

UNIVERSITY OF REDLANDS SCHOOL OF EDUCATION

TEACHER RESIDENCY HANDBOOK

2025-2026



Introduction

The University of Redlands School of Education provides a multi-faceted Teacher Education Program. After successful completion of the required course work and program requirements, students advance to student teaching. The regulations and requirements of our teacher education program are approved 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

Professional Identity

While enrolled, students are encouraged to uphold professional competencies and standards and to participate as fully as possible in the intellectual life of their discipline and of the School and University community to better enhance the establishment of their professional identity.

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.

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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](#)

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](#). For more information on the new literacy standards, see Appendix A.

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](#). For more information on the new literacy standards, see Appendix A.

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.

Professional Organization Affiliation

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>

Residency Overview

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.

Constituent Roles Related to Fieldwork

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.

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.

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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.

Residency Placements

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.

All fieldwork partnerships require a formal Educational Fieldwork Agreement (EFA) between the University of Redlands and the site. The signing of an EFA may take additional time, as they are often subject to legal review. Please refer to the [Active Partnership List](#) for a list of current partners. Note, however, that this list is fluid in the sense that new partner sites can be secured provided the organization meets the requirements as an approved site.

Candidates seeking a site NOT on the Active Partnership List must request partnership using the [Partnership Interest Form](#) at least 3 months before the anticipated start of the fieldwork placement.

Subject Matter Competency must be met before advancing to clinical placement. See [Subject Matter Competency webpage](#) for details.

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.

Credential Program	Early Fieldwork Hours	Fieldwork Hours (14-week placement)	Total Fieldwork Hours
Mild to Moderate Support Needs	200 hours*	400 hours**	600 hours
Multiple Subject	40 hours	560 hours**	600 hours
Single Subject	40 hours	560 hours**	600 hours
Dual Credential	200 hours*	560 hours**	600 hours

* Hours are allocated between general education and special education settings.

** Must include a minimum of 4 weeks of solo/co-teaching or the equivalent.

Early Fieldwork Experience Hours

Teacher candidates will complete early fieldwork in conjunction with their Foundations and Methods courses. These courses are typically taken in the first 2-3 semesters of the program. The instructors for each course will advise candidates on how many hours to complete as well as methods of completing the early fieldwork. Refer to the [Early Fieldwork](#) webpage for more information.

Early fieldwork hours should be submitted for approval through the [Early Fieldwork Experience Log](#). The log will prompt you to submit early fieldwork hours completed as part of a course to each respective course instructor for approval.

Clinical Fieldwork Hours

When candidates participate in about 14 weeks of fieldwork with approximately 40 hours each week, they should be on track to complete the required hours fieldwork to fulfill CTC's hour-requirement.

Fieldwork hours should be submitted for approval through the [Fieldwork Hour Tracker](#). Fill in the number of fieldwork hours you complete each day in the appropriate box. Your weekly total and overall total will be calculated. Submit your weekly total to your University Supervisor every Friday.

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.

Fieldwork Hour Tracker should reflect the following totals at the end of each week to stay on track:

Week 1	40 hours	Week 8	320 hours
Week 2	80 hours	Week 9	360 hours
Week 3	120 hours	Week 10*	400 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

*MMSN minimum required hours

**General Subjects and Dual minimum required hours

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.

Residency Courses

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. The suggested schedule in the canvas course 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.



Some assignments will be submitted directly on Canvas, while other forms will be submitted through Etrieve. Weekly instructions on Canvas will guide the candidate on the appropriate submission method.

Fieldwork Policies

Professionalism

- 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 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.
- C. 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.
- D. 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.
- E. 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.*
- F. 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.

Teaching as a Resident Teacher

- 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.

Supervision

- H. 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.
- I. 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.
- J. 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.
- K. 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.
- L. 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.

Evaluation

- M. 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.
- N. 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.
- O. 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.

Fieldwork Grievances

- P. 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.

- 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.

CalTPA

- W. 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.

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.

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.)

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.

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 reach out to the [Office of Career and Professional Development](#).

APPENDIX A:

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	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

TPE	Explanation	Teacher Expectations	Example
		well rounded, connecting literacy with other subjects, and ensuring that students gain the skills they need to read, write, speak, and think critically across all content areas.	words, using the new vocabulary. Finally, students could create a diagram with labels and a summary which combines 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

TPE	Explanation	Teacher Expectations	Example
			phonics, morphology, and syntax.

TPE	Explanation	Teacher Expectations	Example
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.	Focus on incorporating the special assets and strengths (i.e., funds of knowledge) of the various students with whom you work.	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.	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.
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	Focus on effective literacy instruction from various perspectives and integrating content with literacy skills. While teaching content, we also	This means you will integrate literacy skills into content areas and consider students' age, language, and literacy development when designing lessons.	For example, when developing lessons, students' strengths, their needs, students analysis of instructional materials and tasks, and their

TPE	Explanation	Teacher Expectations	Example
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.	help students understand the language, basic expressions and sentences, and overall organization and coherence of the text.	We have to establish goals that are reflective of their needs and their abilities, stretching them into a zone of proximal development toward higher engagements. Consider too that family engagement, social emotional learning, and trauma informed practices may be a part of your effective literacy instruction.	appreciation for identified academic standards are all a part of your consideration. Sometimes you may have to be very conscious and very explicit 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.
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	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.	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	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

TPE	Explanation	Teacher Expectations	Example
and that includes practice in connected, decodable text. <i>Multiple Subject and Single Subject English Candidates:</i> Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and 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.		understanding text structures. Additionally, you'll support students in advancing their language and cognitive skills so they can read and write more complex texts with competence and clarity.	practice, you'll support students in understanding and creating more complex texts, ensuring they develop strong reading and writing abilities.
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.	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.	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	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

TPE	Explanation	Teacher Expectations	Example
		analytical and reflective skills.	analytical and reflective skills.

TPE	Explanation	Teacher Expectations	Example
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 translanguageing.	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.	This means setting students up with challenging engagements within small group and whole class settings, supporting language enrichment, and integrating content knowledge, all together.	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.
TPE U7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in	Focus on encouraging effective expression through writing, speaking,	This means structured opportunities for students to express their ideas in writing and speech, both	For example, students should be encouraged to write, discuss, present, and have a range of frequent

TPE	Explanation	Teacher Expectations	Example
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.	and collaborative discussions.	informally and formally, and encourage peer feedback, while integrating scaffolding so students may effectively express the meaning making, language development, and content knowledge they have gained through all areas of the standard.	formal and informal collaborative discussions at level challenging enough that they feel vested and needed in that conversation. They need to plan, develop and provide feedback to their peers. They also need to produce their own writing and oral presentations in various genres.
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	Focus on expanding knowledge by integrating reading, writing, listening, and speaking across different subjects.	This means you must enrich student learning by blending reading, writing, listening, and speaking in all subjects, incorporating multimedia resources.	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

TPE	Explanation	Teacher Expectations	Example
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.			responsibly and effectively, ensuring they can find, evaluate, and create digital content safely.
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	Focus on keeping track of students' literacy growth by using regular check-ins, assessments, and diagnostic tools that will guide your teaching.	This means you must regularly assess students' literacy growth, identify areas of need, and collaborate with families and other professionals for additional support.	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.

TPE	Explanation	Teacher Expectations	Example
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.			
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.	Focus on using ELA literacy standards and/or content standards to plan instruction that compliments the literacy profile of students during ELD instruction.	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.	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

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	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

TPE	Explanation	Teacher Expectations	Example
		going to interact with students' literacy profiles.	have dyslexia and as well 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	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

TPE	Explanation	Teacher Expectations	Example
		group instruction, or specialized setting.	this range of 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.

APPENDIX B:

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	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. Select one focus student. Provide contextual information for your students. Describe 3-5 literacy lessons, including corresponding assessments, that include the selected	Part A: Written Narrative: Context Information (no more than 4 pages) Part B: Learning Segment Template (no more than 5 pages per lesson) Part C: Written Narrative: Descriptive Assessments (no more than 5 pages) Part D: Description or Blank Copy of One Summative Assessment and the Rubric and/or Performance Criteria	• 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.	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? Rubric 2.2 How does the candidate apply findings from recent assessments to plan for: • 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

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	foundational reading skill(s) and the selected additional theme(s) from the ELA/ELD Framework.		- No longer require copies of the formative assessment. - Candidate choice regarding the use of self-assessment and rubrics.	using integrated ELD to support students' literacy and language development?
Step 2: Teach and Assess	Conduct and video record the lessons and assessments. Select video clip(s). Provide commentary for each video clip.	Part E: Video Clip(s) (1 to 4 videos totaling no more than 20 minutes) Part F: Commentary (written commentary, no more than 8 pages verbal/ASL commentary up to 10 minutes of video)	- 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.	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? 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? Rubric 2.5 How does the candidate use assessment(s) to monitor student learning and

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			• Commentary can be written or video. • Removed Analysis of Formative Assessment (combined with commentary).	adjust instruction to support students in progressing toward meeting the ELA/Literacy and ELD goals? 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?

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Step 3: Reflection	Engage students in the summative assessment. Score and determine student progress. Analyze and reflect on student results and provide students with specific, actionable	Part G: Focus Student's Summative Assessment Response and Scored and/or Performance Criteria Part H: Focus Student's Summative	• 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	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

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	feedback on the assessment. Submit the focus student summative assessment response, the scored rubric and/or performance criteria, and specific, actionable feedback. Reflect on the students' progress and the effectiveness of your literacy instruction.	Assessment Actionable Feedback Part I: Written Narrative: Reflection and Analysis of Summative Assessment Results (no more than 4 page)	knowledge, and/or misconceptions. Submit focus student summative assessment response, scored rubric and/or performance criteria .and summative assessment feedback.	they taught the learning segment again?
Step 4: Apply	Plan a re-teaching or an extension activity to support the focus student's literacy development. Video record the follow-up activity. Provide commentary for the video clip.	Part J: Written Narrative: Re-Teaching Extension Activity Description (no more than 5 pages) Part K: 1 Video Clip (up to 5 minutes) of Follow-Up Activity Part L: Commentary (written commentary,	- Planned to support the focus student's literacy development with the option to include additional students who require similar support to progress toward the ELA/Literacy and ELD goals. - Redefining "reteach" to focus on targeted intervention or individualized strategies to	Rubric 2.8 How does the candidate apply the analysis of student assessment results (formative and summative) to plan, provide an explanation for, and teach a follow-up activity (referring to evidence from Steps 1, 2, and/or 3)?

Step	What You Need to Do	Evidence to Be Submitted	What Has Changed	Rubrics
		no more than 2 pages; OR verbal/ASL commentary, up to 5 minutes of video)	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.	