Program Handbook for General Education Credentials

Graduate School of Education Mission

In accordance with the mission of California Lutheran University, the Graduate School of Education seeks to develop reflective, principled educators who STRIVE to:
- Serve as mentors and models for moral and ethical leadership
- Think critically to connect theory with practice
- Respect all individuals
- Include and respond to the needs of all learners
- Value diversity
- Empower individuals to participate in education growth and change
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Section One: Program Descriptions

Credential Program Information

Department of Learning & Teaching requirements are determined by the Commission on Teacher Credentialing (CTC) and University standards:

- Changes in CTC requirements or state law may alter cited requirements at any time.
- Continuous enrollment in the program is required. A student missing two consecutive semesters is considered inactive and required to apply for readmission to the program.
- Credential course work completed as an undergraduate may be applied toward the credential program only. Credential course work units completed as an undergraduate and applied towards a bachelor’s degree may not be applied toward total unit requirement for the master’s degree. Courses may only be used towards one degree.
- The teacher credentialing program utilizes a series of benchmarks, professional disposition evaluations and teaching performance assessments (TPA) to monitor progress and determine candidate proficiency. Passage of the edTPA is required for credential recommendation.
- Candidate may not enroll in course work for multiple and single subject credential programs concurrently. Any candidate wishing to add an authorization must apply to the appropriate program and receive permission to enroll in required course work for that credential after completing the initial credential program course work.
- Credential requirements are listed in this handbook. All courses must be completed within seven years of admission to the program.
- Candidates must meet all requirements, submit the appropriate application, and be officially recommended to the CTC by the Credential Analyst in the Graduate School of Education.
- The Graduate School of Education requires all candidates to earn a grade of “B” or better in all courses in order to be recommended for credential. Courses where a grade of B- or lower is earned must be repeated.

Master of Education in Teacher Leadership (M.Ed.)

After completing the requirements for the California Preliminary Teaching Credential, candidates may be eligible to pursue the M.Ed. in Teacher Leadership. The remaining courses guide students in deeper reflection on their own practice as they make stronger connections between theory and practice and conduct an educational based research project. Most courses for the credential program may be applied towards the M.Ed. in Teacher Leadership Degree. Candidates must submit a completed graduate admissions packet and be admitted to the M.Ed. program otherwise they will be considered “credential only” students. 36 units are required for the M.Ed. degree. Consultation with a faculty advisor is required to determine which courses from the credential program may be applied to the Master’s Degree.
(Master of Education – continued)

1. All courses must be completed within seven years of admission to the program with a grade of B or higher. For further information see the Graduate Catalog – Academic Policies section. Degree requirements are listed in the university’s graduate catalog.

2. Continuous enrollment in the program is required. A candidate missing two consecutive semesters is considered inactive and required to reapply for admission to the program.

3. Application for the M.Ed. is processed, and degree requirements verified through the CLU Registrar’s Office. Contact an Admission Counselor in the Graduate Admissions Office regarding admission inquiries. Contact the Director of the M.ED program regarding the status of program completion.

4. The final three courses for the M.Ed. may not be taken concurrently as each is a prerequisite for the next. The correct order to take the final three courses is EDGN 509, 510, 599.

5. Prior to enrollment in EDGN 509, candidates must meet with the Director of the M.Ed. program to determine eligibility for advancement to complete the master’s degree. Because an action research project is required for the thesis, candidates should be employed in an educational setting. If not presently employed in an educational setting, candidates may still complete the degree by working with the program director to arrange a research project in an education setting.

NOTE: Course content and titles may change but total credits will remain the same.

Credentials Awarded for Multiple and Single Subject.

SB 2042 PRELIMINARY CREDENTIAL

• Provides English Learner Authorization
• Is recommended by the university upon successful completion of all program requirements
• Is valid for five years

CLEAR CREDENTIAL

The CTC requires all candidates to obtain a CLEAR CREDENTIAL prior to the expiration of the initial preliminary credential. **CLU does not offer a Clear Credential program.**

• Most candidates will obtain their CLEAR CREDENTIAL through a two-year induction program sponsored by their employing district.
• Candidates may obtain their CLEAR CREDENTIAL through a university program that is authorized by the CTC.
• Once earned, the CLEAR CREDENTIAL must be renewed in accordance with CTC guidelines.
Getting Started

Upon admission, it is important to do the following:

- Become familiar with the use of the assigned callutheran.edu e-mail address.
- The Cal Lutheran e-mail address should be checked on a regular basis. All correspondence and information initiated by the University is sent to this address.
- For e-mail issues, contact the Information Technology Services (ITS) Help Desk at 805-493-3698.
- Refer to the admission letter for the name of the assigned academic adviser.
- You should contact the university’s office of campus safety to obtain a photo ID and a parking permit. https://www.callutheran.edu/offices/campus-safety

FOUNDATIONS COURSEWORK

Once a candidate is admitted to the program they must take the following four Foundations Courses. These courses combined with the CTC credential requirements are all considered pre-requisites and must all be completed before the student can advance to candidacy. **EDLT 500 courses must be taken in order; either 500 and 501 concurrently, followed by 502 and 503 concurrently, OR all four courses taken as a block.**

*Foundations Coursework:*

EDLT 500 Foundations of Education
This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will be provided with an introduction to issues, trends, education theory and practice. Additionally, major philosophies of education, which have informed American education and how they affect schooling in a society of multiple cultures, will be explored. **10 hours of fieldwork is required.**

EDLT 501 Theories of Teaching, Learning, and Development
This course explores the factors influencing development, academic achievement, and behavior in P-20 Learners and the learning theories that support these goals. **10 hours of Fieldwork required.**

EDLT 502 Teaching English Learners and Diverse Populations
This course in teaching English Language Learners and diverse populations examines first and second language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction (including technologies), school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. **10 hours of fieldwork is required**
EDLT 503 Teaching Exceptional Learners in Inclusive Environments
This course examines supports for exceptional learners in inclusive environments. This course will explore the learning and behavioral characteristics of individuals with exceptionalities; the theory and practices of special education service delivery models; current state and federal special education laws, with an emphasis on the Individualized Educational Program and partnerships with families; the definitions of each exceptionality; the history of special education services to individuals in the US; the theory and practices of Evidence Based Practice for individuals with exceptionalities and assessment practices guiding such practices; assistive technologies; and current philosophical positions and challenges in special education. **10 hours of fieldwork is required**

**Advancement to Candidacy (Methods Block)**

**IMPORTANT DEADLINE DATES:**

Multiple Subject Candidates

- **For Fall Entry:** All requirements to ADVANCE TO CANDIDACY must be met by end of MAY. CSET and CBEST exams are given at different times (please check dates on website) and you must have evidence of passing by the deadline date.

- **For Spring Entry:** All requirements to ADVANCE TO CANDIDACY must be met by first week of DECEMBER. CSET and CBEST exams are given at different times (please check dates on website) and you must have evidence of passing by the deadline date.

Single Subject Candidates

- **For Fall Entry:** All requirements to ADVANCE TO CANDIDACY must be met by mid-JUNE. CSET and CBEST exams are given at different times (please check dates on website) and you must have evidence of passing by the deadline date.

- **For Spring Entry:** All requirements to ADVANCE TO CANDIDACY must be met by first week of DECEMBER. CSET and CBEST exams are given at different times (please check dates on website) and you must have evidence of passing by the deadline date.

*These deadline dates are not negotiable as we need them in place to properly plan with our partner schools and to have solid enrollment numbers so we can properly arrange field placements and field supervision.*

*It is imperative that you plan to take your CSET and CBEST exams early so that your official scores are available prior to these deadline dates. Many students are disappointed to find out that they have not passed a section of the exam and do not leave themselves ample time to retake the test prior to the deadline date. Good planning is key to successfully comply with these deadline dates.*

A $200 (subject to change) fee is assessed to cover the cost of membership in the SCTA (Student California Teachers Association) for liability insurance and TPA support. This fee is due with submission of the “Advancement to Candidacy” application.
To advance to candidacy you must meet all of the pre-requisite requirements below by the deadline dates listed above:

- Completion of the ADVANCEMENT TO CANDIDACY application
  - This form was included in your initial acceptance packet but may also be obtained from the credentials office.
- Complete a Professional Dispositions Self Assessment Form
- Evidence that you satisfactorily completed the CTC US Constitution Requirement (see description below)
- Submit a Mandated Reporter Certificate
- Completed and attained a grade of “B” or better in
  - EDLT 500
  - EDLT 501 (Or LIBA 402)
  - EDLT 502
  - EDTP 503
- Evidence that you Passed CBEST (see description below)
- Passed all sections of CSET (within 5 years) or provided documentation of subject matter competency through a CCTC approved program (see description below)
- Evidence of Certificate of Clearance (see description below)
- Verify TB Test is still current (within two years - see description below)
- Payment of TPA Support Fee $200 (non-refundable and subject to change)
- Make an appointment with the Credential Analyst to verify all of the above. Credential analyst will then recommend you for candidacy. At this point you will meet with a faculty advisor in either a one-on-one or group setting to be oriented to the remainder of the program.

**CTC Requirements**

**Basic Skills Proficiency (CBEST Exam)**
There are multiple routes to fulfill Basic Skills Proficiency. The Credential Analyst will discuss the options with you at your initial meeting. The CBEST (California Basic Education Skills Test) is an exam that is one option for candidates prior to advancing to Methods. Verification is obtained upon admission of an original score report during provided to the CLU Credential Office.

Multiple subject candidates may also fulfill this requirement by passage of the CSET, Writing Skills (subtest) 142. It is recommended however that all candidates take the CBEST exam instead of this option as taking the CBEST will also give you eligibility to act as a substitute teacher if the district is willing to hire you in that capacity. The CEST writing skills test does not offer that option.

CBEST exam is offered six days per week (at designated test centers) and online registration is required at the CBEST website [http://www.cbest.nesinc.com/](http://www.cbest.nesinc.com/).

**Subject Matter Competence**
For multiple subject candidates, this requirement is fulfilled by passage of all three subtests of the CSET, Multiple Subjects.

For single subject candidates, this requirement is fulfilled by completion of a CTC-approved subject matter program in the credential subject sought, OR by passage of all subtests of the CSET in the credential subject sought.
For the exams, the same guidelines for documentation apply as for the CBEST. Original score reports must be provided to the CLU Credentials Office. If you completed a CTC subject matter approved program and are waived from the CSET exam you must provide a signed subject matter verification form from the university that is issuing it to the Credentials Office in the School of Education.

CSET exams for multiple subject tests are offered six days per week (at designated test centers). Single subject exams are only offered on specific dates (at designated test centers). Register online well in advance of CLU deadline dates at the CSET website http://www.cset.nesinc.com/

U.S. Constitution
If fulfillment of this requirement was not confirmed during the admissions process, status will be determined by the Credential Analyst during the credential review. If this requirement has not been met, a one-day course/exam is offered periodically through the California Lutheran Continuing Education Department. Other online options are also available.

Mandated Reporter Training
This requirement should be met as part of Foundations coursework and a certificate of completion will be submitted with the Advancement to Methods application.

Confirmation of Negative TB test within the past two years

Certificate of Clearance
Education Code Section 44320(d) and Title 5 Regulations Section 80028 require an individual to obtain a Certificate of Clearance prior to beginning student teaching. The Certificate of Clearance verifies that an individual has completed the fingerprint and character and identification process and has been cleared by the Commission on Teacher Credentialing (CTC). This is required before entry to the program (prior to Foundations).

Procedures to obtain this may be found at the following link: https://www.callutheran.edu/education/credential-office/certificate-of-clearance.html

METHODS COURSEWORK

Multiple Subject Candidates:

EDTP 511 Teaching Performance Assessment Seminar I – Elementary (2 units)
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation for the edTPA will take place during this course.

Note: Small group sessions on alternating weeks will be facilitated by the faculty and guest speakers and focus on the clinical experience.

EDTP 520: Leadership and Law in the Diverse Classroom – Elementary (3 units)
Designed to integrate theory into practice in the diverse classroom. Candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in
the California classroom. Candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group. Concurrent with enrollment in (Elementary) Methods.

**EDTP 521: Literacy and Language in Diverse Classrooms – Elementary (3 units)**
Theory-based methods of instruction in reading and language arts in today’s culturally diverse elementary classrooms.

**EDTP 522: Teaching I: Planning and Methods for Content Standards – Elementary (3)**
This course is a study of the content standards, learning goals and lesson planning strategies for mathematics and science education at the elementary school level. This course will provide an introduction to concept development, assessment and the meaningful application of mathematics and science learning in elementary classroom. Additional focus will be on the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California’s student populations.

**EDTP 523: Introduction to Clinical Fieldwork (3 units)**
Placement is made in an elementary school classroom with a diverse student population. Under the supervision of a classroom teacher, the candidate works with individuals, small groups and the entire class.

**Single Subject Candidates:**

**EDTP 513: Teaching Performance Assessment Seminar I – Secondary (2 units)**
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation for the edTPA will take place during this course.

**Note:** Small group sessions on alternating weeks will be facilitated by the faculty and guest speakers and focus on the clinical experience.

**EDTP 530: Leadership and Law in the Diverse Classroom – Secondary (3 units)**
Candidates study the theories of leadership, educational law, classroom management, and discipline strategies required for an initial experience in the California classroom. Candidates are concurrently placed in a classroom with a diverse student population to observe, develop and implement teaching and classroom management strategies necessary to address this student group.

**EDTP 531: Teaching I: Planning and Methods for Content Standards – Secondary (3 units)**
This course is a study of the content standards and lesson planning strategies for all single subject content areas. This course will provide an introduction to concept development, assessment, and the meaningful application of content area learning in single subject classrooms. Good pedagogical practice regardless of subject area is the primary focus. Additional focus will be the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California’s student population.

**EDTP 532: Literacy and Language in Diverse Classrooms – Secondary (3 units)**
This course will address methods of teaching reading in the content areas and development of English language literacy, assessment, technology, content standards, and common core standards as they impact student achievement.
EDTP 533: Introduction to Clinical Fieldwork – Secondary (3 units)
Placement is made in a middle school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in an appropriate single subject content area, RTI and English Language Development. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

Placements and Program Options

The Department of Learning & Teaching offers three fieldwork options for both multiple and single subject candidates.

1. **Fall Semester Start: Two Models**
   1. The Professional Development School model is offered for all those who wish to enter in the Fall semester. This program is a full-time, daytime program requiring the candidate to participate fully in the TK-12 environment that they are assigned to.

   2. The STRIVE model is a traditional full-time, daytime program available to candidates who may require a different model to meet their credential requirements.

2. **Spring Semester Start:**
   1. The Oxnard Center Hybrid Program is offered for all those who wish to enter the Methods block in the Spring Semester. This program is designed to be more flexible for candidates who cannot commit to a full-time daytime program. The Oxnard Center program provides this flexibility through a combination of 60/40 online hybrid courses and fieldwork at various schools in western Ventura County.

**Professional Development School Program (Fall Semester Entry)**

All candidates who enter the methods block of the program in the Fall semester who select the PDS model will take part in a cohort at a Professional Development School (PDS). California Lutheran University has PDS contractual relationships with several schools throughout Ventura County.

Professional Development Schools (PDSs) are innovative partnerships between TK-12 schools and university teacher credentialing programs. PDSs are similar to the relationships between teaching hospitals and medical schools. Both professions require a great deal of academic theory accompanied by clinical fieldwork. The teaching hospital model provides medical students with specific and detailed field work giving them an opportunity to practice theory in a realistic environment. Similarly, in a PDS, candidates work for one or two semesters alongside a veteran cooperating teacher, giving them the same opportunity to connect theory to practice.
The goal of this initiative is to improve and promote high quality learning experiences through the collaborative efforts of school and university faculty. The overall objective of the partnership has four components which include:

- The preparation of new teachers
- Continued professional development for both TK-12 and university faculty
- Inquiry and collaboration directed at the improvement of teaching practices
- Improved TK-12 student achievement

Collaboration is essential in a PDS partnership. Rather than working in isolation, teachers and faculty from both institutions become a team and work together to reach their common goals. CLU candidates and professors will benefit by having a designated school site readily available for observation, participation in activities, and hands-on learning. Teachers from our partner schools become partners with CLU professors and work together to provide opportunities to demonstrate and share a variety of techniques, practical procedures and philosophies. These partnerships ultimately will benefit each candidate by providing high quality learning experiences rooted in research-based teaching methodology.

CLU has chosen these partners with great care and meets a variety of criteria. These criteria include guidelines provided by the Commission (CTC) and California Lutheran Department of Learning & Teaching.

**Multiple Subject PDS Program**

The PDS program for multiple subject candidates is a one year program beginning in the Fall and ending in the Spring. Candidates will spend both semesters at the same PDS school site. During this time, the candidate will follow the schedule of the school (not the university). Candidates are expected to become fully engaged in the culture of the school and shadow their cooperating teachers.

In this program, candidates begin on the first day of the TK-12 school calendar and remain in their placements until the final day of school (typically in early June). This model gives multiple subject candidates the opportunity to experience a full year in a real educational setting. Having an opportunity for this type of placement allows candidates to:

- Experience the classroom set up process
- Experience the first day of school
- Experience evening events such as back to school night, open house and other special events that may take place at the school
- Make continual connections between theory and practice because coursework and fieldwork are concurrent
- Be active participants at staff meetings, grade level meetings, parent conferences and IEP sessions
- Be an active participant in RTI programs, ELD programs, interventions and enrichments
- Observe a full year of progress in the children they are working with.

**PDS Placement and Schedule Description for Multiple Subject Candidates**

Candidates will be assigned to two cooperating teachers at the PDS site. Candidates will receive a schedule to work with both grade levels during the course of the one-year program.

*In school districts that are TK-5 only, 3rd grade may be counted as either a primary or upper elementary provided there is at least a two year difference between placements.*
Fall Semester - Methods

- During the Fall semester the candidate will spend five half days (morning and afternoon schedules vary each semester) in their placement with their cooperating teachers.
- Monday – Thursday candidates will take methods courses during the other part of the half day. All courses are taught on the PDS site.
- A university supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University supervisor and cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of 18 points on their final evaluations from both their university supervisor and cooperating teacher in order to advance to the full-time clinical practice block.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to advance to the full-time clinical practice block.
- Candidates will make an entry each day of the placement in a reflection journal, which will be reviewed by the university supervisor.

Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>AM Fieldwork</td>
<td>AM Fieldwork</td>
<td>9am-11:50am EDTP 520</td>
<td>9am-11:50am EDTP 521</td>
<td>AM Fieldwork</td>
</tr>
<tr>
<td>1:00-3:50</td>
<td>1:00 -3:50</td>
<td>PM Fieldwork</td>
<td>PM Fieldwork</td>
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<tr>
<td>EDTP 522</td>
<td>EDTP 511</td>
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Spring Semester - Clinical

- During the Spring semester the candidate will spend five full days in their placement with their cooperating teachers.
- Candidates will take one advanced methods course and one weekly seminar course during this semester. All courses are taught on the PDS site.
- A university supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University supervisor and cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of 21 points on their final evaluations from both their university supervisor and cooperating teacher in order to complete the program.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to be considered for credential recommendation.
- Candidates will make an entry each day of the placement in a reflection journal, which will be reviewed by the university supervisor.

Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>5:00-7:50</td>
<td>EDTP 512</td>
<td>EDTP 525</td>
<td></td>
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</tbody>
</table>
**Single Subject PDS Program**

The PDS program for single subject candidates is a one year program beginning in the Fall and ending in the Spring. Candidates will spend the Fall semester in a cohort at either a PDS middle school or High School site. During this time, the candidate will follow the schedule of the school (not the university). Candidates are expected to become fully engaged in the culture of the school and shadow their cooperating teachers. In this program, candidates begin on the first day of the school calendar and remain in their placements until the final day of school in December. The candidates may then be re-assigned to either a middle school or high school placement which will begin in January and typically end in early June.

This model gives candidates the opportunity to experience a full year in two secondary educational settings. Having an opportunity for this type of placement allows candidates to:

- Experience the classroom set up process
- Experience the first day of school at a middle school
- Experience evening events such as back to school night, open house and other special events that may take place at the school
- Make continual connections between theory and practice because coursework and fieldwork are concurrent
- Be active participants at staff meetings, grade level meetings, parent conferences and IEP sessions
- Be an active participant in RTI programs, ELD programs, interventions and enrichments

**PDS Placement and Schedule Description for Single Subject Candidates**

Candidates will be assigned to two cooperating teachers during the two semesters - one subject area placement at the middle school PDS and one subject area placement at a high school partner school.* This program has been designed to provide the best benefits of a PDS program combined with clinical fieldwork at two different schools. Candidates will receive a schedule to work with both grade levels during the course of the one-year program.

*In certain credential areas where subject matter is restricted to introductory level (ex: Foundational Science), both placements may be at a middle school*

**Fall Semester - Methods**

- During the Fall semester the candidate will spend five half days (first four periods of the day) in their placement with their cooperating teachers.
- Monday – Thursday candidates will take methods courses during the afternoons. All courses are taught on the PDS site.
- A university supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University supervisor and cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of **18 points** on their final evaluations from both their university supervisor and cooperating teacher in order to advance to the full-time clinical practice block.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to advance to the full-time clinical practice block.
- Candidates will make an entry each day of the placement in a reflection journal, which will be reviewed by the university supervisor.
Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>AM Fieldwork</td>
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<tr>
<td>1:00-3:50 pm</td>
<td>1:00-3:50 pm</td>
<td>1:00-3:50 pm</td>
<td>1:00-3:50 pm</td>
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<tr>
<td>EDTP 513</td>
<td>EDTP 530</td>
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</table>

*Please note that schedules may be different than sample based on PDS site and opportunities available

**Spring Semester - Clinical**

- During the Spring semester the candidate will spend five full days in their placement with their cooperating teachers at a high school.
- Candidates will take one advanced methods course and one weekly seminar course during this semester.
- A university supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University supervisor and cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of 21 points on their final evaluations from both their university supervisor and cooperating teacher in order to complete the program.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to be considered for credential recommendation.
- Candidates will make an entry each day of the placement in a reflection journal, which will be reviewed by the university supervisor.

Sample Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tr>
<td>School Site</td>
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<tr>
<td>Schedule All</td>
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<tr>
<td>Fieldwork</td>
<td>Day Fieldwork</td>
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<tr>
<td>4:00-6:50</td>
<td>5:00-7:50</td>
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<tr>
<td>EDTP 514</td>
<td>EDTP 535</td>
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**STRIVE Traditional Model (Fall Semester Entry)**

The STRIVE model for multiple and single subject candidates is a one year program beginning in the Fall and ending in the Spring. Candidates may spend both semesters at the same school site or may change sites for a different school experience. During this time, the candidate will follow the schedule of the school (not the university). Candidates are expected to become fully engaged in the culture of the school and shadow their cooperating teachers.

In this program, candidates begin their placements and follow the school calendar until the end of the CLU term. This model gives multiple subject candidates the opportunity to experience a full year in a real educational setting. Having an opportunity for this type of placement allows candidates to:

- Experience the classroom set up process
- Experience the first days of school
- Experience evening events such as back to school night, open house and other special events that may take place at the school
• Make continual connections between theory and practice because coursework and fieldwork are concurrent
• Be active participants at staff meetings, grade level meetings, parent conferences and IEP sessions
• Be an active participant in RTI programs, ELD programs, interventions and enrichments
• Observe a full year's worth of progress in the children they are working with.

**Fall Semester - Methods**
- During the Fall semester the candidate will spend five half days (morning and afternoon schedules vary each semester) in their placement with their cooperating teachers.
- Monday – Thursday candidates will take methods courses during the other part of the half day.
- A university supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University supervisor and cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of 18 points on their final evaluations from both their university supervisor and cooperating teacher in order to advance to the full-time clinical practice block.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to advance to the full-time clinical practice block.
- Candidates will make an entry each day of the placement in a reflection journal, which will be reviewed by the university supervisor.

**Spring Semester - Clinical**
- During the Spring semester the candidate will spend five full days in their placement with their cooperating teachers.
- Candidates will take one advanced methods course and one weekly seminar course during this semester.
- A university supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University supervisor and cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of 21 points on their final evaluations from both their university supervisor and cooperating teacher in order to complete the program.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to be considered for credential recommendation.
- Candidates will make an entry each day of the placement in a reflection journal, which will be reviewed by the university supervisor.

**Oxnard Hybrid Program (Spring Entry)**

All candidates that qualify to advance to candidacy in the Spring semester will be assigned to the 60/40 hybrid program at our Oxnard Center. This unique program is designed for those who are unable to commit to the full time program that is offered in the Fall semester.

The Oxnard program begins in Spring with all methods courses offered 60% face-to-face and 40% online. The face-to-face meetings take place in the evenings from 4:00pm-10pm two days per week. Classes will meet for eight weeks at the Oxnard campus followed by six weeks of online meetings. A final face-to-face meeting on the 15th week will take place for the culmination project.
During the Spring semester, candidates will be assigned to TK-12 partner schools in western Ventura County for their clinical fieldwork. These placements will require the same amount of hours during the semester as required in the PDS program, but scheduling can be more flexible to meet the needs of the candidate (subject to approval by the Field Placement Director or Department Chair).

Sample Schedule for Oxnard Program

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td>Possible Fieldwork as arranged during day</td>
<td>Possible Fieldwork as arranged during day</td>
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<td>Possible Fieldwork as arranged during day</td>
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<tr>
<td>4:00-6:50pm (weeks 1-8 face to face and online afterwards) EDTP 520/530</td>
<td>4:00-6:50pm (weeks 1-8 face to face and online afterwards) EDTP 522/532</td>
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<td></td>
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<tr>
<td>7:00-9:50pm (weeks 1-8 face to face and online afterwards) EDTP 521/531</td>
<td>7:00-9:50pm (weeks 1-8 face to face and online afterwards) EDTP 511/513</td>
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</tbody>
</table>

**Intern Option**

California Lutheran University has a Commission approved intern program for both single subject and multiple subject candidates. The intern program is jointly administered by California Lutheran University and the local district that is hiring the candidate. The program is designed to provide the candidates with on-the-job classroom experience while they complete course work requirements for the preliminary credential. The hiring district must enter into an intern contract agreement with the university. District must be within 40 miles of CLU main campus.

Typically candidates are offered intern options in credential areas of shortage such as languages other than English, sciences and mathematics. Transition to the Intern program extends participation in the program for two additional semesters.

Candidates who are offered an internship must make an appointment with the Chair of the Department of Learning & Teaching or the Field Placement Director to insure eligibility.

To be eligible for hiring as an intern the candidate must have:

1. Completed all initial credential requirements
2. Completed all Foundations and Methods Coursework
   a. EDTP 500, 501, 508 and EDTP 511/13, 520/30, 521/31, 522/32, 523/33
3. Be recommended by the Chair of the Department of Learning & Teaching based on previous performance in the program.

**Intern Early Completer Option (ECO):** (Multiple and Single Subject Candidates Only)

Requirements to Apply:
Intern candidates who meet the following requirements are eligible to apply for the Early Completer Option.
Individuals must satisfy all of the following requirements:

1. Bachelor’s degree or higher from a regionally-accredited college or university.

2. Basic skills requirement. (CBEST)

3. Passage of the following assessment:
      Elementary (Test code APK 051) for Multiple Subject candidates, or Secondary (Test code APK 052) for Single Subject candidates.
      (APK 051- [Link](http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT051_TestPage.html))
      (APK 052- [Link](http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT052_TestPage.html))

4. Completion of a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution, or passage of an examination in the subject given by a regionally-accredited college or university.

5. Mandated Reporter Certificate

6. Verify knowledge of the subject to be taught by one of the following two methods:
   a. Achieve a passing score on all appropriate subject matter examination(s). (CSET)
   b. For Single Subject Credential candidates, complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program.

7. Fingerprint processing by Live Scan, if not previously completed for the Commission.

8. Individuals must have an offer of employment and be accepted into the intern program described above. Applications must be submitted to the Commission through Cal Lutheran’s Graduate School of Education.

**Requirements for the Teaching Credential:**
1. Complete requirements 1 through 8, listed above.

2. Pass Teaching Performance Assessment (edTPA). Candidates must demonstrate competence of the field experience required by the Commission-approved intern program in which the candidate is enrolled. (The TPA must be completed within the academic year. No extensions are allowed.)

3. Pass the Reading Instruction Competence Assessment (RICA). RICA is a requirement for Multiple Subject Credential candidates only.

4. Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings.

5. Recommendation from Commission-approved intern program sponsor using the CTC online system.
TEACHING PERFORMANCE ASSESSMENTS
General Education

The California Teaching Commission requires all Teaching Candidates to successfully complete a Teaching Performance Assessment prior to being recommended for a teaching credential. The Graduate School of Education has adopted the edTPA. The edTPA is:

- an assessment of a candidate’s ability to demonstrate competency of the Teacher Performance Expectations.
- designed for candidates seeking the Multiple Subject Teaching Credential and for candidates seeking a Single Subject Teaching Credential in any specific subject area(s).
- a series of three tasks that candidates complete during their professional preparation program.
- embedded within CLU’s teacher preparation program and must be successfully completed as one of the requirements for earning a California preliminary teaching credential.

The edTPA includes three tasks. The three tasks:

- collectively measure the attributes of the Teaching Performance Expectations (TPEs). TPEs describe what all California beginning teachers need to know and be able to do to qualify for the Preliminary Multiple or Single Subject Teaching Credential. Each task measures aspects of a number of TPEs, and many TPEs are measured in more than one task.
- require interaction with K-12 California students. All tasks require written responses to the given prompts, and the second task requires a videotaped teaching experience.

The edTPA Handbook provides the candidate with an overview of the edTPA tasks and specific directions for each of the three tasks.

Candidates register for the edTPA assessment with Pearson Testing Systems. The following assessment fees apply to candidate submissions.

Assessment Fees:
- $300 for full assessment or full retake
- $300 for 3-task retake (Elementary Education only)
- $200 for 2-task retake
- $100 for 1-task retake

TPA Resubmission Policy

Candidates who do not successfully pass the edTPA will be assigned to meet with a TPA mentor. The mentor will review the TPA and provide support for resubmission. The candidate will be required to resubmit the new TPA on a specified due date to be determined.

Candidates who miss the original due date will be required to wait until the resubmission date. Missing the original due date will be considered not passing the TPA. As a result, the candidate will be assigned a TPA mentor who will provide support for submission.

Students will be permitted to re-submit the edTPA task/tasks two additional times. If, after a total of three submissions the candidate does not earn a passing score, he/she will be exited from the program.
Requirements for Advancement to Full-time Clinical Fieldwork
(COMPLETION OF METHODS – All Models)

During the Methods Fieldwork placement, the cooperating teacher will be required to provide each candidate with a Midterm Evaluation. The purpose of the Midterm Evaluation is to provide a picture of performance and to establish specific goals for the remainder of the semester. A Final Evaluation will be completed by both the cooperating teacher and the university supervisor.

Passage of Methods Block includes:

- Successful completion of EDTP 520/530, 521/531, 522/532 with a grade of “B” or better.
- Successful completion of EDTP 511/513 with a grade of “P”.
- Successful completion of Introduction to Clinical Fieldwork with a score of 18 points or better on the final evaluation.
- Satisfactory evaluation of Professional Dispositions
- Take over the class as “lead teacher” for one week of the semester.

FULL-TIME CLINICAL PRACTICE BLOCK

Full-time Clinical Practice

Full-time Clinical practice for the PDS program is provided on the prior pages describing the PDS program. Multiple subject candidates remain at the same site. Single subject candidates will advance from the middle school PDS to a partner high school.

For the STRIVE program, Oxnard Hybrid Program and Single Subject PDS program, fieldwork assignments for full-time candidates are arranged by the University. Students MAY NOT arrange their own placements. Specific schools and school districts have entered contractual agreements with CLU for the purposes of providing an environment for Student Teaching placements.

It is a Department of Learning and Teaching policy to place candidates in small (2 groups -6) at these approved sites where they will be supervised and mentored by a CLU university supervisor. Candidates will be notified of their assignment during full-time candidate orientation.

Full-time fieldwork at Cal Lutheran follows a “shadowing” model. The Candidate is expected to:

- Coordinate arrival and departure with the cooperating teacher
- Actively participate in planning, assessment and all other tasks of the classroom
- Attend any grade level or department staff meetings
- Attend any whole school faculty meetings
- Attend any conferences or in-service days
- Attend any IEPs
- Attend any parent conferences
Multiple and Single Subject:

- Candidates will be assigned to a cooperating teacher five (5) days per week for the entire semester.
- A university supervisor will visit at least 8 times during the semester to observe the teaching of small group and whole class lessons while providing additional coaching and resources.
- Candidates must earn a score of 21 points on their final evaluations from both the university supervisor and cooperating teacher in order to advance to the full-time student teaching block.
- Candidates must be satisfactorily evaluated for Professional Dispositions.
- Students will make an entry each day of the placement in a reflection journal, which will be reviewed by the university supervisor.
- Take over the class for four (4) consecutive weeks

Coursework

Multiple Subject Candidates:

EDTP 512: Teaching Performance Assessment Seminar II – Elementary (1)  *Fall 2018 ONLY*
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course.

*NOTE: This course is projected to change for Spring 2019 to accommodate the transition to the edTPA assessment. Candidates will complete the full edTPA during their final clinical experience.

EDTP 525: Teaching II: Advanced Planning and Methods for Content Standards – Elementary (3)
An advanced course focusing on curriculum, long-term planning, unit development, instructional strategies, grouping strategies, adaptations and assessments for diverse students in the California elementary classroom. Attention will be given to the integration of content areas and technology through thematic teaching and incorporation of adaptations for English learners and students with special needs.

EDTP 540: Full-time Clinical Practice (9)
Semester-long full-time assignment in an elementary school classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and the candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

Single Subject Candidates:

EDTP 514: Teaching Performance Assessment Seminar II – Secondary (1 unit)  *Fall 2018 ONLY*
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course.

*NOTE: This course is projected to change for Spring 2019 to accommodate the transition to the edTPA assessment. Candidates will complete the full edTPA during their final clinical experience.*
EDTP 535: Teaching II: Advanced Planning and Methods for Content Standards – Secondary (3 units)
An advanced strategies method course designed to integrate the theories underlying the pedagogical practices in the California classroom. Candidates focus on advanced planning, unit planning, and grouping strategies in a secondary classroom. Specific attention will be made to designing adaptations and appropriate assessment practices for their specific content areas. Candidates will be concurrently placed in a public school classroom where they will design and implement varied plans and assess student performance.

EDTP 560: Full-time Clinical Practice (9 units)
Semester-long full-time assignment in a single subject secondary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement for all students incorporating both content standards and common core standards. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only).

**Program Completion**

During the full-time clinical fieldwork placement, the cooperating teacher and university supervisor will both be required to provide each candidate with a Midterm Evaluation. The purpose of the Midterm Evaluation is to provide candidates with a picture of their performance and to establish specific goals for the remainder of the semester. A Final Evaluation will be completed by both the cooperating teacher and the university supervisor.

Passage for consideration for credential requires:

- Development and implementation of lesson plans to cover a four-week take-over of instruction. (elementary candidates must take-over the full day and secondary candidates must take over a minimum of four periods per day).
- Successful completion of EDTP 525/535 with a grade of “B” or better
- Successful completion of EDTP 512/514 with a grade of “P” including submission and passing of CLUES D Assessment of Growth and Goals aligned to the conceptual framework STRIVE
- Successful completion of Student Teaching with a score of 21 points or better on the Final Evaluation
- Satisfactory evaluation of Professional Dispositions
- Successful completion of TPA3 and TPA4 with a score of “3” or better on the CalTPA **OR** successful completion of the edTPA
- An academic exit interview which is held as a group on the final day of EDTP 512/514
Final Checklist for PRELIMINARY CREDENTIAL

NOTE: These Requirements have been fulfilled along the way and may not necessarily have been done in the order listed.

- Bachelor’s or higher degree
- Basic Skills Proficiency (passage) of CBEST
- U.S. Constitution
- Mandated Reporter Certificate
- Certificate of Clearance
- Subject Matter Competence (CSET exam or subject matter waiver)
- Negative TB Test
- CPR Certification
- RICA Exam (multiple subject candidates only)
- Successful completion of all coursework in the Teacher preparation program with grades of “B” or better, including passing all fieldwork assessments and Passage of the TPA
- Academic exit (final class of EDTP 512/14)

Credential applications will be accepted after all requirements have been met. For detailed information regarding the credential application process, go to the website and follow the links to your specific program.  https://www.callutheran.edu/education/credential-office/

RICA

Multiple subject (elementary) candidates are required to take and pass the RICA exam prior to being recommended for credential. The RICA exam measures the candidates’ skill level in teaching children how to read. Single subject candidates are not required to take this exam. The RICA standards require that each multiple subject candidate in addition to the exam, demonstrate practice in the field for each of the RICA domains. The form below needs to be completed by the end of the program in order for the candidate to be recommended for credential. As you demonstrate each domain in practice in a classroom environment, your university supervisor or cooperating teacher should indicate such by initialing and dating in the corresponding column.
Section Two – Clinical Fieldwork Policies

NOTE: Fieldwork Policies apply to both Methods and Full-time Clinical as indicated below.

School Placements

California Lutheran University has contractual relationships with several schools throughout Ventura County. Schools that are partnered with CLU for the purpose of providing candidates with a clinical field experience have been chosen with great care and meet a variety of criteria. These criteria include guidelines provided by the Commission on Teacher Credentialing (CTC) and the Department of Learning and Teaching of CLU. California Lutheran University selects all of its partner schools using a variety of criteria including, but not limited to, the following:

- Schools that employ exemplary teachers and supportive school site leadership. This is determined by review of school data, APY report cards and interviews with site and district administrators.
- Schools that express an interest in working with candidates using the PDS model or the co-teaching model. This is determined by discussion with teachers and presentations at staff meetings.
- Schools that are demographically diverse and include English learners, special needs students and those who are economically disadvantaged. This is done to comply with CCTC guidelines and to provide our candidates experience in working with a variety of subpopulations. This is determined by evaluating annual demographic reports published by the CA Department of Education.

Candidates may not arrange their own placements. Candidates may not be assigned to a school where they have family members working as teachers, administrators or staff. CLU does not partner with every school within a school district. Our arrangements with individual districts may differ. Specific schools within a district may not be available for field placements each semester. Cooperating teacher availability may also vary by the semester.

Substituting During Clinical fieldwork

The intention of clinical fieldwork is to work under the direction of a cooperating teacher and a university supervisor who will serve as a guide and mentor. Our credential program fulfills CCTC requirements. Substitute teaching is only permitted when approved by a CLU Field Placement Director or Chair of the Department of Learning & Teaching. If approved, a candidate may only substitute for his/her own cooperating teacher, and substituting may be for occasional and isolated days only.

Substituting for other teachers disrupts the intention of the field placement and is not permitted. Substituting is not permitted if it will cause the candidate to miss or be tardy for any course or seminar.

Long term substituting is not permitted under any circumstances, whether it is for the candidate's cooperating teacher or another teacher. Long term substituting does not comply with CCTC fieldwork policy.

If approval has been granted to substitute, candidates must follow school district requirements for application and obtain the appropriate CCTC-issued Substitute Permit.
**Attendance**

<table>
<thead>
<tr>
<th>Methods</th>
<th>Full Time Clinical</th>
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<tbody>
<tr>
<td>Candidates in the <strong>method's semester</strong> are in the field for five half days per week. Candidates are expected to be at the school site from approximately 8:00 a.m. to 12:00 p.m. (adjusted for individual school schedules and arrival time of cooperating teacher). Candidates may have both morning and afternoon half days which will further adjust the times. Specific schedules will be provided at orientation.</td>
<td>Candidates in the <strong>full-time clinical</strong> practice semester are in the field for five days per week all day. This semester’s experience is a “shadowing” model which means the candidate is expected to keep the same hours as the cooperating teacher they are assigned to. In a shadowing model, the candidates are expected to arrive and leave with the cooperating teacher as well as participate in all after school meetings and activities. This includes staff meetings, grade level meetings, department meetings, IEP meetings, parent conferences etc. Candidates are permitted to leave the site at an appropriate time to allow them to be to afternoon and evening classes on time.</td>
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</tbody>
</table>

In the event of personal illness or extreme emergency, the cooperating teacher and university supervisor must be notified prior to the beginning of the day. The candidate must call each day they are absent prior to the beginning of the day. The principal of the school or the Field Placement Coordinator may be notified if the cooperating teacher and/or university supervisor cannot be reached. The first responsibility of the candidate is to obtain these phone numbers. The candidate must make up any absence beyond two-days.

The candidate must be punctual in attendance and reliable in carrying out assigned or assumed responsibilities. He/she must log attendance in the Cal Lutheran attendance book located at each partner school.

**Dress Code**

While working at a school site as a candidate, it is important to maintain a level of professionalism in appearance and attire. Dressing appropriately as a teacher is an important professional disposition that must be demonstrated while working in the TK-12 environment. It is also important to keep in mind that extremes in personal appearance and attire can result in a distraction to TK-12 students and hinder the learning process.

Acceptable attire for male candidates:
- Business casual or "Docker" style slacks
- Long/short sleeved, collared dress shirt or collared "Polo" style shirt
- Jacket or tie optional
- Closed-toe shoes
- Hairstyles should be businesslike and neat. Facial hair must be neatly trimmed, of reasonable length, and clean

Acceptable attire for female candidates:
- Business casual dress
- Long/short-sleeved dress shirts / blouse with dress-casual skirt / pants
• Conservative hemline (not greater than four inches above the knee)
• Make-up, jewelry, hosiery, and accessories appropriate and in moderation
• Hairstyles businesslike and neat
• Closed-toe shoes

Unacceptable attire:
• Casual clothing such as short pants, sweat suits.
• Denim clothing that is faded, ripped, too tight or too loose
• Dresses or skirts with high slits
• Blouses or dresses with plunging necklines
• Dresses with spaghetti straps or sleeveless tops or see-through materials
• Extremes in makeup usage, jewelry or other accessories
• Hats or Headgear unless a job requirement or have religious significance to the wearer
• Flip-flops, open shoes, plastic foot wear, bedroom shoes and slippers

**Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU’s dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as “deceitful” or “dishonest” will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonesty are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:
• word for word copying without using quotation marks or presenting the work as yours
• using the ideas or work of others without acknowledgement
• not citing quoted material. Students must cite sources for any information that is not either the result of original research or common knowledge
• using your work from previous writing/assignments without citation

**Classroom Involvement**

It is the responsibility of the candidate to become actively involved in the classroom. There should be no reluctance to ask the cooperating teacher to be put to work. Experience has demonstrated that candidates who become actively involved in the classroom have more successful clinical fieldwork experiences. Enthusiasm and interest in the operation of the classroom provides a clear indication of commitment to the profession.
Lesson Planning

It is the candidate's responsibility to present his/her formal lesson plan to his/her cooperating teacher and university supervisor at least two days prior to each day's lesson. Lesson plans must also be uploaded into Taskstream. The Cal Lutheran Lesson Plan Template is available for electronic download on the Student Services section of the Graduate School of Education's website.

Reflective Journal

The candidate will keep a journal of his/her experiences in the field for each day in placement. The purpose of the journal is to provide the candidate with an opportunity to respond to the activities and situations that occur during the fieldwork experience. These journals are reviewed by the university supervisor and are maintained in any format agreeable to both the university supervisor and candidate (electronic, email, spiral notebook etc.). Writing in the journal should be a catalyst for growth and focus on connections between theory and practice. The journal should not be a critique of the classroom or a chronological account of the day. Instead, it should be a recording of thoughts and feelings on specific classroom observations, teaching and other interactions. The journal may be used as a method of recording new insights gained and to ask new questions.

Evaluation

Evaluation for professional growth during clinical fieldwork:
- Is a continuous, ongoing process.
- Is a team effort in which the candidate, cooperating teacher, and university supervisor contribute in an atmosphere of open, constructive communication and reflection.
- Is directed toward self-evaluation by the candidate. The cooperating teacher and university supervisor contribute by helping the candidate become consciously aware of instructional behavior and by discussing alternatives to that behavior.
- Includes an evaluation of your professional dispositions at the midterm and end of term in collaboration with the cooperating teacher. Professional behaviors have equal weight in the overall grading process.
- Includes an evaluation of your proficiency in the 6 Teaching Performance Expectations. The cooperating teacher and university supervisor are responsible to complete a midterm and final evaluation of the candidate. Collaboration with the university supervisor is expected. The final evaluation is expected to be done as a conference with all three parties present (candidate, cooperating teacher and supervisor).

Individual Development Plan

In the final clinical experience, candidates will collaborate with their Supervisors and Cooperating Teachers to determine professional growth goals and create and Individual Development Plan for candidates to take with them into their induction planning.
**Grading**

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<tr>
<th>Methods</th>
<th>Full-time Clinical</th>
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<tbody>
<tr>
<td><em>Introduction to Clinical Practice</em>, EDTP 523-533, is a Pass/No Credit course. The grade will be based on performance in the field which includes proficiency in the 6 TPEs and demonstration of appropriate professional dispositions. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or nonprofessional behavior and absence of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family). In addition to successful completion of EDTP 523/33, You must also earn a B or better in EDTP 520/30, 521/31, 522/32, a grade of “P” in EDTP 511/13 in order to qualify to advance to full-time Clinical Practice. Methods candidates are expected to attain the level of Developing Beginning Practice by their final evaluation. A score of 18 points or higher will be required to achieve a passing grade in EDTP 523/33. Both the cooperating teacher and university supervisor must complete a final evaluation at a score of 18 or higher. If there is a disagreement between the university supervisor and the cooperating teacher, the case will be reviewed by a committee that will consist of the Department of Learning &amp; Teaching Chairperson, Field Placement Director, and a member of the faculty. This committee will make the final determination for the candidate’s grade. Options offered may include extending fieldwork, repeating certain activities or repeating the entire semester.</td>
<td><em>Clinical Practice</em>, EDTP 540/60, is a Pass/No Credit course. The grade will be based on performance in the field, which includes proficiency in the 6 TPEs and demonstration of appropriate professional dispositions. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or nonprofessional behavior and absence of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family). Candidates are expected to attain the level of Beginning Practice by their final evaluation. A score of 21 points or higher will be required to achieve a passing grade in EDTP 540/60. Both the cooperating teacher and university supervisor will complete a final evaluation at a score of 21 or higher. If there is a disagreement between the university supervisor and the cooperating teacher, the case will be reviewed by a committee that will consist of the Department of Learning &amp; Teaching Chairperson, Field Placement Director, and a member of the faculty. This committee will make the final determination for the candidate’s grade. Options offered may include extending fieldwork, repeating certain activities or repeating the entire semester.</td>
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**Removal from Clinical Practice**

Clinical Practice will be terminated by the Field Placement Director or the Chair of the Department of Learning & Teaching if it is determined that the situation in a particular placement is not in the best interest of the TK-12 students, cooperating teacher, or the candidate. Candidates who are not prepared, continually tardy, unfamiliar with subject matter, or behaving in any manner that is deemed to be unprofessional demonstrate possible grounds for removal and/or exit from the program. It is the desire of the Credential Program to create the opportunity for success during fieldwork; however, the candidate must accept responsibility for his/her own professional conduct. The professional behaviors listed on the
professional dispositions evaluation should be used as the primary guide. The TK-12 students at the site are the primary constituents and it is the policy of the Department of Learning & Teaching to insure that their safety and learning is never compromised.

**The Role of the Candidate**

Candidates operate in at least two major roles during the methods semester. First, *they* are students because *they* are acquiring professional dispositions and pedagogical skills that are generally accepted as a contribution to a teacher's success in the classroom. Second, they are co-teachers because they are planning experiences for and directing the learning activities of others.

Candidates are expected to:

1. **Adhere** to the policies and procedures of the school and district where the candidate is assigned.
2. **Recognize and Respect** and make a serious effort to implement the feedback and suggestions of the cooperating teacher and the school administration.
3. **Maintain** a neat, clean, and appropriate professional appearance. Follow district guidelines for dressing appropriately.
4. **Locate** their own reliable source of transportation to and from their assigned school and arrive on time.
5. **Conduct** themselves in a professional manner at all times. Candidates will keep confidences and respect the rights of others at all times.
6. **Maintain** a positive attitude and develop a positive learning environment for the students within the classroom and school setting.
7. **Follow** the calendar of the assigned school and comply with all school system and building regulations. This includes before and after school hours.
8. **Develop** detailed lesson plans approved by the cooperating teacher and reviewed regularly by the university supervisor.
9. **Bring** to the teaching experience competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.
10. **Take** initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Recognize that the cooperating teacher is the final authority in the classroom.

**Full-time Clinical**

11. **Co-Teach** actively for the entire semester
12. **Attend** and participate in all school site activities including meetings
13. **Be responsible**, courteous, and dependable.
14. **Work** with the cooperating teacher and university supervisor as a team in setting expectations and goals utilizing the "Timeline for Clinical Practice Responsibilities".
Role of the Cooperating Teacher

The cooperating teacher can be a powerful force in encouraging self-evaluation and reflection by the candidate. Cooperating teachers are specifically encouraged to:

1. **Provide ongoing evaluation of the candidate’s performance.**
   a. Clearly define the management and instructional requirements and expectations of the candidate.
   b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
   c. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
   d. Offer and/or demonstrate specific alternatives or additional suggestions for the candidate to implement.

2. **Communicate the value of continuous self-evaluation.**
   a. Set an example by analyzing one’s own instruction in relation to the elements of effective teaching.
   b. Show willingness to accept comments or suggestions about one’s performance from building administrator and/or district supervisor.
   c. Acquaint the candidate with district teacher evaluation procedures.

3. **Clinical Practice**
   a. Through the co-teaching model, develop and implement lessons and assessment collaboratively.
   b. Permit the candidate to plan and implement lessons for observation by university supervisor.
   c. Permit the candidate to plan and takeover class for four-week period during the semester.

The Co-Teaching Model

In the past it was common for a candidate to observe their cooperating teacher and then replicate what they did the next period or the next day. Though observing how a cooperating teacher implements lessons and manages a classroom is a key component of the field experience, this should not be all that takes place over the course of the placement. There is significant research to support the co-teaching model and CLU prefers this method be used for all clinical fieldwork. Cooperating teachers will receive detailed information on this model each semester in the cooperating teacher orientation workshop.

The idea behind co-teaching is a shift from this traditional style of fieldwork to one where the cooperating teacher and candidate work collaboratively throughout the entire placement. It is expected that candidates be proactive in working with TK-12 students right from the beginning of the placement which requires immediate collaboration for both candidate and cooperating teacher.

In the co-teaching model, the candidate and cooperating teacher plan together and both have a role in the lessons that are taught. In the beginning of the placement it is only natural for the cooperating teacher to take the lead. As time goes on, the candidate should begin to take on more responsibility, but the cooperating teacher’s expertise is never absent from the process and they should always have a role. This transition will be different for every candidate based on their abilities and confidence levels.
In what was customarily called the candidate’s “take-over,” the cooperating teacher typically took on a passive role or no role in the delivery of instruction. In the co-teaching model, the candidate will take the lead during their take-over period, but will continue to plan in collaboration with the cooperating teacher who will also continue to have an active role in implementation of instruction.

**Role of the University Supervisor**

A university supervisor is an additional provider of mentorship and support during the candidates clinical practice placements in the field. The university supervisor will assist with reflective practice and provide evaluations of performance and professional dispositions.

The university supervisor will visit the candidate’s classroom at least eight (8) times during the semester. Six of these visits are formal observations of teaching. The cooperating teacher may choose to visit with the university supervisor at that time. The main purpose for the visit is to observe the candidate and to consult with the cooperating teacher.

The university supervisor is responsible for observing the candidate in the classroom, conferencing with the candidate, helping the candidate reflect and establish goals for improvement, and for evaluating clinical fieldwork performance. The length of each visit will vary depending upon the needs of the candidate. The university supervisor will complete observation forms each semester which provide feedback to the candidate on their performance.
Section 3: Introduction to Clinical Practice

Course Descriptions

EDTP 523 - Introduction to Clinical Practice - Elementary
Placement is made in an elementary school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in all elementary subject areas. Development and implementation of strategies and adaptations to meet the needs of all populations. Supervision will be provided a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

Five half days of fieldwork per week are concurrent with enrollment in EDTP 511-520-521-522 (see individual course syllabi for these courses).

EDTP 533 - Introduction to Clinical Practice - Secondary
Placement is made in a middle school classroom with a diverse student population. Observation, development and implementation of classroom management and teaching strategies that foster academic achievement in an appropriate single subject content area, RTI and English Language Development. Development and implementation of strategies and adaptations to meet the needs of all sub-populations. Supervision will be provided by a cooperating teacher and a university field supervisor while working with individuals, small groups, and the entire class. (Graded P/NC Only).

Five half days per week of fieldwork concurrent with enrollment in EDTP 513, 530, 531, and 532- (see individual syllabi for these courses).

Prerequisite(s): Passage of all requirements outlined in Section 1 of Program Handbook for Advancement to Candidacy

Learning Outcomes and Objectives

To become familiar with the role of teacher as:
  - a leader of a community of learners
  - a member of a school community
  - a member of the teaching profession

Candidates will demonstrate the ability to perform the following objectives in their clinical fieldwork assignments in conjunction with the STRIVE statement, and Teaching Performance Expectations (TPEs).

All references to the California TPEs are at the introductory level. The introductory semester of clinical fieldwork provides the candidate an opportunity to develop and implement assignments from the methods classes listed above.
Candidate Takeover

Candidates are required to take over as “lead teacher” for one week during the semester. This week is planned in collaboration with the partner schools and course meetings are not held during this week. In the co-teaching model, this simply means that the candidate is responsible for the planning and primary delivery of instruction. The cooperating teacher still has a major role during this time and is included in all phases of planning and co-teaching. The school’s curriculum plan must be adhered to unless there is approval from the cooperating teacher to deviate from the school’s materials. Elementary candidates are expected to take-over for 5 half days and single subject candidates are required take-over for 2 periods for five days. The goals of the take-over are:

- An opportunity for one-week to devote all time to clinical fieldwork to experience the full day all day.
- An opportunity to practice your skills for long-term lesson planning
- An opportunity to experience a full week in preparation for your full-time clinical practice semester.
- An opportunity to take the lead in planning with your cooperating teacher.
- An opportunity to be on campus after school for other activities such as, staff meetings, grade level meetings, preparation with cooperating teacher and lesson planning
Section Four: Full-time Clinical Practice

Course Descriptions

EDTP/ 540 Clinical Practice – Elementary (9 units)
Semester-long full-time assignment in an elementary school classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement in all content areas for all students. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and the candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only). Placement includes a four-week take-over of instruction.

Concurrent with enrollment in EDTP 525 Teaching II: Advanced Planning and Methods for Content Standards – Elementary and EDTP 512: TPA Seminar II Elementary.

EDTP 560 Clinical Practice – Secondary (9 units)
Semester-long full-time assignment in a single subject secondary classroom with a diverse student population. Development and implementation of classroom management and teaching strategies that foster academic achievement for all students incorporating both content standards and common core standards. Development and implementation of lesson adaptations and assessment of student learning. Supervision by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. This course follows a shadow model (apprentice) and candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC Only). Placement includes a four-week take-over of instruction.

Concurrent with enrollment is EDTP 535 Teaching II: Subject Specific Pedagogical Skills – Secondary and EDTP 514: TPA Seminar II Secondary

Prerequisites:
For multiple subject (elementary) students, with a grade of “B” or better in:
EDTP 520 Leadership and Law in Diverse Classrooms – Elementary;
EDTP 521 Literacy and Language in Diverse Classrooms – Elementary;
EDTP 522 Teaching I: Planning and Methods for Content Areas – Elementary;
EDTP 523 Introduction to Clinical practice (grade of “Pass”), and
Passage of EDTP 511

For single subject (secondary) students, with a grade of “B” or better in:
EDTP 530 Leadership and Law in Diverse Classrooms – Secondary;
EDTP 531 Teaching I: Instructional Planning for Content Standards – Secondary;
EDTP 532 Literacy and Language in Diverse Classrooms – Secondary;
EDTP 533 Introduction to Clinical practice (grade of “Pass”), and
Passage of EDTP 513
Learning Outcomes and Objectives

To become familiar with the role of teacher as
- a leader of a community of learners
- a member of a school community
- a member of the teaching profession

Candidates will demonstrate the ability to perform the following objectives in their clinical practice assignments in conjunction with the STRIVE statement, and Teaching Performance Expectations (TPEs).

All references to the California TPEs are at the “beginning teacher” level. The full-time clinical fieldwork semester provides the candidate an opportunity to develop and implement lesson plans, unit plans and to co-teach with their cooperating teacher.

Candidate Take-Over

Candidates are required to take over as “teacher” for a minimum of four weeks during the semester. In the co-teaching model, this simply means that the candidate is responsible for the planning and primary delivery of instruction. The cooperating teacher still has a major role during this time and is included in all phases of planning and co-teaching. The school’s curriculum plan must be adhered to unless there is approval from the cooperating teacher to deviate from the school’s materials.

The take-over process is gradual and candidates should be fully prepared for each subject or period by the time they are planning and implementing the full day’s curricula. By the third week of placement, candidates should have a plan in place for gradual takeover with their cooperating teachers and supervisors. The “Timeline for responsibilities during clinical practice” form should be completed before the beginning of the fourth week of the semester and used as a tool to develop this plan.
# Problem Resolving Protocol

## Candidate – Cooperating Teacher

<table>
<thead>
<tr>
<th>Step 1</th>
<th>An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.</th>
</tr>
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</table>
| Step 2 | **Cooperating Teacher** – Should contact the university supervisor, the Field Placement Director (STRIVE) or the PDS Director to express their concerns regarding the candidate.  
**Candidate** – Should contact their supervisor, the Field Placement Director (STRIVE) or the PDS Director to express their concerns regarding the cooperating teacher. |
| Step 3 | If the issue cannot be resolved at Step 2 then:  
**PDS:** The Site PDS Coordinator and the CLU PDS Director will meet to discuss the conflict  
**Partner School:** Supervisor will meet with the Field Placement Director to discuss the conflict and develop a plan of action |
| Step 4 | Appropriate meetings will take place with stakeholders to implement an action plan for resolution |

## Candidate – University Supervisor

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| Step 2 | **University Supervisor**  
**PDS:** Should contact the CLU PDS Director to express their concerns regarding the candidate.  
**Partner School:** Should contact the CLU Field Placement Director regarding candidate  
**Candidate** –  
**PDS:** Should contact the CLU PDS Director to express their concerns regarding the university supervisor.  
**Partner School:** Should contact the Field Placement Director to express their concerns regarding the university supervisor. |
| Step 3 | PDS Director or Field Placement Director will meet to discuss the issues and develop a plan of action. |
| Step 4 | Appropriate meetings will take place with stakeholders to implement an action plan for resolution |

## University Supervisor - Cooperating Teacher

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| Step 2 | **Cooperating Teacher** –  
**PDS:** Should contact the Site PDS Coordinator to express their concerns regarding the university supervisor.  
**Partner School:** Should contact the Field Placement Director regarding the university supervisor.  
**University Supervisor** –  
**PDS:** Should contact the CLU PDS Director to express their concerns regarding the cooperating teacher.  
**Partner School:** Should Contact the Field Placement Director to express their concerns regarding the cooperating teacher. |
| Step 3 | PDS Director or Field Placement Director will meet to discuss the issues and develop a plan of action. |
| Step 4 | Appropriate meetings will take place with stakeholders to implement an action plan for resolution |