

# California Lutheran University

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**Graduate School of Education**  
Department of Learning and Teaching

## Program Handbook for General Education Credentials

### **Graduate School of Education Vision and Mission**

**Vision:** Guided by social justice and advocacy, we will reimagine education to disrupt inequities and to meet the future needs of students and communities

**Mission:** Our mission is to prepare administrator, counselor, and teacher leaders who advocate for educational equity and access, grounded in scholarship that advances innovation and addresses community-based needs in P-20 schools.

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## PURPOSE OF THE HANDBOOK

### Purpose

The Graduate School of Education at California Lutheran University offers a variety of credential programs designed to prepare candidates to teach in California Public Schools. All programs at California Lutheran University have been approved by the California Commission on Teacher Credentialing.

This handbook is designed to provide an overview of the General Education Credential Programs and details related to coursework and credential completion. This handbook has been approved by the Department of Learning and Teaching faculty.

### Key Terms

<b>CTC</b>	Commission on Teacher Credentialing
<b>CSET</b>	California Subject Examinations for Teachers
<b>CBEST</b>	California Basic Educational Skills Test
<b>edTPA</b>	Educator Teacher Performance Assessment
<b>TPE</b>	Teaching Performance Expectations
<b>TPA</b>	Teaching Performance Assessment
<b>RICA</b>	Reading Instruction Competence Assessment
<b>ELA</b>	English Learner Authorization
<b>ELD</b>	English Language Development
<b>UDL</b>	Universal Design for Learning
<b>SEL</b>	Social Emotional Learning
<b>CRT</b>	Culturally Responsive Teaching
<b>MTSS</b>	Multi-tiered Systems of Support

## PROGRAM DESCRIPTION

Within the General Education Programs, two credential programs are offered: Multiple Subject and Single Subject.

### SB 2042 Preliminary Credential

Upon successful completion of all program requirements, the university will recommend a candidate to the Commission on Teacher Credentialing for a SB 2042 Preliminary Teaching Credential. This credential is valid for five years.

### Multiple Subject Teaching Credential

The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as the classrooms in most elementary schools, in grades preschool, K–12,

or classes organized primarily for adults. In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team-teaching setting.

*Teaching English Learners*

The Multiple Subject Preliminary Teacher Preparation Program includes content for teaching English Learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English. Teacher Candidates will be permitted to provide instruction to English Learners within the subject area and grade level authorization of their Multiple Subject Teaching Credential.

**Single Subject Credential**

The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes, such as those in most middle schools and high schools, in grades preschool, K–12, or classes organized primarily for adults.

*Teaching English Learners*

The Single Subject Preliminary Teacher Preparation Program includes content for teaching English Learners that authorizes the credential holder to provide instruction for English language development and specially designed academic instruction in English. Teacher Candidates will be permitted to provide instruction to English Learners within the subject area and grade level authorization of their Single Subject Teaching Credential.

The statutory subjects available for Single Subject Teaching Credentials through preparation at Cal Lutheran are as follows:

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Art	<b>Science:</b> Biological Sciences
English	<b>Science:</b> Chemistry
Foundational-Level General Science	<b>Science:</b> Geosciences
Foundational-Level Mathematics	<b>Science:</b> Physics
Health Science	
Mathematics	
Music	
Physical Education	
Social Science	
World Languages- Languages other than English	

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## COURSEWORK

The credential program is completed in three phases: Foundations, Methods, and Full-Time.

### Foundations Coursework

Because Foundations coursework is considered a pre-requisite, all EDLT courses must be completed before advancing to Methods. Please select from the following options:

- **Option 1:** EDLT 500 and EDLT 501 taken concurrently, followed by 502 and 503 concurrently, or
- **Option 2:** all four (4) courses are taken as a block.

#### ***EDLT 500 Foundations of Education (3 units)***

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 examine personal viewpoints and insights through the lens of Culturally Responsive Teaching and identify barriers to learning on a cultural level. 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 documented fieldwork is required.**

#### ***EDLT 501 Theories of Teaching, Learning, and Development (3 units)***

This course examines the instructional design process. Students will examine educational theories related to the teaching and learning process and apply this theoretical knowledge to their lesson plans. Students will explore state content standards and learn how to design learning objectives and assessments that align. Student lesson plans will indicate proficiency in selecting and utilizing appropriate scaffolding and differentiation strategies and reflect elements of culturally responsive instruction. **10 hours of documented fieldwork is required.**

#### ***EDLT 502 Teaching English Learners and Diverse Populations (3 units)***

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 school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. **10 hours of documented fieldwork is required.**

#### ***EDLT 503 Teaching Exceptional Learners in Inclusive Environments (3 units)***

This course explores the characteristics of typical and atypical child and adolescent development. Candidates will examine methods used to assist K-12 students in accessing content such as technology, including assistive technology; UDL; and accommodations and/or modifications to assessments and instruction. The course will dive into the definitions of exceptionalities, the history

of special education services to individuals in the U.S., and family partnerships. **10 hours of documented fieldwork is required.**

### **Methods Coursework**

**Multiple Subject Candidates will complete the following courses:**

***EDTP 511 Assessment in the Diverse Classroom – Multiple Subject (2 units)***

EDTP 511 is an introductory assessment course for Teacher Candidates. Topics include principles of assessments as well as classroom assessment instruments and methods. This course is designed to assist Teacher Candidates in designing assessments and analyzing student data for instructional decision-making.

***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.

***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 units)***

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 Candidates works with individuals, small groups and the entire class. (Graded P/NC)

**Single Subject Candidates will complete the following courses:**

***EDTP 513: Assessment in the Diverse Classroom – Single Subject (2 units)***

EDTP 513 is an introductory assessment course for Teacher Candidates. Topics include principles of assessments as well as classroom assessment instruments and methods. This course is designed to

assist Teacher Candidates in designing assessments and analyzing student data for instructional decision-making.

***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 or high 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)

### **Full-Time Coursework**

**Multiple Subject Candidates will complete the following courses:**

***EDTP 512: Pedagogy Capstone – Multiple Subject (1 unit)***

This course provides an in depth look at the Teaching Performance Expectations (TPEs) and the pedagogy of effective teaching. The teaching performance assessment (TPA) is designed to give Candidates the opportunity to develop a portfolio to demonstrate their teaching knowledge, skills, and abilities during their teacher preparation program. Preparation, submission, and assessment of the Teaching Performance Assessment will take place (Graded P/NC).



***EDTP 525: Teaching II: Advanced Planning and Methods for Content Standards – Elementary (3 units)***

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 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 Candidates is expected to follow the hours of the school site and the Cooperating Teacher. (Graded P/NC).

**Single Subject Candidates will complete the following courses:**

***EDTP 514: Pedagogy Capstone – Single Subject (1 unit)***

This course provides an in depth look at the Teaching Performance Expectations (TPEs) and the pedagogy of effective teaching. The teaching performance assessment (TPA) is designed to give Candidates the opportunity to develop a portfolio to demonstrate their teaching knowledge, skills and abilities during their teacher preparation program. Preparation, submission, and assessment of the Teaching Performance Assessment will take place (Graded P/NC)

***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 Candidates is expected to follow the hours of the school site and the Cooperating Teacher. (Graded P/NC).

## **FIELDWORK REQUIREMENTS**

The Department of Learning & Teaching offers fieldwork options for both Multiple and Single Subject Candidates. During Foundations coursework, you will have an opportunity to select the placement model that works best for you.

### **Placements Model Options**

California Lutheran University has contractual relationships with several schools throughout Ventura County and Northwest Los Angeles County. Schools that are partnered with Cal Lutheran 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 at Cal Lutheran.

To ensure alignment with the Commission on Teacher Credentialing (CTC) and other program requirements, field placements *can only* be arranged by the Field Placement Director. As well, candidates will not be assigned to a school where a family member is employed as a teacher, administrator, or staff member. Moreover, Cal Lutheran does not partner with every school within a school district. Our arrangements with individual districts may vary. Specific schools within a district may not be available for field placements each semester. Cooperating Teacher availability may also vary by the semester.

### **Fall Semester Start**

For candidates who wish to begin the Methods portion of the credential program during the fall semester, two placement options are available: Professional Development Schools-Residency (PDS) and Community Collaborative Schools (CCS).

### ***Professional Development Schools-Residency (PDS)***

Candidates attend classes and complete fieldwork at a specific school site. This program is considered a full-time daytime program and requires candidates to participate fully in the TK-12 environment at their assigned location. Candidates selecting this model are expected to attend an orientation and follow the school district calendar.

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.

*For additional information about the PDS model, please see Appendix A.*

### **Community Collaborative Schools (CCS)**

Candidates attend classes at the Thousand Oaks or Oxnard Center campus and complete fieldwork requirements at their assigned school site. This model offers a wide range of placement settings for fieldwork. Classes are held between 4:00 pm and 9:50 pm.

Candidates selecting this model are expected to attend an orientation and follow the university calendar.

*For additional information about this model, please see Appendix B.*

### **Spring Semester Start**

The Oxnard Center Hybrid Program is designed for candidates who wish to begin the Methods portion of the credential program during the spring semester,

Courses are offered at our Oxnard Center from 4:00 pm – 9:50 pm, two (2) nights per week, and include a combination of online and face-to-face delivery methods. Additionally, fieldwork requirements are completed at an assigned school site. A variety of fieldwork placement options are available.

### **Lesson Planning**

Because lesson plans are an integral element of fieldwork, candidates will follow these guidelines:

- Candidates will provide a formal lesson plan to their Cooperating Teacher and University Supervisor at least two (2) days prior to each observed lesson.
- Six (6) lesson plans will be uploaded into Taskstream for Supervisor review.

The Cal Lutheran Lesson Plan Template is located at the **Resources for Students** section of the Graduate School of Education's website: <https://www.callutheran.edu/education/resources/>.

### **Reflective Journal**

As part of professional practice, a field experience journal will be used to record reflections from the field. The purpose of the journal is to provide the candidates with an opportunity to respond to the activities 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 Candidates (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 is not a critique of the classroom or a chronological account of the day. Instead, it is a recording of thoughts and feelings on specific classroom observations, teaching, and other interactions. The journal may be used for inquiry and reflection.

### **Candidate Take-Over**

Candidates are required to take over as “teacher” for a minimum of four (4) weeks during the semester. The take-over can take place over an uninterrupted four-week period, or in increments of two weeks. The Teacher Performance Assessment (TPA) can be completed during the take-over period. 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 a gradual takeover. To ensure clear communication, this plan should be developed in conjunction with their Cooperating Teachers and University Supervisors.

In the co-teaching model, the take-over time simply means that the Candidates 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.

### **Evaluation**

Evaluation for professional growth during clinical fieldwork is a continuous, ongoing process. Through a team effort, the candidates, Cooperating Teacher, and University Supervisor collaborate and contribute to an atmosphere of open and constructive communication and reflection.

To promote candidates’ self-evaluation, the Cooperating Teacher and University Supervisor support self-reflection and growth of instructional behavior. Detailed triad discussions include:

- An evaluation of professional dispositions at the midterm and end of term. Professional behaviors have equal weight in the overall grading process.
- During clinical experience, candidates will be evaluated based on their proficiency in the six (6) Teaching Performance Expectations (TPEs). The Cooperating Teacher and University Supervisor will complete a midterm and final evaluation of the candidates. Collaboration with the University Supervisor is expected. The final evaluation is expected to be done as a conference with all three parties present (candidates, Cooperating Teacher, and Supervisor).

Evaluation forms for Methods and Full-time Candidates are located at the **Resources for Students** section of the Graduate School of Education's website:

<https://www.callutheran.edu/education/resources/faculty.html#learningandteaching>

### **Individual Development Plan**

During the final clinical experience, candidates will collaborate with their Supervisors and Cooperating Teachers to determine professional growth goals and create an Individual Development Plan (IDP) for candidates to take with them into their induction planning.

The IDP form is located at the **Resources for Students** section of the Graduate School of Education's website:

### **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 CTC requirements. Substitute teaching is only permitted when approved by a Cal Lutheran Field Placement Director, PDS Director, or Chair of the Department of Learning & Teaching. If approved, a candidates 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 candidates 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 CTC fieldwork policy.

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

### **Teaching Performance Assessment (TPA)**

The California Commission on Teacher Credentialing 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 Teaching 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 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 to be recommended for a California preliminary teaching credential.

The edTPA includes three (3) tasks for Single Subject Candidates and four (4) tasks for Multiple Subject Candidates. These 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 the 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 candidates with an overview of the edTPA tasks and specific directions for each of the tasks and can be found on the edTPA Blackboard page, along with other edTPA information and materials.

Candidates register for the edTPA assessment with Pearson Testing Systems. Information related to fees and payment information is located at:

edTPA website – Assessment Fees and Payment Information:

[http://www.edtpa.com/PageView.aspx?f=GEN\\_CandidatesPolicies.html](http://www.edtpa.com/PageView.aspx?f=GEN_CandidatesPolicies.html)

### **TPA Submission and Course Grade**

Candidates work on TPA submission during their Pedagogical Capstone in the Full-Time block. Candidates have a total of three (3) opportunities to pass the edTPA: the initial submission and two (2) resubmissions (see below).

Successful TPA submission is required to receive a 'P' (Pass) in Pedagogical Capstone. Candidates who do not successfully pass the TPA during their Full-Time semester will receive an 'IP' (In Progress) until the TPA is successfully passed. If the TPA is not passed within one (1) year from the end date of the Full-Time semester, the IP will convert to an 'NC' (No Credit).

### **TPA Resubmission Policy**

Candidates who do not successfully pass the edTPA will be assigned a TPA mentor who will provide support for resubmission. The mentor will review the TPA and provide support for resubmission for up to two (2) additional times. Candidates who do not achieve a passing score by the third (3<sup>rd</sup>) submission will be exited from the program.

**NOTE:** To work with a TPA mentor for resubmission, candidates must be currently enrolled in the program. If candidates have not successfully passed their TPA or have not submitted prior to the end of the semester, they will be required to enroll in a 1-unit course (EDTP 572) for the following semester. This course will allow them to receive further guidance on completing and submitting their TPA.

Pearson's appeal process can be found here:

[https://www.edtpa.com/PageView.aspx?f=HTML\\_FRAG/GENRB\\_FAQ\\_Candidates.html](https://www.edtpa.com/PageView.aspx?f=HTML_FRAG/GENRB_FAQ_Candidates.html)

## **DISPOSITIONS & GRIEVANCE POLICY**

### **Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieving academic excellence, honesty and integrity at every level of student life. Part of Cal Lutheran'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 be addressed 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

### **Professional Dispositions**

Professional dispositions are a vital element of teacher preparation. The disposition rubric outlines the professional dispositions candidates are expected to demonstrate during the foundations block of their coursework.

*For the Foundations Block Dispositions Rubric, please see Appendix C.*

### **Basic Professional Disposition Rubric**

Professional dispositions are a vital element of teacher preparation. The disposition rubric outlines the professional dispositions candidates are expected to demonstrate during the foundations block of their clinical experience.

The Basic Professional Disposition Rubric is located at the **Resources for Students** section of the Graduate School of Education's website:

<https://www.callutheran.edu/education/resources/DispositionalRating.pdf>

## **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 K-12 environment.

The Lakewood School District policy serves as a model for candidates to follow. “Teachers, volunteers, and support personnel (paraprofessionals), are expected to project a professional image that sets positive dress and grooming examples for students and shall adhere to standards of dress and appearance that are compatible with an effective learning environment.” (Lakewood School District BOE Agenda, 2020)

## STUDENT GRIEVANCE AND COMPLAINT PROCEDURES

The Student Grievance and Complaint Procedures can be found here:

<https://catalog.callutheran.edu/grad/studentgrievance/>

*For DLT's Problem-Solving Protocol, please see Appendix C.*

### CHECKLISTs FOR CREDENTIAL COMPLETION

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 specifications at any time.
- Continuous enrollment in the program is required. A student missing two consecutive semesters is considered inactive and will be 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 the 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 Candidates proficiency. Passage of the edTPA is required for credential recommendation.
- Candidates may not enroll in course work for multiple and single subject credential programs concurrently. Any Candidates 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 maintain a GPA of 3.0 or better.

#### Checklist for Advancement to Methods

- Advancement to Methods Application
- US Constitution Requirement (see description below)
- Mandated Reporter Certificate
- GPA of 3.0 or better in all coursework



- EDLT 500 (except for Bilingual Authorization)
- IES/LSED 402
- EDLT 502
- EDLT 503
- EDLT 504 (Bilingual Authorization only)
- Basic Skills Requirement (see description below)
- Subject Matter Competence (see description below)
- CTC-issued Certificate/Permit/Credential (see description below)
- TB Test (current within three years - see description below)
- Teacher Program Fee \$200 (non-refundable and subject to change)
- SCTA Membership Fee: \$30

## **Commission on Teacher Credentialing Requirements**

### ***Basic Skills Proficiency***

There are multiple routes to fulfill Basic Skills Proficiency. The Credential Analyst will discuss the options with you at your initial meeting. Please see our website for all six (6) options:

<https://www.callutheran.edu/education/credential-office/basic-skills-proficiency.html>

### ***Subject Matter Competence***

Multiple and Single Subject Candidates can fulfill this requirement through completion of a CTC-approved subject matter program in the credential subject sought by exact match degree from a regionally accredited university, formal course evaluation meeting all CTC required domains, OR by passage of all subtests of the CSET in the credential subject sought.

For all subject matter competency exams, documentation is required. Original score reports must be provided to the CLU Credential Analyst Office. If you completed a CTC subject matter approved program and are waived from the CSET exam, a signed subject matter verification form from the university issuing the waiver will be submitted to the Office of the Credential Analyst in the Graduate School of Education. If using a degree, the Credential Analyst will provide a Subject Matter Equivalency form when Advancement to Methods takes place.

CSET exams for multiple subject tests are offered year-round, depending on the subject, at designated test centers. Single subject exams are only offered on specific dates at designated test centers. Some subjects can be taken from home with an online proctor. It is recommended that you 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 Advancement to Methods process. 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 three years***

Evidence of a negative TB test within the past three years will be submitted.

### ***CTC-Issued Certificate/Permit/Credential***

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). Verification of the Certificate of Clearance must be completed before entry to the program (i.e., prior to enrolling in Foundations coursework).

Procedures for obtaining a Certificate of Clearance is available at:

<https://www.callutheran.edu/education/credential-office/certificate-of-clearance.html>

## **Final Checklist for Preliminary Credential Requirements**

*NOTE: These requirements have been fulfilled during the program and may not necessarily have been completed in the order listed.*

- Bachelor's degree or higher degree
- Basic Skills Proficiency
- U.S. Constitution
- Mandated Reporter Certificate
- Certificate of Clearance
- Subject Matter Competence
- Negative TB Test
- CPR Certification Adult/Infant/Child
- RICA Exam (Multiple Subject candidates only)
- Successful completion of all coursework in the teacher preparation program with a GPA of 3.0 or better, including passing all fieldwork assessments and passage of the TPA
- Academic exit (final class of EDTP 512/514)

Credential applications will be accepted after all requirements have been met. For detailed information regarding the credential application process, please visit the website and follow the links to your specific program:

<https://www.callutheran.edu/education/credential-office/>

### ***Reading Instruction Competence Assessment (RICA)***

Prior to being recommended for a credential, multiple subject (elementary) candidates are required to take and pass the RICA exam. The RICA exam measures the candidate's skill level in teaching children how to read. Single Subject Candidates **are not** required to take this exam. In addition to the exam, the RICA standards require all Multiple Subject Candidates to exhibit evidence of demonstrated practice through fieldwork in each RICA domain. As you demonstrate each domain in a classroom environment, your University Supervisor or Cooperating Teacher will initial and date the RICA form. <https://www.callutheran.edu/education/resources/>

## **OTHER REQUIREMENTS**

### **Intern Option**

California Lutheran University has a Commission approved intern option for both Single and Multiple Subject Candidates. California Lutheran University and the local district that is hiring the Candidates jointly administer the intern pathway. This option 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. The district must be within a reasonable distance of Cal Lutheran's main campus.

Typically, candidates are offered intern options in credential areas of shortage (e.g. sciences and mathematics). Transition to the Intern program may extend participation in the program for one additional semester.

Prior to recommendation for the intern credential, candidates must demonstrate basic skills proficiency (CBEST, ACT, AP, or SAT) and subject-matter competency (passing appropriate CSET or possession of a subject matter equivalency).

Please see the Intern Handbook for additional details:

[https://www.callutheran.edu/education/resources/4-Internship\\_Handbook-2019-2020.pdf](https://www.callutheran.edu/education/resources/4-Internship_Handbook-2019-2020.pdf)

### **Intern Early Completer Option (ECO):**

#### ***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 Proficiency requirement.
3. Passage of the following assessment:
  - The National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code APK 051) for Multiple Subject Candidates, or Secondary (Test code APK 052) for Single Subject Candidates. (APK 051- [http://www.nestest.com/TestView.aspx?f=HTML\\_FRAG/NT051\\_TestPage.html](http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT051_TestPage.html)) (APK 052- [http://www.nestest.com/TestView.aspx?f=HTML\\_FRAG/NT052\\_TestPage.html](http://www.nestest.com/TestView.aspx?f=HTML_FRAG/NT052_TestPage.html))
4. Completion of the initial Teaching Performance Assessment (TPA) task(s) provided within a Commission-approved TPA model. Task 1 of the edTPA will need to be passed on the first attempt.
5. 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.
6. Mandated Reporter Certificate
7. Subject Matter Competency requirement
8. Fingerprint processing by Live Scan, if not previously completed for the Commission.
9. Individuals must have an offer of employment and be accepted into the intern pathway described above. Applications must be submitted to the Commission through Cal Lutheran's Graduate School of Education's Credential Analyst.

*Requirements for the Teaching Credential:*

1. Complete requirements 1 through 8, listed above (excluding #3).
2. Pass Teaching Performance Assessment (edTPA). Candidates must demonstrate competency of field experience as required by the Commission-approved program in which the candidates 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 the CPR Certification Adult/Infant/Child
5. Obtain recommendation for the preliminary credential from the Credential Analyst.

### **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. This program requires a total of 36 units to complete. Consultation with a faculty advisor is required to determine which courses from the credential program may be applied to the Master's Degree.

Additionally:

1. All courses must be completed within seven (7) years of admission to the program with a **GPA of 3.0 or better**. 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 Candidates missing two (2) 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 Graduate Research for the M.Ed. program regarding the status of program completion.
4. The final three courses for the M.Ed. are taken in sequential order. 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 will meet with the Director of Graduate Research for the M.Ed. program to determine eligibility for advancement to complete the master's degree. All Candidates will complete a research project in an educational setting. If the Candidates is not presently employed in an educational setting, s/he will work with the program director to arrange a research project in an education setting.

## Appendix A

### Professional Development Schools Pathway-Residency Information (Fall Semester Entry Only)

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) which are specific schools with contractual relationships in 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 an entire academic year alongside veteran Cooperating Teachers, giving them the same opportunity to connect theory to practice.

The overall objective of the PDS partnership has four components that 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 K-12 student achievement

Collaboration is essential in a PDS partnership. Teachers from our PDSs 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 candidates by providing high quality learning experiences rooted in research-based teaching methodology.

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

#### **Multiple Subject PDS Pathway**

The PDS pathway for Multiple Subject Candidates is a one-year program beginning in August and ending in June. Candidates spend the full year at the same PDS school site typically working with two teachers at two different grade levels. During this time, the candidates 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. 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 (2) 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.

### **Single Subject PDS Pathway**

The PDS pathway for single subject candidates is a one-year program beginning in August and ending in June. CLU partners with one PDS Middle School and one PDS High School. Candidates will experience some time in both settings during the course of the academic year. 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 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

### *The Co-Teaching Model*

The PDS pathway relies heavily on the concept of co-teaching. In the past it was common for a candidate to observe her/his Cooperating Teacher and then replicate the lesson during 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, additional modeling occurs 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 (St. Cloud State University, 2020). Candidates learn about the co-teaching strategies in EDTP 520 and 530. Cooperating Teachers receive detailed information on this model each semester in the Cooperating Teacher orientation workshop.

Using the co-teaching model, the Cooperating Teacher and candidates work collaboratively throughout the entire placement. Candidates are proactively working with K-12 students at the beginning of the placement. This requires immediate collaboration for both candidates and Cooperating Teacher.

In the co-teaching model, the candidates and Cooperating Teacher plan collaboratively and both have a role in the lessons that are taught. At the beginning of the placement, the cooperating begins to take on more responsibility, but the Cooperating Teacher's expertise is never absent from the process and s/he is always included in planning conversations. Based upon ability and confidence level, the co-teaching and planning experience will vary.

During take-over periods, the candidates will assume a lead role. As well, they will continue to plan in collaboration with the Cooperating Teacher who will also continue to have an active role in implementation of instruction.

St. Cloud State University. (2020). The Academy for Co-Teaching & Collaboration. Retrieved from <https://www.stcloudstate.edu/soe/coteaching/>



## Appendix B

### Community Collaborative School Teaching Information: Equity, Quality, Options

- Student teaching placements support Multiple Subject and Single Subject General Education Teacher Candidates across multiple Ventura County and Northwest Los Angeles County school districts.
- Deaf and Hard of Hearing (DH/H) and Special Education (SpEd) placements follow this placement pathway.
- Placements offer logistical flexibility for Teacher Candidates. Because many Teacher Candidates have other responsibilities that require a more flexible schedule, this pathway supports those who care for young children, care for elderly parents, or hold part time jobs.
- This model offers the Teacher Candidates two different placements at two different school districts/schools. Many Teacher Candidates use their methods and full time/clinical instruction experiences to explore for future employment opportunities within these school districts.
- This model offers the Candidates the option to continue their placement from Methods to Full time /clinical at the same school site.
- Teacher Candidates may request placements that enable them to work directly with specific student populations. This may include English learners, dual language settings, Title I schools, learners identified as at risk, or foster and homeless youth. Additionally, some Teacher Candidates want to work with diverse Cooperating Teachers, staff members, mentors, and role models.
- Community Collaborative School placements support many elements of cultural proficiency (CampbellJones et al., 2010). Through their field experience, Candidates learn from students' varied backgrounds, cultures, and languages different from their own. The cultural proficiency “inside out” approach helps Teacher Candidates become better people and effective educators.
- Community Collaborative Schools moving toward a K-8 STEM Theme/Focus model have expressed support for Teacher Candidates placement in their schools that serve underrepresented populations. This aligns with the Cal Lutheran Hispanic Serving Institution (HSI) designation.

CampbellJones, F., CampbellJones, B. & Lindsey, R. B. (2010). *The cultural proficiency journey: Moving beyond ethical barriers toward profound school change*. Thousand Oaks, CA: Corwin.

**Appendix C**  
**Foundations Block Dispositions Rubric**

<b>Dispositional Themes</b>	<b>4 (Exceptional)</b>	<b>3 (Target)</b>	<b>2 (Needs Improvement)</b>	<b>1 (Unsatisfactory)</b>
<p><b>Diversity and Inclusivity</b></p> <p><i>Teacher Performance Expectation Addressed:</i> TPE6 – Developing as a Professional Educator</p>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Listens to and respects differing perspectives, ideas, cultures, and opinions.</li> <li>• Embraces an asset approach to working with students from culturally and linguistically diverse backgrounds and exhibits respect for students’ home community, language, and cultures.</li> <li>• Understands how different students learn and plans instruction that leverages students’ funds of knowledge.</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Listens to and respects differing perspectives, ideas, cultures, and opinions.</li> <li>• Exhibits a positive attitude toward working with students from culturally and linguistically diverse backgrounds and exhibits respect for students’ home community, language, and cultures.</li> <li>• Makes attempts to consider differences in students’ academic readiness, interests, and learning profile when planning instruction.</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Approaches human diversity through a “color-blind” or “culturally-blind” lens.</li> <li>• Is challenged by differing perspectives, cultures, and opinions.</li> <li>• Exhibits hesitance toward working with students from culturally and linguistically diverse backgrounds.</li> <li>• Focuses solely on content, rather than the academic readiness, interests, and learning profiles of students when planning instruction.</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Shows bias against certain students or categories of students.</li> <li>• Avoids those who provide ideas and perspectives that differ from their own.</li> <li>• Adopts a deficit perspective when speaking or writing about students from culturally and linguistically diverse backgrounds.</li> <li>• Uses negative stereotypes when referring to students’ home community, language, and cultures.</li> </ul>
<p><b>Critical Reflection and Professional Growth</b></p> <p><i>Teacher Performance Expectation Addressed:</i> TPE6 – Developing as a</p>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Demonstrates a commitment to the profession by engaging in systematic and continuous inquiry that identifies individual strengths and weaknesses</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Actively participates in critical self-reflection.</li> <li>• Responds to constructive criticism with a positive attitude and uses feedback to improve.</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Reflects on a superficial level, failing to identify personal weaknesses.</li> <li>• Has difficulty receiving constructive criticism and acting on the</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>• Reflects on a superficial level, failing to identify personal weaknesses and accept responsibility.</li> <li>• Reacts poorly or inappropriately when confronted with</li> </ul>

Professional Educator	<ul style="list-style-type: none"> <li>Seeks out constructive criticism with a positive attitude.</li> </ul>		<p>suggestions provided.</p>	<p>constructive criticism.</p>
<p><b>Professionalism</b></p> <p><u>Teacher Performance Expectations</u></p> <p><u>Addressed:</u></p> <p>TPE2 – Creating and Maintaining Effective Environments for Student Learning</p> <p>TPE6 – Developing as a Professional Educator</p>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>Interacts in a respectful and positive manner with colleagues, university faculty and staff.</li> <li>Arrives to class meetings promptly, prepared, and organized for class and submits assignments in a timely manner.</li> <li>Demonstrates mutual respect and creative problem-solving skills in collaborative relationships with students, parents, the CLU community and other professionals.</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>Makes an effort to communicate effectively with colleagues, university faculty and staff.</li> <li>Usually arrives to class meetings promptly prepared and organized for class and submits assignments in a timely manner.</li> <li>Demonstrates mutual respect and attempts problem solving in collaborative relationships with students, parents, the CLU community, and other professionals.</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>Struggles with effectively communicating with colleagues, university faculty, and staff. Written, oral, or non-verbal communication is inappropriate.</li> <li>Misses valuable course content due to frequent absences or late arrivals.</li> <li>Comes to class unprepared.</li> </ul>	<p>The Candidates:</p> <ul style="list-style-type: none"> <li>The Candidates frequently engages in dialogue, via email or in person, that can be considered disrespectful, negative, or offensive.</li> <li>Consistently comes to class late or unprepared and/or consistently submits assignments late.</li> </ul>

## Appendix D

### Problem Resolving Protocol

#### Candidates – Cooperating Teacher

Step 1	An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.
Step 2	<b>Cooperating Teacher</b> – Should contact the University Supervisor, the Field Placement Director or the PDS Director to express their concerns regarding the Candidates. <b>Candidates</b> – Should contact their supervisor, the Field Placement Director or the PDS Director to express their concerns regarding the Cooperating Teacher.
Step 3	If the issue cannot be resolved at Step 2 then: <b>PDS:</b> The Site PDS Coordinator and the CLU PDS Director will meet to discuss the conflict <b>Community Collaborative School:</b> 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

#### Candidates – University Supervisor

Step 1	An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.
Step 2	<b>University Supervisor</b> <b>PDS:</b> Should contact the CLU PDS Director to express their concerns regarding the Candidates. <b>Community Collaborative School:</b> Should contact the CLU Field Placement Director regarding Candidates <b>Candidates</b> – <b>PDS:</b> Should contact the CLU PDS Director to express their concerns regarding the University Supervisor. <b>Community Collaborative School:</b> 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

Step 1	An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.
Step 2	<b>Cooperating Teacher</b> – <b>PDS:</b> Should contact the Site PDS Coordinator to express their concerns regarding the University Supervisor. <b>Community Collaborative School:</b> Should contact the Field Placement Director regarding the University Supervisor. <b>University Supervisor</b> – <b>PDS:</b> Should contact the CLU PDS Director to express their concerns regarding the Cooperating Teacher. <b>Community Collaborative School:</b> 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