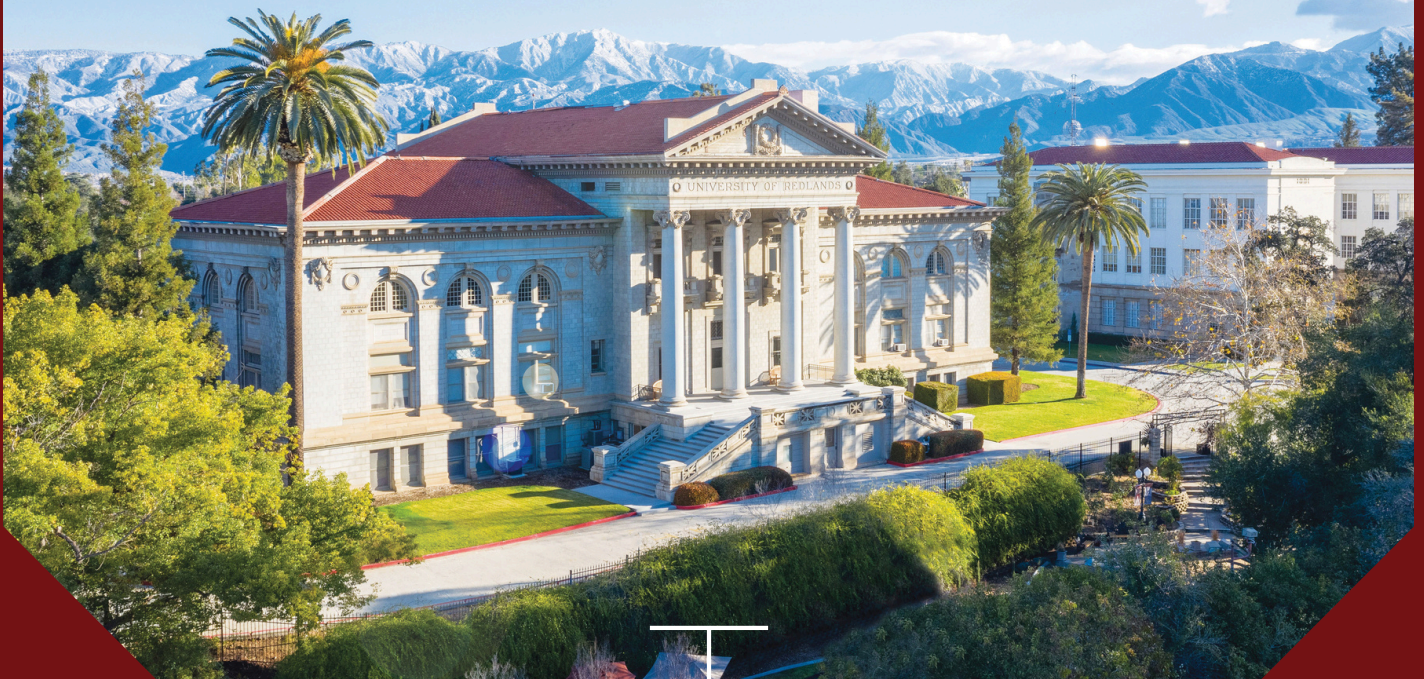


UNIVERSITY OF REDLANDS
SCHOOL OF EDUCATION

2024-2025

TEACHER RESIDENCY

HANDBOOK



Introduction

The University of Redlands School of Education provides a multi-faceted Teacher Education Program. After successfully meeting program requirements, students advance to residency teaching. The regulations and requirements of our teacher education program are approved and accredited by the Commission on Teacher Credentialing (CTC).

The residency teaching experience is an immersive experience that is a culmination of academic information and knowledge, combined with actual skill building in the field. There are complex expectations to work with multiple partners. This handbook is designed to present a clear explanation of the residency teaching requirements for the resident teacher (referred hereafter in this handbook as, the candidate) as well as the University Program Supervisors and Mentor Teachers. The candidates are required to review this handbook thoroughly before beginning their residency assignment. For additional information, the candidates are encouraged to contact the School of Education.

School of Education Mission and Values

Vision

- Inspire more justice-related dialogue and action.

Mission

- Strengthen social and educational justice through student, staff, and faculty engagement.

Social Justice Principles

- Advocate practices that emphasize equity and democracy for all.
- Promote diversity of people, thought, experience, and expression.
- Lead systemic change.

Educational Justice Principles

- Champion educational accessibility for all.
- Encourage inclusive education through diverse learning, teaching, and scholarship.
- Model self-awareness as a foundation for growth and change.

Conceptual Framework Provided by University Faculty

The University of Redlands' Department of Teaching and Learning in the School of Education (SOE) embraces an **EQUITY**-centered approach to education as we strive to support teachers as change agents in pursuit of a more socially just world. We challenge our future teachers to see themselves as engaged scholars who think critically and creatively as they work to enhance student learning by connecting schools and communities for educational justice. We endorse question-driven learning, where curriculum emerges through the formulation and investigation of critical questions about our world, and where our future teachers see themselves as co-creators of curriculum with students and community members.

Our approach to teaching and learning encourages future teachers to actively challenge injustices in schools and society and to work collaboratively with their students to imagine alternatives to current school practices and policies that reproduce inequities in our society. We believe it is necessary for future teachers to value and understand multiple perspectives and approaches to teaching and learning and to see the work of teaching as an intellectual and ethical project. We believe that teachers should integrate critical theories and practices with the aim of developing inclusive pedagogies that seek to fundamentally change existing school systems and practices that often exclude the most marginalized. Therefore, our program seeks to maintain a caring inclusive environment where all future teachers and their students feel safe and supported in our community.

Our goal in the Department of Teaching and Learning, at the University of Redlands, is to prepare teachers who understand their work as transformative praxis embedded in complex social and cultural contexts connected to political, economic, and historical realities. For this reason, we prepare future teachers to develop and implement student and youth-centered pedagogies that recognize and support the democratic potential of students and their communities. We aim to prepare future teachers in the teacher education program who support culturally and linguistically diverse learners and who see themselves as advocates, allies, and leaders for justice in their communities. To that end, we offer our equity-based conceptual framework:

Engaged scholars
Question-driven learning
Understands multiple perspectives
Inclusive environments
Transformative praxis
Youth-centered pedagogies

Code of Ethics from the National Education Association

Preamble

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

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

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

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

Principle I

Commitment to the Student

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

In fulfillment of the obligation to the student, the educator--

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.

8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II

Commitment To the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

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

In fulfillment of the obligation to the profession, the educator--

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

[Adopted by the NEA 1975 Representative Assembly](#)

Professional Disposition

As part of our commitment to preparing highly qualified educators, the teacher preparations program assesses candidates' professional dispositions in accordance with the California Commission on Teacher Credentialing (CTC) standards. Professional disposition refers to the attitudes, values, and behaviors expected of effective educators, including ethical conduct, professionalism, respect for diversity, and a commitment to student learning.

Candidates are expected to always conduct themselves in a professional manner. Teacher Candidates must not exhibit any behaviors that interfere with the school's learning environment and are required to abide by school-site policies.

Candidates are expected to maintain professional relationships with students, parents of students enrolled in the school, and school or University personnel during the clinical experience.

Candidates are expected to be responsible and ethical in their use of technology. They must ensure the safety and well-being of their students, meet their individual needs, and maintain confidentiality with student information.

Assessment of Professional Disposition

Faculty and staff will evaluate candidates' professional dispositions throughout the program through coursework, field experiences, and interactions with peers, faculty, and school personnel. If concerns arise regarding a candidate's ability to demonstrate the dispositions necessary for success in the teaching profession, the following process will be followed:

1. **Initial Concern & Notification** – Faculty or staff will document concerns and notify the candidate in writing.
2. **Meeting & Development Plan** (if applicable) – The candidate may be required to meet with program faculty to discuss concerns. If appropriate, a Professional Disposition Development Plan will be implemented to provide structured support and guidance for improvement.
3. **Reassessment** – Faculty will evaluate the candidate's progress according to the development plan. Failure to demonstrate significant improvement may result in further action.
4. **Program Dismissal** – If it is determined that a candidate does not possess the professional disposition necessary for success and a development plan is not an option, or if a candidate fails to meet the expectations of a development plan, they will be counseled out of the program.

This policy ensures that all teacher candidates meet the professional expectations of the teaching profession and are prepared to create positive learning environments for students.

Clinical Fieldwork and Professional Development

It is highly recommended that candidates seek out professional affiliations to develop a professional identity and network. For instance, the Student California Teacher Association (SCTA) is an active organization, a subdivision of the California Teacher Association (CTA), that promotes teacher quality, political action, community service, and diversity. By networking with others who will soon enter the teaching profession, the candidate would benefit from cultivating a sense of belongingness to begin fostering the professional trajectory. The SCTA also provides liability insurance for members as well as grant opportunities for qualified member applicants.

<https://www.cta.org/About-CTA/Who-We-Are/SCTA>

General Policies for Residency Teaching Program

This section describes the role of the candidate, expectations of the University, and requirements for the successful completion of residency teaching. The candidates must plan to discuss the contents of this handbook with their Mentor Teacher and University Program Supervisor. If there is any lack of clarity regarding expectations, the candidates must contact their University Program Supervisor and/or the Office of Licensures and Credentialing. The requirements, ideas, and suggestions in this handbook are designed to help the candidates have a successful, educational, and positive resident teaching experience.

The District Residency Teaching Agreement

The District Residency Teaching Agreement is a contract between the candidate and the district/charter. The contract will outline the school-site expectations of the resident teacher as well as other expectations, stipend information, schedule, etc. The University of Redlands is not liable for a breach of contract from either party.

Fieldwork Hour Requirement

Per CTC expectations, all teacher candidates must fulfill a total of 600 hours of fieldwork across the arc of the program. Fieldwork hours can be divided into two different categories: Early Fieldwork Experiences and Clinical Fieldwork Hours which are completed during the residency program.

Early Fieldwork Experiences Hours

General subjects (multiple/single subject) candidates are required to complete 40 hours of early fieldwork in their foundations and methods courses. Early fieldwork hours may be completed during the first term of the resident teaching assignment, for candidates who are concurrently completing their foundation and methods courses during the residency.

Mild to Moderate Disabilities (MMSN) and dual credential candidates are required to complete 200 hours of early fieldwork in their foundations and methods courses. Early fieldwork hours may be completed during the first term of the resident teaching assignment, for candidates who are concurrently completing their foundation and methods courses during the residency.

Candidates will use the [Early Fieldwork Experience Log](#) to track early fieldwork. Refer to the [Early Fieldwork webpage](#) for more information.

Clinical Fieldwork Hours

General subjects (multiple/single subject), and dual credential candidates are required to complete 560-hours of fieldwork hours. During those hours, there must be 4 weeks of solo/co-teaching or the equivalent.

Mild to Moderate Disabilities (MMSN) candidates are required to complete 400 hours of fieldwork in their teacher residency. During those hours, there must be 4 weeks of solo/co-teaching or the equivalent.

As residents are placed for a full academic school year, they will exceed the minimum requirement from CTC and be strongly prepared for their own classroom at the conclusion of their program.

The following are CTC approved activities that can count as fieldwork hours:

- Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching.
- Co-planning time, with veteran practitioners for lessons that the candidate will deliver,
- Working with veteran practitioners, grading, and analyzing student work, reflecting on lessons, and planning for the needs of individual students.
- Time working with professional learning communities, grade level and department meetings.
- Intentionally designed observations of classroom teaching for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice.

Please note that time spent completing course assignments for the Teaching Seminar does not count as fieldwork hours.

Due to differing academic calendars of school sites and start date, each candidate will accrue hours at a different rate. Candidates will complete an average of 40-hours each week. Unless otherwise specified in the Residency Teaching Agreement with the district.

The minimum number of hours that must be completed are:

- 400-hours for candidates in Mild to Moderate Disabilities programs
- 560-hours for candidates in multiple subjects, single subject, and dual credential programs.

Candidates will complete the minimum hours (400/560) before the end of the residency. The candidate must remain in their placement, following guidelines in their fieldwork courses to ensure that there's time to complete all formal evaluations. **It is vital for all candidates to carefully monitor their fieldwork hour progress.** If falling behind on hours, candidates should consult with their Mentor Teacher and University Program Supervisor on other ways that they can contribute to their placement site and student learning via CTC-approved fieldwork activities.

Candidates should complete an average of 40 hours each week. Fieldwork hours logs should reflect the follow totals at the end of each week to stay on track. The table below illustrates the approximate week candidates will meet the minimum hour requirement:

| | | | | |
|---------------|-----------|----------------|-----------|---|
| Week 1 | 40 hours | Week 8 | 320 hours | |
| Week 2 | 80 hours | Week 9 | 360 hours | |
| Week 3 | 120 hours | Week 10 | 400 hours | MMSN minimum required hours |
| Week 4 | 160 hours | Week 11 | 440 hours | |
| Week 5 | 200 hours | Week 12 | 480 hours | |
| Week 6 | 240 hours | Week 13 | 520 hours | |
| Week 7 | 280 hours | Week 14 | 560 hours | General Subjects and Dual minimum required hours |

Fieldwork Policies

- A. The residency teaching experience typically spans the length of an academic year and is aligned to the district's academic calendar. University coursework and university program supervision will align with the University of Redlands, School of Education academic calendar.
- B. The candidate will follow the schedules provided by the district and outlined in this handbook. Daily teaching as a resident requires punctuality, arriving on time and leaving at appropriate times. Residency teaching schedule will vary by site.
 - If the school site is required to provide instruction via distance-learning, the candidates will complete their fieldwork hours virtually via a remote location. Candidates are expected to follow the same working hours as the Mentor Teacher while teaching virtually and follow district policies related to distance-learning.
- C. The candidate will arrive at their placement site in appropriate attire and act with professional conduct. The candidate will follow the dress code policy set forth by the site's district and will discuss the district's dress code policy with their Mentor Teacher.
- D. Candidates are expected to be present and prepared at the school site daily. Consistent attendance and performance are critical to the success of the resident and the students in the resident's classroom. The resident must follow district policies related to teacher absences.
 - The University of Redlands recommends that the candidates miss no more than 10 days due to illness or emergency. If the candidate demonstrates chronic absenteeism, there may be concerns that they are not fulfilling their contractual agreement with the district. These situations will be assessed individually and in collaboration with the district and university.
 - Chronic absenteeism may result in the termination of the residency contract and placement. This may have academic consequences such as receiving a failing grade (No Credit) for the resident teaching course(s) and/or fulfilling fieldwork in another

semester and by another means such as student teaching (an additional application is required for another form of fieldwork).

- *It is important to note that "10 days" is a recommendation from the University of Redlands and may or may not align with your Resident Fieldwork Agreement attendance policy. Candidates should be aware of the attendance expectations of their district.*
- E. In the event of an absence, candidates need to notify their Mentor Teacher and University Program Supervisor (if a meeting was scheduled). The candidates must leave lesson plans and materials for their class in their absence.
- F. The candidate will prepare lesson plans for each lesson taught or as instructed by the Mentor Teacher. The format should be under the guidance of the Mentor Teacher and University Program Supervisor. The candidate will always have a copy of their lesson plans available for the Mentor Teacher and will meet all deadlines for creating the lesson plans as set forth by the Mentor Teacher. Certain copies of the lesson plans will be submitted via the Fieldwork Canvas course to the University Supervisor before a formal observation. Failure to do so, or consistent tardiness in submitting preparation materials may result in a no credit (NC) in fieldwork courses.
- G. If the Mentor Teacher is absent, the candidate may serve as the substitute teacher in the classroom. The candidate must ensure they follow district and school site substitute procedures and are approved by the district for this role. Substitute teaching may be included in the Resident Fieldwork Agreement. If a substitute teaching placement falls outside of the curriculum, or does not meet CTC credential criteria, then it cannot be counted towards the 600-hours of required clinical practice.
- H. The University will be responsible for providing a program supervisor, as defined by the CTC, to observe and evaluate academic performance. University Program Supervisors are employed by the University to direct, observe, and evaluate the performance of teacher candidates engaged in fieldwork experiences for academic purposes only.
- I. The candidate will be visited by their assigned University Program Supervisor. Candidates and University Program Supervisors should follow the supervision schedule indicated in the Fieldwork Canvas course.
- J. In some rare cases, the university will assign a program supervisor that is remote to provide virtual supervision. This is almost always the case for when the placement location or subject-area pose geographic challenges. University Program Supervisors may conduct observation hours asynchronously or synchronously. Virtual visits must first be approved by the School of Education and the school site, Mentor Teacher, and pupil's parents.
- K. University Program Supervisor assignments are made by the School of Education based on the University Program Supervisor's credential type, geographic location, and the number of candidates they can oversee. Due to these parameters, it is not possible for the School of Education to pair candidates with a requested University Program Supervisor. Unless

under unforeseen or extenuating circumstances, the University Program Supervisor assignments will not be changed.

- L. The candidate's Mentor Teacher and University Program Supervisor will collaboratively provide feedback to the candidate in formal evaluations. The University Program Supervisor will document notes after each observation of teaching via the University Program Supervisor Observation form. Notes taken during each observation and suggested feedback should be discussed in a debrief meeting between the candidate and University Program Supervisor upon completion of the lesson and prior to any formal evaluation forms are submitted. The Mentor Teacher is welcome, but not required, to be a part of these debrief meetings. All evaluations will become part of the candidate's student file. These documents are not available to hiring officials. The candidate should keep copies of all evaluation forms for their own records.
- M. The candidate will have frequent dialogues, aimed at providing direction and guidance, with the Mentor Teacher. While many will be brief and informal, some will be lengthy. Candidates will be formally evaluated by their University Program Supervisor several times and will also be formally evaluated by their Mentor Teacher who will rate the candidate's strengths and areas of improvement via the Progress Check form and share those ratings with the candidate as well as the University Program Supervisor.
- N. The candidate will have occasional three-way consultation meetings with the Mentor Teacher and the University Program Supervisor. These are opportunities for discussion, feedback, and mentorship. All parties will work collaboratively to provide constructive feedback.
- O. Candidates will complete CalTPA Instructional Cycles 1 and 2 during their residency teaching assignment with support provided in the Residency Seminar class and from the University Program Supervisor. The candidate's teaching placement will be in a classroom setting that provides the opportunity to work with diverse populations that include EL and students with special needs. It is recommended that candidates complete CalTPA Cycle 1 in fall semester and CalTPA Cycle 2 in spring semester.
- P. The residency is designed for candidates to remain in the classroom for one full academic year and return in the next academic year as a full-time credentialed teacher contracted by the district. Each district may have varying lengths of time the resident is contracted for. Residents agree to these terms in the District Residency Teaching Agreement. For these reasons, the candidate cannot simply switch from residency teaching to another fieldwork method (such as student teaching or an internship). The residents should contact the School of Education if for some reason they must resign from the teacher residency. The School of Education is available to support candidates with their programmatic needs and extenuating circumstances.
- Q. The School of Education, in conjunction with feedback provided by those overseeing the candidate's residency teaching experience (e.g., University Program Supervisor, Mentor Teacher, university faculty), retains the authority to remove the candidate from the class in

the event of an unsatisfactory adjustment to the teaching situation and/or for concerns with professional disposition. Causes for removal include but are not limited to, irregular attendance, unsatisfactory teaching, unethical behaviors, and failure to exemplify good conduct. In these events, the candidate may receive a failing grade for residency teaching (No Credit) for the registered semester and be required to participate in another fieldwork application process and complete fieldwork in another semester.

- R. If a candidate engages in acts that result in suspension of clinical practice or dismissal, the School of Education will investigate. Egregious violations may result in an expedited dismissal from the teacher preparation program and/or placement.
- S. The District and University will provide the candidate with a fair process in the case of a dismissal, except when safety or compliance require immediate removal. This will include fair notice to the candidate of the cause, and an opportunity to be heard and respond to the charges before a decision is made.
- T. When there is unsuccessful completion of the residency, there will be a mandatory three-way meeting between the candidate, the advisor, and a School of Education representative to review expectations and plans for improvements.
- U. If a student does not complete their residency, they can appeal to request a new placement if another placement is available. The School of Education will review the appeal and approve or deny the request for a second and final placement. Due to the collaborative process of placing residents, the candidate will likely need to complete another interview and be offered a placement by a partnered district.
- V. Under no circumstance will any candidate be allowed to do more than one repeated fieldwork experience. This means, specifically, that there is only one additional opportunity for the candidate to complete the fieldwork component of their program.
- W. The Candidate, University Program Supervisor, Mentor Teacher, or university faculty have the right to file a fieldwork-related grievance if a policy violation has occurred. The School of Education works collaboratively with the Dean's Office, as well as campus and district partners (if applicable) to review formal grievances and complaints fairly by following the following process:
 - The School of Education will collect statements from all parties involved. Statements may be in writing, or an SOE representative may schedule a meeting to collect a statement.
 - Statements will be analyzed and evaluated.
 - The School of Education will work with the Dean's Office and others as needed to come to a resolution.
 - As a program sponsor, the School of Education has the responsibility of determining if a candidate is not fit for the profession.

- X. The Residency program has been extensively designed collaboratively between the districts and the School of Education. After candidates are selected by the district through an interview process, the district and the School of Education will collaboratively pair candidates with Mentor Teachers. Due to the nature of the residency program, there are limitations with these placements:
- The candidate cannot self-place or set up their own residency placement.
 - The candidate may request preferred school districts/charter and geographic location on the application.
 - The candidate must be selected through an interview process by the district.
 - The candidate will identify school sites with conflict of interest. This includes school sites where they have previously been employed (not including substitute teaching), and where family members work or attend.
 - The candidate will not be placed with Mentor Teachers with whom they have prior personal or professional relationships unless approved by the School of Education and district site. These expectations are important to assure that the candidate receives objective and fair guidance and evaluation during their resident teaching experience.
 - School districts are required to have an Educational Fieldwork Agreement (EFA) with the University of Redlands and the candidate will only be placed in a district that has a current EFA.
- Y. Subject Matter Competency must be met before advancing to clinical placement. See [Subject Matter Competency webpage](#) for details.

Residency Teaching and The Law

Teachers are protected from certain harms under the Equal Protection Clause of the Fourteenth Amendment of the Constitution. Teachers have the right to be free from discrimination based on race, sex, and national origin – as well as freedom of expression, academics, privacy, and religion.

The freedoms and limitations described in this section are based on a TEACHER’S LEGAL RIGHTS, not on a CANDIDATE’S LEGAL RIGHTS. However, many may be relevant to the candidate’s performance in the classroom. In any situation where the candidate suspects that they or someone else’s legal rights have been violated, the candidate is expected to discuss the issue first with their Mentor Teacher and/or University Program Supervisor.

The First Amendment of the Constitution protects teachers from dismissal unless the incident or behavior in question affects their “fitness to teach.” There are, however, some limitations imposed on this basic right when it involves academic freedom in the classroom.

1. Teachers may express their own opinions as long as it is done fairly and opposing views are encouraged.
2. Public criticism of the administration is permissible as long as it does not disrupt the working relationships of the administration or colleagues. A teacher should always avoid name calling or making false statements. A teacher should always use the accepted grievance procedure first when seeking to remedy unfair practices.

In general, teachers may hold memberships in unions, participate in political activities, and decline to salute the flag or state their religion.

As a resident teacher, the candidate may be more concerned with the violation of a student’s rights rather than with a violation of their own. A student is afforded the same constitutional rights as those enjoyed by private citizens unless the behavior results in a “material and substantial disruption of classroom procedure.” Since the candidate is liable if they know, or should have known, that they violated the constitutional rights of a student, they should carefully study the following statements.

As a teacher the candidate:

1. Cannot apply different rules to athletes than to the rest of the student population.
2. Cannot expel a student without giving notice or providing a hearing.
3. Should never write down anything that they would not want a student/parent/lawyer to read, since school records are open to students and their counsel.
4. Cannot prevent a student from participation in regular or school sanctioned extracurricular activities because that student is married or pregnant.

If an accident occurs in the candidate’s classroom, they are most likely liable if:

1. They were negligent in supervision. (Negligence is determined by considering whether a reasonable person would have foreseen the accident.)
2. They fail to instruct their students in the appropriate use of tools or materials or fail to call attention to a present or potential danger.

3. They do not take reasonable action to correct a dangerous situation. (Reasonable action is considered to be attempting to correct the situation themselves, if possible, or reporting the situation to a person who can.)

Mandatory Reporting

CTC's *Coded Correspondence, 19-01, Subject: Certificate of Clearance: Purposes, Uses, and Responsibilities of Holders*, states the responsibility of holders of the Certificate of Clearance related to mandatory reporting. All University of Redlands' teacher candidates hold a current Certificate of Clearance (COC) and are bound by these responsibilities.

Responsibilities of Holders

All holders of documents issued by the Commission, including the COC, are mandated reporters. This means that they are required to report every known or suspected instance of child abuse or child neglect to a child with whom they have had professional contact. Reports are to be made immediately, or as soon as is practically possible, to a law enforcement or child protective agency in addition to any report made to their supervisor or employer. Written reports and any evidence of abuse/neglect must be submitted within 36 hours of when the individual becomes aware of the abuse. Failure to report any known or suspected act of neglect or abuse is a misdemeanor punishable by up to six months in jail or by a fine of one thousand dollars, or by both. The full legal and professional obligations of a COC holder are contained in the Child Abuse and Neglect Reporting Act (Penal Code § 11166).

Title IX

The University of Redlands is committed to providing a safe learning environment for all students that is free of all forms of discrimination, sexual misconduct, and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If the candidate (or someone the candidate knows) has experienced or experiences any of these incidents, they should know that the University of Redlands has staff members trained to provide support in navigating campus life, accessing health and counseling services, providing academic accommodations, no contact orders, and more.

Please be aware that all University of Redlands faculty members and advisors are "responsible employees," which means that if the candidate shares about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, faculty must share that information with the Title IX Coordinator. Although faculty and advisors have to make that notification, the candidate will control how their case will be handled, including whether or not they wish to pursue a formal complaint. The candidate should be informed to make sure they are aware of the range of options available and have access to the resources.

The University of Redlands prohibits sex discrimination in any education program or activity that it operates. Individuals may report concerns or questions to the Title IX Coordinator. The

notice of nondiscrimination is located on the University's Title IX webpage, [here](#).

To report an incident, the candidate can contact the following:

- titleix@redlands.edu
- 909-748-8916

Candidates are Required to Report Legal Issues

Promoting the safety of children and maintaining integrity of the teaching profession is a priority. Teacher candidates must report charges, arrests, and convictions to the School of Education immediately. Reports should be made in writing to the School of Education. Upon receiving the disclosure, the School of Education will perform an investigation of the conduct giving rise to the charge, arrest, and/or conviction, and after completing the investigation, the School of Education will determine whether some form of disciplinary action is warranted. Failure to self-report may result in suspension or dismissal.

Teacher Resident Schedule

The residency teaching model will vary depending on district/school site therefore candidate's individual schedule will vary. Each residency model is intended to be an immersive experience representative of the type of progression that occurs in an academic year. Candidates will be enrolled in teacher residency fieldwork courses. Fieldwork courses are designed to guide candidates and University Program Supervisors through the clinical experience. **All fieldwork forms, lesson plans, and formal evaluation assignments to meet CTC requirements can be found in the fieldwork Canvas courses.**

Fieldwork Forms & Assignments

While teaching, the candidate will receive written evaluations of their progress. The purpose of the fieldwork forms is to generate discussions and encourage self-reflection and goal setting. While the forms are important for credentialing purposes, the forms themselves come secondary to the valuable conversations the candidate will have with their Mentor Teacher and University Program Supervisor.

Canvas:

All Teacher Residents will be added to a Canvas course for the Teacher Residency courses I and II, managed by the resident's University Program Supervisor. This platform will serve as the primary resource hub and submission portal for fieldwork requirements, offering a suggested weekly schedule to keep the resident on track. Some assignments will be submitted directly on Canvas, while other forms will be submitted through Etrieve. Weekly instructions on Canvas will guide the resident on the appropriate submission method.

- [University Supervisor Observation form](#)
- [Progress Check form for Multiple Subject/Single Subject Candidates](#)
- [Progress Check form for Mild to Moderate Support Needs and Dual Credential Candidates](#)
- [Fieldwork Hour Tracking form](#)

Problem Solving Guidelines for Resident Teaching

During resident teaching, various challenging situations will arise. The candidate is expected to work directly with the person with whom they have conflicts first. This is an expectation because collaborative relationships with others are a main component of the teaching profession. Teachers are expected to work with other teachers, administrators, students and parents, and other district employees. The candidate should next seek guidance from their Mentor Teacher and University Program Supervisor.

It is expected that the candidate fully utilizes their residency teaching placement as a learning experience. Professional respect and courtesy toward the Mentor Teacher are expected even when the candidate may find that their own teaching style differs from that of the Mentor Teacher. At

the end of residency teaching, the candidate relies on a multitude of individuals for letters of recommendation, job referrals, career advice and mentorship, and recommendation for credentialing. The School of Education will submit the Preliminary Credential recommendation to CTC.

While most of the challenging situations that the candidate may experience can be resolved through guidance from their University Program Supervisors and Mentor Teachers, there are situations in which the candidate is encouraged to seek out other problem-solving processes to articulate a solution. The following shows a few notable challenging situations and how the candidates are encouraged to seek guidance to resolve problems.

If resident teaching is not what you expected it to be:

Many of us can become discouraged in challenging situations, especially when what we once hoped for does not turn out exactly how we imagined. The candidate is first asked to self-reflect on whether their reactions are based on unrealistic expectations about residency teaching.

Suggested Actions:

- Candidates should consult with their Mentor Teacher, University Program Supervisor, and/or the School of Education about their residency experience and expectations.
- When necessary, there should be collaborative meetings with the Mentor Teacher and University Program Supervisor to discuss expectations and possibly modifying expectations. The candidates should be supported collaboratively by their mentors and gain insight from others who have been through similar struggles.

If you face an ethically challenging situation about your Mentor Teacher:

Suggested Actions:

- Candidates should consult with their University Program Supervisor and inform the School of Education of the situation.
- When necessary, candidates may be placed with another Mentor Teacher or school site to complete the residency. This is handled by the School of Education in collaboration with the district. At no point should candidates arrange a new placement on their own.

If you feel that you have received inaccurate feedback from your Mentor Teacher:

It is important to point out that there are differences between inaccurate feedback and ‘constructive feedback.’ If constructive feedback is warranted based on the candidate’s performance, they are asked to reflect and with their Mentor Teacher/University Program Supervisor. This process may include the candidate accurately identifying what help and guidance are needed (and from whom) to successfully complete their resident teaching.

Suggested Actions:

- Candidates should consult with their University Program Supervisor and inform the School of Education of the situation. Considering that there is an unavoidable power difference between the candidate and the Mentor Teacher, candidates are encouraged to rely on their University Program Supervisor to navigate these conversations. Everyone should have open and transparent dialogue about inaccuracies in three-way collaborative meetings.

- When necessary, the University Program Supervisor may increase the number of three-way meetings to assure the relationship between the candidates and the Mentor Teacher is not ruptured.

Role of Mentor Teachers

The impact of Mentor Teachers on the candidates is immense. Mentor Teachers play a critical role in demonstrating teaching skills, providing a classroom for the candidates to have tangible teaching practice, and facilitating learning experiences that the candidate will reflect on frequently in their career.

Mentor Teachers will work with the candidate to develop lesson plans, engage with all students, provide instruction to students with disabilities, and network within the school, etc.

The suggested schedule in this handbook is meant to give structure to the Mentor Teacher and candidate. Adjustments can be made to the schedule based on individual needs and to best support the candidate's progression into solo teaching.

The following sections provide expectations and suggestions for Mentor Teachers and their duties while supervising the candidate during the residency, articulated by the School of Education.

1. Provide daily guidance and feedback to the candidate. The candidates should be transparently told what their strengths and areas of growth are.
2. Provide support in lesson plan development and implementation. Clear expectations should be set on how the candidate should share their lesson plans with their Mentor Teacher and what deadlines they should meet.
3. Provide guidance related to life-long learning process, self-reflective skills, critical-thinking skills, ethical-decision making skills, and overall professional development.
4. Support the candidate in setting teaching goals.
5. Participate in Progress Check meetings with the candidate. During these meetings provide verbal feedback to the candidate to document on the Progress Check Forms.
6. Provide general support for CalTPA exams where appropriate. Guidance for this is also provided by the candidate's Seminar Instructor as well as the University of Redlands School of Education CalTPA Coordinators.
7. Model difficult conversations for the candidate. This can include providing critical feedback for improvement, working with students with challenges, discussions with parents in conferences, and/or conversations with colleagues.
8. Communicate with the University Program Supervisor if additional support is necessary for the candidate. If need be, collaborate with the University Program Supervisor and/or the School of Education on how to provide this support.

9. Documenting strengths and areas of challenges during Progress Check and other information meetings. The candidate's changes and growth over the course of 14 weeks should be shared with them.
10. Submit a final survey of the resident teaching experience to the School of Education. This survey will be submitted through an online link shared via email by the School of Education.

The candidate will greatly benefit from the years of experience the Mentor Teacher has to provide. Should the Mentor Teacher have concerns or questions, they should first contact the candidate's University Program Supervisor. If the needs progress, Mentor Teachers may contact the Office of Licensures and Credentialing at olc@redlands.edu.

Role of University Program Supervisors

The impact of University Program Supervisors during the residency experience is critical. Candidates who are closely guided by their University Program Supervisors will develop into well rounded teachers equipped to handle various situations. The candidate is encouraged to stay open minded, respectful, and self-reflective to receive feedback from their University Program Supervisors.

In addition to teaching content-specific lessons, candidates are expected to navigate complex political and systemic situations while in their placement. Candidates are faced with expectations from various constituents including but not limited to university faculty, Mentor Teachers, and the School of Education staff; all in relation to the state regulations and requirements for credentialing processes. To navigate these complex expectations and requirements, the candidate benefits most from the wisdom and experiences of their University Program Supervisors. In many ways, University Program Supervisors serve as the necessary bridge between the candidate's fieldwork experience and their academic and regulatory expectations.

The following sections provide expectations for University Program Supervisors and their duties while supervising the candidate during residency, articulated by the School of Education. These expectations are in addition to the expectations outlined in the University Program Supervisors' contract which is signed upon accepting the assignment to oversee their assigned candidates.

University Program Supervisor Responsibilities:

1. Abide by terms indicated in the university's fieldwork contract.
2. Serve as a resource to the candidate in areas of curriculum, procedures, and classroom management. Review and discuss written lesson plans with the candidate. Set clear expectations with the candidate on receiving lesson plans prior to each observation visit. Candidates should know how and when to send lesson plans to their University Program Supervisor.

3. Follow the schedule and guidelines outlined in the fieldwork Canvas course.
 - a. Provide virtual pre-conferences and check-ins.
 - b. Have a post conference with the candidate and the Mentor Teacher after site visits and observations.
4. Provide site-visits/observations during the designated semester. Visits with the candidate should take place according to the schedule during the university's recommended schedule. It is recommended that the days/times of site visits should vary so that the candidate can be observed teaching different types of lessons and students. Schedule all meetings in advance and follow the recommended schedule as closely as possible. If a cancelation is required, give advanced notice to the candidate and Mentor Teacher, and ensure a new meeting is scheduled in a timely manner (within 1 week).
5. Have a post conference with the candidate and the Mentor Teacher after site visits and observations to discuss observations and feedback.
6. Review and discuss written lesson plans with the candidate. Set clear expectations with the candidate on receiving lesson plans prior to each observation visit. Candidates should know how and when to send lesson plans to their University Program Supervisor by following guidelines outlined in their fieldwork Canvas course.
7. Make appointments with the candidate to observe any special lessons, when possible and if appropriate.
8. Provide guidance related to the life-long learning process, self-reflective skills, critical-thinking skills, ethical-decision skills, and overall professional development.
9. Help the candidate navigate difficult situations and conversations with their Mentor Teacher, students, and/or parents.
10. Support the candidates through the CalTPA process and check in on their progress. Ensure that the candidate can submit each cycle on time as they may not have another opportunity to record the required videos needed for both cycles.
11. Utilize Canvas course to review forms, send announcements, and grade.
12. Submit grades for the candidates within 2 weeks of the end of the semester.

After the Residency

Preliminary Credential Recommendation

At the conclusion of a teaching residency, if all credential requirements have been met, the candidate will submit a credential application to the School of Education for review. Please refer to the [Pathway to Credentialing webpage](#) for a list of the credential requirements.

Induction and Clear Credential

Preliminary Credential holders need to participate in an induction program to upgrade to a clear credential. The Preliminary Credential is valid for 5 years and the induction program should take place during this 5-year period. The candidate should research induction programs and, when hired, talk to their administrator about completing induction. Some districts offer their own induction program, others do not. It is the responsibility of the candidate to meet all Clear Credential requirements prior to the Preliminary Credential expiration. Requests for extension of the Preliminary Credential due to extenuating circumstances need to be made through an appeal with CTC.

Career Resources

While the goal of the residency is to lead to full-time employment as a credentialed teacher with the district, candidates may have job searching related needs or other professional goals which can be supported by The Office of Career and Professional Development at the University of Redlands. This is a university-wide resource to current students and alumni. They can assist with cover letters and personal statement writing, interviewing skills, mock interviewing, networking, professional development, and other career related matters. The candidate is encouraged to use this resource. <https://ocpd.redlands.edu/>

SB 488 and the New Literacy Standards

[Senate Bill 488](#) (Chap. 678, Stats. 2021) amended existing legislature requiring the Commission on Teacher Credentialing to update its literacy and reading standards for the preparation of teaching candidates and their corresponding Teaching Performance Expectations (TPEs). These sections of statute specify that the study of effective means of teaching literacy and evidence-based means of teaching foundational reading skills are included as part of the minimum requirements for a Multiple Subject credential, Single Subject credential, and Education Specialist credentials and requires that the Commission's standards and Teaching Performance Expectations (TPEs) align with the current State Board of Education adopted [English Language Arts/English Language Development Framework](#) and incorporate the [California Dyslexia Guidelines](#). Additionally, the bill required the Commission to review teacher preparation programs and certify that they are providing instruction in the updated standards and TPEs, as well as to develop a new literacy performance assessment to assess candidates for competence in literacy instruction, which serves to replace the current Reading Instruction Competence Assessment (RICA).

In alignment with the ELA/ELD Framework, the new Literacy Standards and TPEs include five crosscutting themes— Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge.

Literacy Standards and TPEs also include the following components:

1. Multi-Tiered System of Support and Best First Instruction
2. Access and Equity (including the diversity of California's students and students with disabilities)
3. Instruction that Is Developmentally and Age Appropriate
4. Instruction for Multilingual and English Learner Students
5. Incorporation of the California Dyslexia Guidelines
6. Assessment

The following pages focus on the updates to the new literacy standards, TPEs, and performance assessment requirements/clinical practice expectations. See the highlighted sections below:

- Clinical Expectations of TPE 7
- Teaching Performance Expectations including TPE 7
- Draft of CalTPA Revisions and Expectations

Understanding TPE 7: Effective Literacy Instruction for All Students and Students with Disabilities

The new literacy standards approach literacy in a novel way and it is important that teacher candidates can make sense of the expectations, understand their role within expanding their practice and fulfilling their role as an educator, as well as have practical applications of how these expectations may look in a classroom environment.

The table below is derived from the [New Literacy Standards and Teaching Performance Expectations \(TPEs\) Training Video](#) and seeks to ensure that teacher candidates are provided accurate and timely information about what is required during clinical practice and are equipped to comprehend and practice the requirements of TPE 7.

Exploring TPE 7: Clinical Expectations with Examples

| TPE | Explanation | Teacher Expectations | Example |
|---|--|---|---|
| TPE U7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration. | Focuses on teaching literacy lessons based on research and integrating content with literacy skills, focusing on things like foundational skills, understanding text, developing language, expressing ideas clearly, and connecting content knowledge across subjects. | This means designing and delivering literacy lessons that not only meet academic standards, but also incorporate best practices backed by research. Focus on key areas from California's ELA/ELD framework, like building foundational reading skills, helping students make meaning from text, supporting language development, encouraging clear and effective expression and integrating content knowledge. It's about creating lessons that are well rounded, connecting literacy with other subjects, and ensuring that students gain the skills they need to read, write, | For example, while teaching a third-grade class about the water cycle in science and integrate literacy, you might start with a read-aloud of a book about the water cycle, emphasizing vocabulary like evaporation, condensation, and precipitation. Next, you could have students discuss the process in small groups, practicing their speaking and listening skills. They might then write a short explanation of the water cycle in their own words, using the new vocabulary. Finally, students could create a diagram with labels and a summary which combines |

| TPE | Explanation | Teacher Expectations | Example |
|---|---|---|---|
| | | speak, and think critically across all content areas. | content knowledge with literacy skills in a meaningful and integrated way. |
| TPE U7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics). | Focus on designing and delivering research-backed literacy lessons using universal design for learning (UDL), California's multi-tiered system of support (MTSS), and the California Dyslexia Guidelines, using structured literacy that's comprehensive, clear, and engaging for all students, especially those at risk. | Teacher candidates must use UDL and MTSS frameworks to design literacy lessons that support diverse learners. They should integrate structured literacy techniques, especially for students with dyslexia or other risks. | For example, using varied teaching methods to meet diverse learning needs, ensuring every student can access the content. You'll deliver strong clear lessons for all (i.e., tier one), provide targeted support for students who need extra help (i.e., tier two), and refer those needing intensive intervention (i.e., tier three). For students with or at risk for dyslexia, you'll use structured literacy techniques, focusing on explicit step-by-step instruction in areas like phonics, morphology, and syntax. |

| TPE | Explanation | Teacher Expectations | Example |
|--|--|--|--|
| <p>TPE U7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy 28 instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p> | <p>Focus on incorporating the special assets and strengths (i.e., funds of knowledge) of the various students with whom you work.</p> | <p>This means that you'll incorporate asset-based pedagogies, inclusive approaches, and affirming and sustaining practice, recognizing and incorporating the diversity of students' cultures, their languages, their dialects, and their identities. You'll want to promote students' literacy development and languages other than English and multilingual settings.</p> | <p>For example, teaching using a piece of children's literature, we'll want to find a text that compliments students' interests, their languages, their identities, and their backgrounds. From there, we would want to have inclusive approaches that affirm their identities throughout the reading of the textbook and give them meaningful ways to engage, respond, and interact with the ideas in the text.</p> |
| <p>TPE U7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p> | <p>Focus on effective literacy instruction from various perspectives and integrating content with literacy skills. While teaching content, we also help students understand the language, basic expressions and sentences, and overall organization and coherence of the text.</p> | <p>This means you will integrate literacy skills into content areas and consider students' age, language, and literacy development when designing lessons. We have to establish goals that are reflective of their needs and their abilities, stretching them into a zone of proximal development toward</p> | <p>For example, when developing lessons, students' strengths, their needs, students analysis of instructional materials and tasks, and their appreciation for identified academic standards are all a part of your consideration. Sometimes you may have to be very conscious and very explicit</p> |

| TPE | Explanation | Teacher Expectations | Example |
|--|---|---|--|
| | | higher engagements. Consider too that family engagement, social emotional learning, and trauma informed practices may be a part of your effective literacy instruction. | about language and literacy standards. At other times you'll have to be very conscious of a student's family background as you prepare to support them through an engagement related to this standard. |
| <p>TPE U7.5 Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and</p> | <p>Focus on enhancing students' foundational skills like print concept, phonological awareness, phonics, spelling, and more structured, systematic and engaging instruction. For single subject candidates to emphasize fluency in reading with attention to spelling, semantics, morphology, and syntax.</p> | <p>This means you will support students in reading and writing more complex texts effectively by guiding students to master key reading and writing skills. You'll focus on teaching print concepts, phonics, and spelling in a clear and organized way. You'll help students build fluency in reading by practicing with decodable texts and understanding text structures. Additionally, you'll support students in advancing their language and cognitive skills so they can read and write more</p> | <p>For example, use structured lessons and activities to teach students how letters and sounds work together, help them decode words and build spelling skills. Engage them with decodable texts that reinforce these skills, and you'll also focus on reading fluently with expression and at a good pace. Through targeted practice, you'll support students in understanding and creating more complex texts, ensuring they develop strong reading and writing abilities.</p> |

| TPE | Explanation | Teacher Expectations | Example |
|--|---|---|--|
| <p>syntax. <i>Multiple Subject and Single Subject Candidates:</i> Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p> | | <p>complex texts with competence and clarity.</p> | |
| <p>TPE U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p> | <p>Focus on making meaning from text through reading, writing, listening, and speaking activities with emphasis on connections with what students already know to make learning interactive and meaningful, fostering deep comprehension and critical thinking.</p> | <p>This means you will dive into a mix of texts (print, digital, or oral) and you'll encourage them to ask questions and discuss ideas to improve their understanding and their critical thinking. By engaging them in reading, listening, and speaking. You'll help them find evidence, explore different perspectives, and develop strong analytical and reflective skills.</p> | <p>For example, create lessons that connect with students' existing knowledge and use a variety of texts. You'll encourage students to ask questions, discuss ideas, and think critically. By guiding them through reading, writing, listening, and speaking activities, you'll help them gather evidence, explore different viewpoints, and develop their analytical and reflective skills.</p> |

| TPE | Explanation | Teacher Expectations | Example |
|---|--|--|--|
| <p>TPE U7.7 Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p> | <p>Focus on helping students develop rich vocabulary knowledge, understanding that their oral and written language development using academic language needs to be enhanced by engaging them in challenging language activities.</p> | <p>This means setting students up with challenging engagements within small group and whole class settings, supporting language enrichment, and integrating content knowledge, all together.</p> | <p>For example, one may use rich print, oral, or visual texts to establish stories through language, such as providing a picture sequence and requesting a written narrative.</p> |
| <p>TPE U7.8 Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and</p> | <p>Focus on encouraging effective expression through writing, speaking, and collaborative discussions.</p> | <p>This means structured opportunities for students to express their ideas in writing and speech, both informally and formally, and encourage peer feedback, while integrating scaffolding so students may effectively express the meaning making,</p> | <p>For example, students should be encouraged to write, discuss, present, and have a range of frequent formal and informal collaborative discussions at level challenging enough that they feel vested and needed in that conversation. They need to</p> |

| TPE | Explanation | Teacher Expectations | Example |
|--|---|---|--|
| <p>teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p> | | <p>language development, and content knowledge they have gained through all areas of the standard.</p> | <p>plan, develop and provide feedback to their peers. They also need to produce their own writing and oral presentations in various genres.</p> |
| <p>TPE U7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use</p> | <p>Focus on expanding knowledge by integrating reading, writing, listening, and speaking across different subjects.</p> | <p>This means you must enrich student learning by blending reading, writing, listening, and speaking in all subjects, incorporating multimedia resources.</p> | <p>For example, you may help students use literacy skills to tackle complex texts, research their interests and share what they learn in various formats. You'll encourage digital literacy by teaching them to use technology responsibly and effectively, ensuring they can find, evaluate, and create digital content safely.</p> |

| TPE | Explanation | Teacher Expectations | Example |
|--|---|--|---|
| <p>of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.</p> | | | |
| <p>TPE U7.10 <i>Multiple Subject and Single Subject English Candidates</i>: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.</p> | <p>Focus on keeping track of students' literacy growth by using regular check-ins, assessments, and diagnostic tools that will guide your teaching.</p> | <p>This means you must regularly assess students' literacy growth, identify areas of need, and collaborate with families and other professionals for additional support.</p> | <p>For example, you will be integrating screenings for different literacy profiles and identifying any reading or writing challenges, including risks for dyslexia and other issues. You will also assess English learners progress effectively and work with families, teachers, and specialists to provide extra help when needed or refer students for more extensive support, if necessary.</p> |

| TPE | Explanation | Teacher Expectations | Example |
|--|---|--|---|
| <p>TPE U7.11 <i>Multiple Subject and Single Subject Candidates</i>: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.</p> | <p>Focus on using ELA literacy standards and/or content standards to plan instruction that compliments the literacy profile of students during ELD instruction.</p> | <p>This means using accommodations and adjustments in instruction that may provide multiple means of presentation of language and/or text, as well as integrating cultural considerations.</p> | <p>For example, this may include providing a translated form of information presentation. We should have a range of meaningful ways for students to interact with one another and the materials as they develop their English language development profiles</p> |

Additional Standards for Mild to Moderate Support Needs
For MMSN and Dual Credential Candidates Only

| TPE | Explanation | Teacher Expectations | Example |
|---|--|---|--|
| TPE MM7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development. | Focus on using what you know about student strengths and needs along with assessment data to tailor extra help and literacy (i.e., tier two) and create and carry out personalized intervention plans and monitor progress to ensure they're making gains in their literacy skills (i.e., tier three). | This means you'll use students' strengths and assessment results to provide additional literacy support. You'll develop and implement personalized plans for students needing more intensive help and regularly check their progress to ensure they're improving. | For example, you may review and analyze assessment data to guide literacy support, creating targeted intervention plans for students who need more intensive help. You'll regularly track their progress and adjust your strategies as needed to help them advance in their literacy skills. |
| TPE MM7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development. | Focus on collaboration with a variety of multi-disciplinary teams, including families, guardians, General Education teachers, reading specialists, school psychologists, and other professionals. | This means expanding your level of skill as you engage the backgrounds, the knowledge, and dispositions of other professionals, including families, as you plan for appropriate interventions and teaching richness for these students that have dyslexia and any other disabilities that are going to interact | For example, you may need to do a careful range of in-class assessments in determining details for special education services, while also collaborating with other professional to interpret those assessment results from a variety of points of data, planning next steps of support which may include adaptations for students that have dyslexia and as well |

| TPE | Explanation | Teacher Expectations | Example |
|---|--|---|--|
| | | with students' literacy profiles. | other disabilities that will impact literacy development. |
| TPE MM7.3 Collaborate with other service providers (e.g., general education teachers, speech language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals. | Focus on working together with other professionals like general education teachers, speech therapists, and instructional assistants to offer daily extra help or intensive literacy support. This could be in various settings like co teaching, small groups or special education classrooms. | This means ensuring intensive literacy support matches state standards, follows California Dyslexia Guidelines and meets individual IEP goals. | For example, this means working in various support settings with various support constituents which might involve co-teaching, small group sessions, or working in special education settings to offer tailored student support. |
| TPE MM7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings). | Focuses on the design of lessons that ensure access, engagement, meaning making, language development, and effective expression. | This means providing access to grade level literacy activities within a class or non-classroom environment, such as in-class support, co-teaching, inclusion, self-contained special education classrooms, and small group instruction, or specialized setting. | For example, a teacher candidate might design a lesson for students in a co-teaching classroom to ensure they all engage with grade-level literacy activities, using strategies like scaffolding, peer discussions, and differentiated tasks. Across this range of |

| TPE | Explanation | Teacher Expectations | Example |
|---|--|---|---|
| | | | engagements, we'll be ensuring access to grade level literacy activities for all students. |
| TPE MM7.5 Utilize assistive technology, and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways. | Focuses on using assistive technology and augmentative and alternative communication (AAC) tools to help with teaching literacy. | This means you'll incorporate assistive technology and AAC tools to enhance literacy instruction. These tools will help students with various aspects of reading, writing, listening, and speaking, tailored to different subject areas and their specific needs to support reading, writing, listening, and speaking in ways that fit each subject area and meet individual. | For example, you might integrate assistive technology into a lesson such as using software or devices that support reading, writing, listening, and speaking, which would have otherwise posed difficulties in accessibility, but instead ensures student has access, is aligned with the subject matter, and can engage with content and expectations. |

Teaching Performance Expectations

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, and engaging in clinical practice, based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California.

Multiple Subject and Single Subject candidates will familiarize themselves with and employ the TPEs as outlined by the CTC including [the full TPE guidelines](#) including the new [Literacy Standards](#).

Mild to Moderate Support Needs and Dual Credential candidates will familiarize themselves with and employ the TPEs as outlined by the CTC including [the full TPE guidelines](#) including the new [Literacy Standards](#).

Some standards are universal among all candidates including Multiple Subject, Single Subject, Mild to Moderate Support Needs, and Dual Credential candidates. Those are denoted below as beginning with a “U.”

Other standards are specific to Mild to Moderate Support Needs and Dual Credential candidates exclusively. Those are denoted below as beginning with an “MM.”

| TPE 1: Engaging and Supporting All Students in Learning |
|--|
| U1.1 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. |
| U1.2 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. |
| U1.3 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. U1.4 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. |

U1.5 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.

U1.6 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.

U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.

U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

MM1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.

MM1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.

MM1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).

MM1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.

MM1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

U2.1 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.

U2.2 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.

U2.3 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.

U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.

U2.6 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

MM2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.

MM2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.

MM2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.

MM2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

MM2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.

MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.

MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.

MM2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.

MM2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.

MM2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.

MM2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.

U3.2 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.

U3.3 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.

U3.4 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.

U3.5 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.

U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

U3.7 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.

U.3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

MM3.1 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).

MM3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.

MM3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

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

U4.1 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.

U4.2 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.

U4.3 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.

U4.4 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.

U4.5 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.)

U4.6 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.

U4.7 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.

U4.8 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.

MM4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.

MM4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state adopted core curriculum.

MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

MM4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.

MM4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).

MM4.6 Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.

MM4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

U5.1 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.

U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

U5.3 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.

U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.

U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.

U5.6 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.

U5.7 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.

U5.8 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.

MM5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

MM5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.

MM5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.

MM5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.

MM5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

MM5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

TPE 6: Developing as a Professional Educator

U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.

U6.2 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.

U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

U6.4 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.

U6.5 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.

U6.6 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.

U6.7 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.

MM6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

MM6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.

MM6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.

MM6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.

MM6.5 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.

MM6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.

TPE 7: Effective Literacy Instruction for All Students (U) and Students with Disabilities (MM)

U7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the *California English Language Arts/English Language Development Framework* (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

U7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the *California Dyslexia Guidelines*, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

U7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

U7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging;

responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

U7.5 Foundational Skills. Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

U7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

U7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguageing.

U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

U7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

U7.10 Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

U7.11 Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

MM 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.

MM 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.

MM 7.3 Collaborate with other service providers (e.g., general education teachers, speech language therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the *California Dyslexia Guidelines*, and addresses individual IEP goals.

MM 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

MM 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

Adopting Math Cycle and Literacy Cycle

Replacing RICA for Multiple Subject, Mild-to-Moderate, and Dual Credential Candidates

With the adoption of the new literacy standards, the RICA Written Examination and RICA Video Performance Assessment are no longer being offered after June 30, 2025. Instead, the literacy assessment is being integrated into the CalTPA as a Commission-approved performance assessment that includes literacy instruction.

The Literacy Cycle measures selected elements of TPE Domains 1–6, as well as TPE Domain 7: Effective Literacy Instruction for All Students and Students with Disabilities.

TPE Matrix – Literacy Cycle

| TPE 1 | TPE 2 | TPE 3 | TPE 4 | TPE 5 | TPE 6 | TPE 7 |
|--------------|--------------|--------------|--------------|--------------|--------------|------------------|
| Element 1 | Element 2 | Element 1 | Element 1 | Element 1 | Element 1 | Element 1 |
| Element 2 | | Element 2 | Element 2 | Element 2 | | Element 2 |
| Element 3 | | Element 3 | Element 4 | Element 3 | | Element 3 |
| Element 4 | | Element 4 | Element 7 | Element 5 | | Element 4 |
| Element 6 | | Element 5 | | Element 7 | | Element 5 |
| Element 8 | | Element 6 | | Element 8 | | Element 10 |
| | | | | | | Element 11 |
| | | | | | | |
| | | | | | | Candidate Option |
| | | | | | | Element 6 |
| | | | | | | Element 7 |
| | | | | | | Element 8 |
| | | | | | | Element 9 |

The table below is derived from the [CalTPA Math and Literacy Cycle Update 2025-26](#) and seeks to ensure that teacher candidates are prepared with assessment requirements with the adoption of the new cycles of the CalTPA.*

*Please note that the Commission on Teacher Credentialing is continuing to make changes to the CalTPA as they receive feedback from their field tests which assess the trends among sample testers to minimize barriers to success once fully implemented. This information is considered a draft and accurate as of the information available in February 2025.

| Step | What You Need to Do | Evidence to Be Submitted | What Has Changed | Rubrics |
|--------------|--|--|--|---|
| Step 1: Plan | <p>With the guidance of your cooperating teacher and/or supervising faculty, review recent, available literacy assessments, screenings, literacy and/or language profiles, and/or other information for your students.</p> <p>Select one focus student.</p> <p>Provide contextual information for your students.</p> <p>Describe 3-5 literacy lessons, including corresponding assessments, that include the selected foundational reading</p> | <p>Part A: Written Narrative: Context Information (no more than 4 pages)</p> <p>Part B: Learning Segment Template (no more than 5 pages per lesson)</p> <p>Part C: Written Narrative: Descriptive Assessments (no more than 5 pages)</p> <p>Part D: Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria</p> | <ul style="list-style-type: none"> • Candidates review recent, available literacy assessments, screenings, literacy and/or language profiled, and/or other information for their students with their cooperating teacher and/or supervising faculty. • Candidates select one focus student. • Streamlines learning segment that includes integrated ELD. • Aligned to the ELA/ELD Framework and other state documents such as CA Dyslexia Guidelines (e.g., formative and summative assessments). • Streamlines questions about formative and summative assessments. • No longer require copies of the formative assessment. | <p>Rubric 2.1 How does the candidate's planning leverage students' assets, include assessments, lessons to create a progression of learning, and address strand(s)/standard(s)-based ELA/Literacy and ELD goals that are grade-level specific and developmentally appropriate?</p> <p>Rubric 2.2 How does the candidate apply findings from recent assessments to plan for:</p> <ul style="list-style-type: none"> • The selected foundational reading skill(s) using a direct, systematic, and explicit approach to support students' literacy and language development? • The selected additional theme(s) from the ELA/ELD Framework using integrated ELD to |

| Step | What You Need to Do | Evidence to Be Submitted | What Has Changed | Rubrics |
|-----------------------------|--|--|--|--|
| | skill(s) and the selected additional theme(s) from the ELA/ELD Framework. | | <ul style="list-style-type: none"> Candidate choice regarding the use of self-assessment and rubrics. | support students' literacy and language development? |
| Step 2: Teach and Assess | <p>Conduct and video record the lessons and assessments.</p> <p>Select video clip(s).</p> <p>Provide commentary for each video clip.</p> | <p>Part E: Video Clip(s) (1 to 4 videos totaling no more than 20 minutes)</p> <p>Part F: Commentary (written commentary, no more than 8 pages verbal/ASL commentary up to 10 minutes of video)</p> | <ul style="list-style-type: none"> Video clip choice (1-4 clips, up to 20 minutes). Focus on the selected foundational reading skill(s), instruction in the selected additional theme(s), formative assessment, adjusting instruction, and integrated ELD. Removed self-assessment and educational technology videos. Moved from the annotations to commentary, expanding the opportunity for candidates to explain what instructional choices they made and why as illustrated in videos, providing more authentic representation of their practice. Commentary can be written or video. | <p>Rubric 2.3 How does the candidate provide instruction in the selected foundational reading skills using a direct and explicit approach to actively engage students and support their progress toward meeting the ELA/Literacy and ELD goals?</p> <p>Rubric 2.4 How does the candidate provide instruction in the selective additional theme(s) from ELA/ELD Framework and use integrated ELD to actively engage students and support progress toward meeting the ELA/literacy and ELD goals?</p> <p>Rubric 2.5 How does the candidate use assessment(s) to monitor student learning and adjust instruction to support</p> |

| Step | What You Need to Do | Evidence to Be Submitted | What Has Changed | Rubrics |
|------|---------------------|--------------------------|--|---|
| | | | <ul style="list-style-type: none"> Removed Analysis of Formative Assessment (combined with commentary). | <p>students in progressing toward meeting the ELA/Literacy and ELD goals?</p> <p>Rubric 2.6 How does the candidate use assessment results to provide specific, actionable feedback to students related to literacy about what they did well and/or their misconceptions/gaps in knowledge to support students' literacy and language development?</p> |

| Step | What You Need to Do | Evidence to Be Submitted | What Has Changed | Rubrics |
|-----------------------|--|---|---|---|
| Step 3: Reflection | <p>Engage students in the summative assessment. Score and determine student progress.</p> <p>Analyze and reflect on student results and provide students with specific, actionable feedback on the assessment.</p> <p>Submit the focus student summative assessment response, the scored rubric and/or performance criteria, and specific, actionable feedback.</p> <p>Reflect on the students' progress and the effectiveness of your literacy instruction.</p> | <p>Part G: Focus Student's Summative Assessment Response and Scored and/or Performance Criteria</p> <p>Part H: Focus Student's Summative Assessment Actionable Feedback</p> <p>Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (no more than 4 page)</p> | <ul style="list-style-type: none"> Analyze and reflect on the summative assessment responses for the group of students and the focus student. Removed whole class assessment table results. Adjusted language to focus on understandings, gaps in knowledge, and/or misconceptions. Submit focus student summative assessment response, scored rubric and/or performance criteria .and summative assessment feedback. | Rubric 2.7 How does the candidate identify students' understandings, gaps in knowledge, and/or misconceptions; provide specific, actionable feedback; and determine what was effective, and what instructional changes they would make if they taught the learning segment again? |
| Step 4: Apply | Plan a re-teaching or an extension activity to support the focus | Part J: Written Narrative: Re-Teaching Extension Activity Description | <ul style="list-style-type: none"> Planned to support the focus student's literacy development with the option to include additional | Rubric 2.8 How does the candidate apply the analysis of student assessment results (formative and summative) to |

| Step | What You Need to Do | Evidence to Be Submitted | What Has Changed | Rubrics |
|------|--|--|---|--|
| | <p>student's literacy development.</p> <p>Video record the follow-up activity.</p> <p>Provide commentary for the video clip.</p> | <p>(no more than 5 pages)</p> <p>Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity</p> <p>Part L: Commentary (written commentary, no more than 2 pages; OR verbal/ASL commentary, up to 5 minutes of video)</p> | <p>students who require similar support to progress toward the ELA/Literacy and ELD goals.</p> <ul style="list-style-type: none"> • Redefining “reteach” to focus on targeted intervention or individualized strategies to work toward meeting the ELA and ELD goals. • Redefining “extension” to focus on deepening or advancing learning in relation the ELA and ELD goals. • Streamlined activity description. • Option for written or video commentary. | <p>plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?</p> |