the Student Services Office and the fee will be $70 (subject to change). Please note: if you go on PELP status, you are **not eligible** to enroll in the Student Health Insurance Plan.

Readmission

If for one reason or another you drop out of your graduate program but wish to return at a later date, you must file an Application for Readmission. Readmission is not automatic; your application is considered along with those of first-time and other readmission applicants. File the application with Graduate Studies at least six weeks prior to the beginning of the quarter in which you plan to enroll. There is a $70 (subject to change) processing fee.

You must obtain the endorsement of your Program Chair, which indicates to the Dean that you are guaranteed a place in the program. It is your responsibility to provide any supporting documents that may be required by the program (e.g., new statement of purpose, letters of recommendation, GRE scores, etc.).

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Appendix

A – Academic Code of Conduct
B – CTC Teaching Performance Expectations (TPEs)
C – Individualized Development Plan (IDP)
D – COVID Supplemental
E - Advocacy Support Network
F - Extended Leave Flowchart

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Appendix - A

The University of California, Davis Code of Academic Conduct: Honesty, Fairness, & Integrity

This Code of Academic Conduct exists to support high standards of behavior and to ensure fair evaluation of student learning. Students who violate the Code of Academic Conduct are subject to disciplinary sanctions that include censure, probation, suspension, deferred separation or dismissal from the University of California. Unless specifically authorized by the instructor in writing, misconduct includes, but is not limited to the following:

➤ Academic misconduct on exams or other coursework

- Copying or attempting to copy from another student, allowing another student to copy, or collaborating with another student on an exam.
- Displaying or using any unauthorized material such as notes, cheat-sheets, or electronic devices
- Looking at another student's exam
- Not following an instructor's directions regarding an exam.
- Talking, texting or communicating during an exam
- Altering assignments or exams for re-grading purposes
- Bringing pre-written answers to an exam
- Having another person take an exam for you, or taking an exam for another student
- Theft of academic work
- Unexcused exit and re-entry during an exam period

➤ Plagiarism

- Taking credit for any work created by another person. Work includes, but is not limited to books, articles, experimental methodology or results, compositions, images, lectures, computer programs, internet postings
- Copying any work belonging to another person without indicating that the information is copied and properly citing the source of the work
- Using another person's presentation of ideas without putting such work in your own words or form and giving proper citation
- Creating false citations that do not correspond to the information you have used
- Plagiarizing one's own work

➤ Unauthorized collaboration

- Working together on graded coursework without permission of the instructor
- Working with another student beyond the limits set by the instructor
- Providing or obtaining unauthorized assistance on graded coursework

➤ Misuse of an instructor's course materials or the materials of others:

- Posting or sharing any course materials of an instructor without the explicit written permission of that instructor
- Purchasing or copying assignments or solutions, to complete any portion of graded work, without the instructor's permission
- Unauthorized use of another student's work

➤ Lying or fraud:

- Giving false excuses to obtain exceptions for deadlines, to postpone an exam, or for other reasons
- Forging signatures or submitting documents containing false information
- Making false statements regarding attendance at class sessions, requests for late drops, incomplete grades, or other reasons

➤ Intimidation or disruption:

- Pressuring an instructor or teaching assistant to regrade work, change a final grade, or obtain an exception such as changing the date of an exam, extending a deadline, or granting an incomplete grade
- Refusing to leave an office when directed to do so
- Physically or verbally intimidating or threatening an instructor, teaching assistant or staff person, including yelling at them, invading personal space, or engaging in any form of harassment
- Repeatedly contacting or following an instructor, teaching assistant, or staff person when directed not to do so.
- Misusing a classroom electronic forum by posting material unrelated to the course
- Interfering with an instructor's or teaching assistant's ability to teach a class, or interfering with other students' participation in a class by interrupting, physically causing a disruption, or excessive talking

Upholding the UC Davis Code of Academic Conduct

Students, faculty, and University administration all have a role in maintaining an honest and secure learning environment at UC Davis.

➤ Students:

The success of our Code of Academic Conduct depends largely on the degree that it is willingly supported by students.

- Are responsible to know what constitutes cheating. Ignorance is not an excuse.
- Are required to do their own work unless otherwise allowed by the instructor.
- Are encouraged to help prevent cheating by reminding others about this Code and hold each other accountable by reporting any form of suspected cheating to the University.
- Shall respect the copyright privileges of works produced by faculty, the University, and other copyright holders.
- Shall not threaten, intimidate or pressure instructors or teaching assistants, or interfere with grading any coursework.
- Shall not disrupt classes or interfere with the teaching or learning environment.

➤ Faculty:

Faculty members and instructors are responsible for teaching courses and evaluating student work, and are governed by University of California and UC Davis policies and regulations. Regulation 550 of the Davis Division of the Academic Senate addresses academic misconduct. Faculty and instructors:

- Will provide students with a course outline containing information about the content of the course, amount and kind of work expected, examination and grading procedures and notice of the Code of Academic Conduct.
- Should monitor examinations to help prevent academic misconduct.
- Shall report all suspected cases of cheating and other misconduct to the Office of Student Support and Judicial Affairs (http://ossja.ucdavis.edu/).

➤ University Administration

The University has delegated authority and responsibility to the Office of Student Support and Judicial Affairs (OSSJA) for the adjudication and resolution of academic misconduct cases. OSSJA maintains records of academic misconduct.
The University:

- Shall educate faculty and students about the Code of Academic Conduct.
- Shall provide physical settings such as classrooms and labs for examinations that minimize opportunities for academic misconduct.
- Shall assist and train faculty and teaching assistants about how to prevent and address academic misconduct.

➤ Submitting Reports and Judicial Procedures

- The Code of Academic Conduct governs academic conduct at UC Davis.
- Faculty have sole authority, as granted by the Academic Senate, to evaluate a student's academic performance and assign grades. If academic misconduct is admitted or is determined by adjudication to have occurred, instructors may assign a grade penalty no greater than "F" for the course in question. If a report is pending at the end of an academic term, instructors should assign a temporary grade of "Y" for the course until the report is resolved.
- A faculty/student panel, convened by OSSJA, shall conduct formal hearings to adjudicate contested cases of academic misconduct, unless the right to a formal hearing has been withdrawn. The right to a formal hearing may be withdrawn because of a prior finding of misconduct.
- Instructors and teaching assistants may direct a student to leave a class immediately if the student's behavior is disruptive.
- Instructors, teaching assistants and staff persons should contact police (752-1230 or 911) if they feel physically threatened.

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Appendix - B
Teaching Performance Expectations

The following information is taken directly from the California Commission on Teacher Credentialing (CTC) website and defines the standards by which you are prepared to become a California teacher. The TPE elements and narratives as well as the subject-specific pedagogy expectations provide additional descriptions of subject-specific pedagogical strategies appropriate to the content area(s) of the teacher's multiple and/or single subject California credential.

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

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

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

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

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

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.

The six TPEs are:

TPE 1: Engaging and Supporting All Students in Learning
Elements.....
Narrative.....

TPE 2: Creating and Maintaining Effective Environments for Student Learning
Elements.....
Narrative.....

TPE 3: Understanding and Organizing Subject Matter for Student Learning Content Specific Pedagogy
Elements.....
Narrative.....

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

TPE 5: Assessing Student Learning
Elements.....
Narrative.....

TPE 6: Developing as a Professional Educator
Elements.....
Narrative.....

Subject-Specific Pedagogy

Developmentally Appropriate Practices in Relation to Subject-Specific Pedagogy.....
English Language Development in Relation to Subject-Specific Pedagogy.....
Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.....
Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments.....

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 education finance.

Narrative

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

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

a. professional conduct and moral fitness;
b. use of digital content and social media;
c. education and rights of all stakeholders, including students with disabilities, English learners, and those who identify as LGBTQ+;
d. privacy, health, and safety of students, families, and school professionals;
e. mandated reporting; and
f. 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 coursework 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 aligne 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.

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Appendix – C: Individual Development Plan

Individual Development Plan
University of California, Davis
Teacher Education Transition Document
2020-2021

Student Name: _____ **UCD Program Supervisor:** _____

Consider each TPE/CSTP. Briefly note reflections and feedback you have received. Use the self-expanding cells to create possible growth goals for use during Induction. Bring this document to your first Induction meetings.

TPE/CSTP	Personal Reflections or Student Feedback	Supervisor Feedback	Resident Teacher Feedback	edTPA Feedback
1 - Engaging and Supporting All Students in Learning				
2 - Creating and Maintaining Effective Environments for Learning				
3 - Understanding and Organizing Subject Matter for Student Learning				
4 - Planning Instruction and Designing Learning Experiences for All Students				
5 - Assessing Students for Learning				
6 - Developing as a Professional Educator				

Sample shown is from 20-21. The format can change from year to year

Appendix – D
COVID Supplemental

Teaching and learning for all students changed dramatically with the COVID-19 outbreak. As we begin the 21-22 academic year, all signs indicate that you will begin your student teaching in August with in-person instruction at your K-12 public school placement. For your UCD coursework, Summer Quarter instruction will be conducted in a virtual format and transition to in-person coursework beginning in Fall Quarter.

One thing COVID-19 has taught us is that everything is subject to change. Whether your student teaching and/or coursework are in-person, online, or some combination, we remain committed to preparing collaborative, reflective, advocacy-oriented and inquiry-minded teachers.

Th following section outlines what coursework & student teaching will look like should such online or distance learning be required during the 21-22 school year. The last section outlines some of the COVID exceptions that the Commission on Teacher Credentialing (CTC) has offered to assist credential students.

Course Structure

Should UC Davis require that credential & MA courses be conducted remotely, they will include a blend of asynchronous self-paced assignments and online group activities, as well as synchronous online class meetings using Canvas (http://canvas.ucdavis.edu) and zoom (https://zoom.us). For synchronous on-line class meetings, you are required to have the following:

- Access to a computer (CPU)
- A reliable high-speed internet connection
- A working microphone that connects to your CPU (i.e., an external microphone), or a working microphone that is built-in to your CPU (i.e., an internal microphone)
- It is highly recommended that you have a webcam available for use during our on-line sessions, too

Student Teaching

Your student teaching observations typically begin a few days prior to the start of your assigned district's academic year. Our expectation is that you should expect to begin your student teaching in-person. Student teachers will work with their University Supervisor to determine how best to navigate any changes that might occur during the academic year due to COVID. The impact will vary from placement to placement and by subject.

Resources and Reporting

It is important to know that you will need to report any COVID related illness to both your student teaching school site and to the University.

1. **School District Site**

   Each School District is required to prepare a COVID Safety Guide and it will be your responsibility to review that guide and know to whom you should report COVID related illnesses and when you should report Please familiarize yourself with your School District's policy at the start of the placement as a precaution. If you can't find the information, check with your Resident Teacher.

2. **UC Davis**

   The UC Davis website, Campus Ready, provides the most current information on your responsibilities as a student related to COVID. This site contains the link to the Daily Symptom Survey and the Health-e-

messaging system. In addition to following the protocols at your student teaching site, you must also follow the UC Davis protocols. If there is a discrepancy between the two, you should follow the more stringent requirement.

The UC Davis COVID reporting policy and concerns can be found on the Safety Services website here. Please also familiarize yourself with the University's policy as a precaution.

3. Additional Resources

In addition to the School District Safety Guide and University of California guidelines, the Centers for Disease Control (CDC) offers information on symptoms as well as a self-checker at link. Kaiser has more information available on their website at link.

And finally, as we're sure you know, the COVID situation is very fluid and the educational community is continually changing to reflect the latest information. We will communicate with updates to you throughout the year.

CTC Credential Exceptions

Since the inception of COVID, the CTC has taken action to provide several flexibilities to students in teaching preparation programs. These flexibilities currently allow students who have not met their Basic Skills requirement and/or your Subject Matter requirement to move forward in their student teaching but they will not earn their Preliminary teaching credential until both requirements are passed. For the 21-22 academic year, the CTC may approve additional flexibilities and your Credential Analysts will inform you as these are offered. You may also view these on the CTC's website by clicking on the COVID flexibilities green banner at the top of the landing page. Before making a decision to postpone any requirements, please confirm your options with your Credential Analyst.

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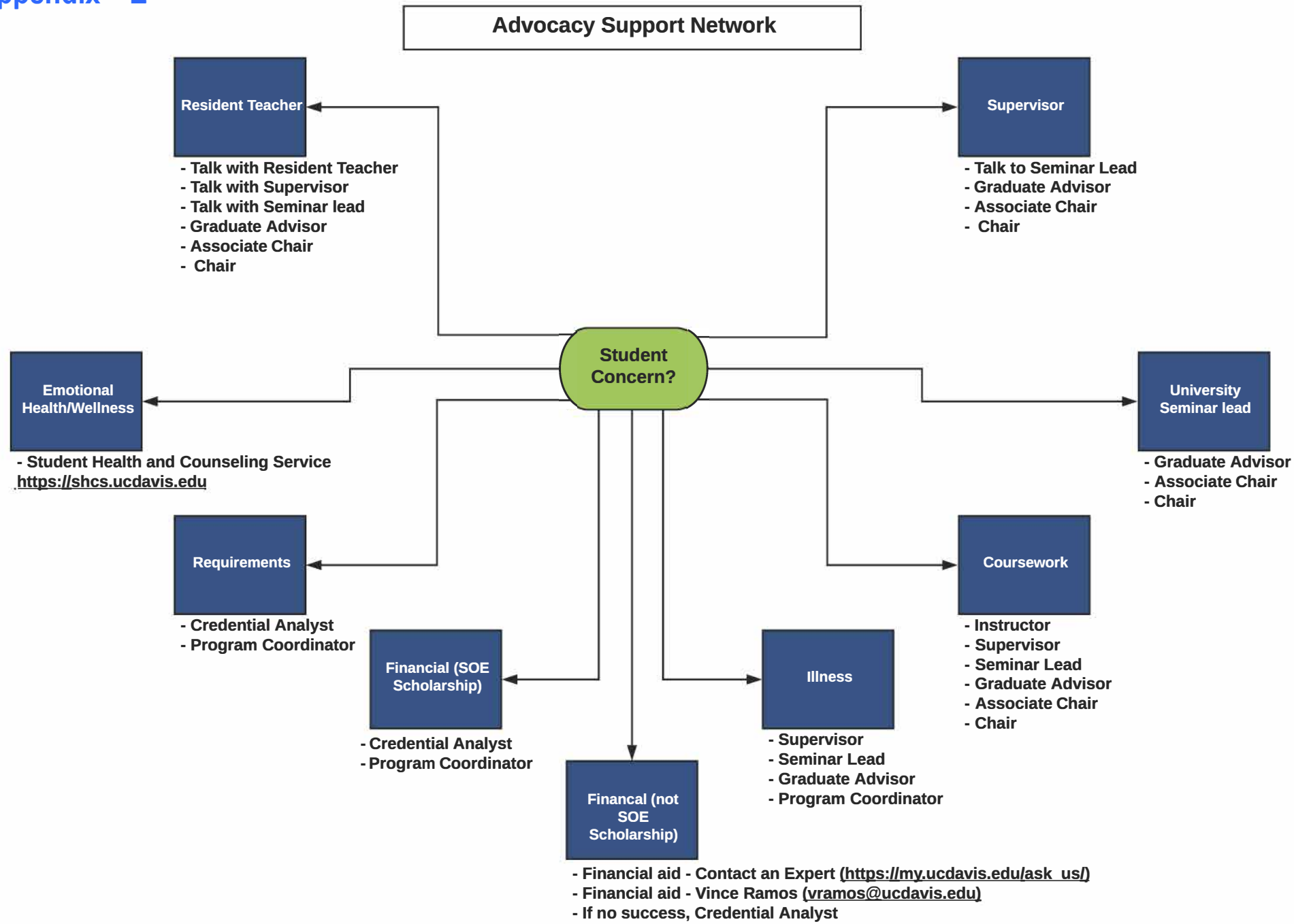
Appendix – E



Graduate Advisor: Pauline Holmes - pvholmes@ucdavis.edu
Credential Analyst - Multiple Subject: Jana Royal - jlroyal@ucdavis.edu
Credential Analyst - Single Subject: Janelle Barnes - jcbarnes@ucdavis.edu
Program Coordinator - Jana Royal - jlroyal@ucdavis.edu
Associate Chair - Lola Muldrew, email lmmuldrew@ucdavis.edu
Chair: Margarita Jimenez-Silva - mjjmenezsilva@ucdavis.edu

STUDENT HAS EXTENDED ABSENCE

(Defined as more than 3 school days, with a Doctor's note)

STUDENT

1. Informs the Associate Chair and provides Doctor's note
2. Works with Associate Chair to discuss continuity of coursework and return to class and class placement
3. Works with Associate Chair on return-to-work release

PROGRAM

Associate Chair
Dr. Lola Muldrew
lmmuldrew@ucdavis.edu

1. Reviews Student's documentation of absence
2. Notifies Instructors, Resident Teacher, Supervisor, Credential Analyst of absence
3. Notifies Instructors, Resident Teacher, Supervisor, Credential Analyst when Student is cleared to return

INSTRUCTOR, RESIDENT TEACHER, SUPERVISOR, CREDENTIAL ANALYST

1. Directs Student to contact the Associate Chair if informed that Student will be absent
2. Advises the Associate Chair to expect student contact
3. Follows up with the Associate Chair with any questions about the Student's return, assignment / grading accommodations, student-teaching hours, etc.