

California Lutheran University

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

# Program Handbook for Interns

## *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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# **Intern Credential**

An intern credential is designed to provide an individual with classroom experience at a commission approved college/university while concurrently working as the teacher of record with a local employing agency (school district). California Lutheran University supports candidates who are offered these opportunities in accordance with the guidelines provided in this handbook. Additional information may be found on the [Graduate School of Education Website](#)

California Lutheran University supports interns in the following areas:

- Multiple Subject Teaching Credential with English Learner Authorization
- Multiple Subject Teaching Credential with Bilingual Authorization
- Single Subject Teaching Credential with English Learner Authorization
  - Art
  - English
  - Foundational-Level General Science
  - Foundational-Level Mathematics
  - Health Science
  - Mathematics
  - Music
  - Physical Education
  - Science: Biological Sciences
  - Science: Chemistry
  - Science: Geosciences
  - Science: Physics
  - Social Science
  - World Languages-Languages other than English
    - French
    - Spanish
    - BLA
- Single Subject Teaching Credential with Bilingual Authorization
  - Art
  - English
  - Foundational-Level General Science
  - Foundational-Level Mathematics
  - Health Science
  - Mathematics
  - Music
  - Physical Education
  - Science: Biological Sciences
  - Science: Chemistry
  - Science: Geosciences
  - Science: Physics
  - Social Science
- Education Specialist Mild to Moderate
- Education Specialist Moderate to Severe

- Education Specialist Mild to Moderate Support Needs
- Education Specialist Extensive Support Needs
- Education Specialist Deaf and Hard of Hearing

## **Intern Qualifications**

To qualify for the intern option, all candidates must hold a baccalaureate degree or higher from a regionally accredited institution of higher education. Additionally, candidates must have successfully completed the following coursework before they are eligible for an intern credential.

### **Foundations Courses:**

#### ***Gen. Education***

EDLT 500: Foundations of Education  
 EDLT 501: Theories of Teaching, Learning, & Development  
 EDLT 502 Teaching English Learners and Diverse Populations  
 EDLT 503: Teaching Exceptional Learners in Inclusive Environments

#### ***Gen. Education with bilingual added authorization:***

EDLT 500: Foundations of Education  
 EDLT 501: Theories of Teaching, Learning, & Development  
 EDLT 502 Teaching English Learners and Diverse Populations  
 EDLT 504 Theories and Policies of Bilingual Education and

#### ***Education Specialist (MM, MS, MMSN, ESN)***

EDLT 500: Foundations of Education  
 EDLT 501: Theories of Teaching, Learning, & Development  
 EDLT 502 Teaching English Learners and Diverse Populations  
 EDLT 503: Teaching Exceptional Learners in Inclusive Environments

#### ***Education Specialist (Deaf and Hard of Hearing)***

EDDH 500 Characteristics of Diverse Learners with Hearing Loss  
 EDDH 502 Audiology: Diagnostics in Infants and Children who are Deaf and Hard of Hearing  
 EDDH 516 Language & Literacy for Students with Hearing Loss (Including English Language Learners)  
 EDDH 518 Early Childhood D/HH & Working with Families from Diverse Backgrounds (IFSP)  
 EDDH 501 Sign Language and Deaf Culture for Teachers  
 EDDH 504 Educational Audiology and Hearing Technologies for Children and Youth who are Deaf and Hard of Hearing  
 EDDH 508 Speech, Aural Habilitation and Advanced Communication

### **Methods Courses**

#### ***Gen. Education***

#### ***Multiple Subject/Single Subject***

EDTP 511/513: Assessment in the Diverse Classroom  
 EDTP 520/530: Leadership and Law in the Diverse Classroom  
 EDTP 521/532: Literacy and Language in Diverse Classrooms  
 EDTP 522/531: Teaching I: Planning and Methods for Content Standards  
 EDTP 523/533: Introduction to Clinical Fieldwork

***Gen. Education with bilingual added authorization:***

***Multiple Subject/Single Subject***

EDTP 511/513: Assessment in the Diverse Classroom  
EDTP 520/530: Leadership and Law in the Diverse Classroom  
EDTP 521/532: Literacy and Language in Diverse Classrooms  
EDTP 522/531: Teaching I: Planning and Methods for Content Standards  
EDTP 523/533: Introduction to Clinical Fieldwork  
EDTP 524/534: Methodology of Instruction in a Bilingual Setting  
EDTP 535: Subject-Specific Pedagogical Skills (Bilingual Education)  
EDLT 575: Spanish in the U.S.

Bilingual authorization candidates must additionally demonstrate language competency prior to being placed in an internship position, [Bilingual Authorization and Language Competency Pathways](#)

***Education Specialist (MM, MS, MMSN, ESN)***

EDSP 515: Education Students with Autism Spectrum Disorders  
EDSP 519 Assessment, Instruction and Development of the Individual Educational Program EDSP 521  
Literacy and Language in Diverse Classrooms  
EDSP 534a Introduction to Clinical Practice (MMSN)  
OR  
EDSP 542a Introduction to Clinical Practice (ESN)

***Education Specialist (Deaf and Hard of Hearing)***

EDSP 521: Literacy and Language Arts in Diverse Classrooms  
EDDH 525: Academic Curriculum, Differentiated Instruction, and Technology for students with Hearing Loss (English Language Learners)  
EDDH 527: Curriculum, Instruction and Technology for Students with Hearing Loss Gr. 6-12  
EDDH 545: Developing Audition, Speech and Spoken English Language in Children and Youth who are Deaf and Hard of Hearing

Additionally, an approval for a teacher candidate to transition to the intern credential program must come from the program director or department chair, in consultation with the candidate's university field supervisor.

## **Goals for an Intern's Growth**

The primary goal of the Department of Learning and Teaching at California Lutheran University is to develop professional educators with skills to succeed in their first year of teaching as the teacher of record, and to foster professional attitudes, which will sustain a lifetime of continued growth and learning.

The purpose of the clinical fieldwork/intern portion of the teacher credential program is to develop effective teachers. For interns at California Lutheran University in the INTERNSHIP option, this is defined as mastery of the Survival and Skills Stages of teacher development and beginning use of the more holistic stages of teaching represented by Strategy and Synergy thinking stages.

## **Developmental Approach**

The Graduate School of Education has conceptualized a theoretical framework of teacher development comprising four related stages. This four-stage approach is utilized in coursework leading to the basic and advanced credentials. It is the organizing feature to the growth of interns. A simplified description of the four stages follows:

### ***I. Survival Stage Characteristics***

The development of instructional leadership earned by competence and acknowledged as such by the pupil. The development of management techniques by which the teacher smoothly handles the classroom organization for learning and the supportive, but necessary, routine functions for teaching the class as a whole.

### ***II. Skills Stage Characteristics***

Implementation of well written, effective plans. The development of facility with subject matter content and a competency in the use of whole group instruction methods which promote learning for all students.

### ***III. Strategy Stage Characteristics***

The development of facility, by the teacher, in the use of many and varied methods which will enhance group and individual learning. These would include, but not be limited to whole-group, cooperative learning, and individualized instruction.

### ***IV. Synergy Stage Characteristics***

The development of a functioning, truly holistic learning environment; where in all previously developed competencies focus on the self-fulfillment of all pupils. The teacher becomes an empathic, caring mentor as well as superior instructor exemplifying a true caring for all human beings.

In considering the time necessary for a teacher to grow, develop, and move through these stages, the theory suggests that the typical intern/interns would gain mastery of stages one and two during their practice teaching and begin to use stages three and four. Normally, these later stages require additional teaching experience and in-service development.

### **At the SURVIVAL LEVEL, the intern will be able to perform the following:**

1. Be professional in appearance and attitude.
2. Define and implement procedures for efficient classroom management (roll-taking, distribution of materials, collection of homework, study guides, etc.)
3. Demonstrate constructive leadership procedures for dealing with classroom behavior and discipline.
4. Demonstrate lesson plans best suited for the attainment of stated objectives and grade-level standards.
5. Demonstrate the ability to content knowledge.
6. Demonstrate the ability to use and elicit appropriate language with students of differing levels of functioning during informal routines and transitions.

**At the SKILLS LEVEL, the intern will be able to perform the following:**

1. State clear behavioral objectives on lesson plans.
2. Demonstrate skills in creative and stimulating motivational techniques.
3. State characteristics of good questions and formulate an effective technique at the three main levels of questioning.
4. Devise a valid, working evaluation system for assessment of student performance.
5. Plan and differentiate instruction for all students including those with special needs and English learners.

## **Intern Policies**

### ***Intern Option***

California Lutheran University has a Commission approved intern option for Single Subject, Multiple Subject Bilingual Authorization (Gen. Ed. only) candidates, and Educational Specialist (MMSN, ESN and D/HH) candidates who may be placed in multiple and single subject settings. 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, mathematics, bilingual and special education classrooms) and interns may not displace certificated employees. 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, SAT, or equivalency) and subject-matter competency (passing appropriate CSET or possession of a subject matter equivalency). Bilingual authorization candidates must additionally demonstrate language competency prior to being placed in an internship position.

### **[Bilingual Authorization and Language Competency Pathways](#)**

The University Internship is supported by CLU, in partnership with local employing agencies and are designed to provide participants with classroom experience while they complete course work requirements for the preliminary credential. University Intern Teaching Credentials authorize the holder to serve, under the supervision of CLU and the candidate's employer, in the area or subject listed on the credential. The University Internship credential is valid for two calendar years; however, candidates typically complete their program within one to two semesters of being issued the internship credential. If a candidate requires additional time to complete their program requirements after the two year issuance, the Credential Analyst will petition the CTC for a one time-one year extension by appeal.

### ***Local Education Agency Partners***

California Lutheran University has contractual relationships with several districts throughout Southern California for internships. Schools that are partnered with CLU for the purpose of providing candidates with 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 contracts with 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 are demographically diverse and include English learners, special needs students, and those who are economically disadvantaged. This is done to comply with CTC 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 California Department of Education.

### **Role of the Student Teacher/Intern**

#### **Schedule**

You are expected to arrive at school at the time required of all contracted teachers in the district. Remain for the entire day as per the district contract including planning time. This time can be used to conference with your support provider or help prepare for the day.

### **Professional Conduct**

You are expected to dress as professionals when on school campuses. Remember to be discreet in your conversations on campus and remember your students' right to confidentiality. In addition to evaluating your performance in your teaching assignment, your overall disposition as a professional will be evaluated at least twice during each semester of teaching. All intern/student teachers must receive satisfactory ratings on their growth as a professional (see rubric) in order to receive a passing score in this part of the program

### **Dress Code**

You are expected to follow the dress code of the employing school district.

### **Evaluation**

You will be evaluated on your overall performance in the field via field notes based on the Teacher Performance Expectations (TPEs). Your support provider and CLU supervisor also will provide you with feedback using the mid and final evaluation forms, including Professional Dispositions. During the evaluation visits, field notes will be taken. The university supervisor and intern will discuss the activities observed, the field notes, and recommend practices. The outline of evaluation is as follows:

- Overall evaluation is a team effort in which the intern, site supervisor and university supervisor contribute in an atmosphere of open, constructive communication and reflection.
- There should be a self-evaluation and reflection by the intern (in the reflective journal). The university supervisor contributes by helping the intern become consciously aware of instructional behavior and by discussing alternatives to that behavior.
- An evaluation of the intern's professional dispositions is done at the midterm and end of term in collaboration by the university supervisor. Professional behaviors have equal weight in the overall grading process.
- A written evaluation of the intern's proficiency in the 6 Teaching Performance Expectations (TPEs). The university supervisor is responsible to complete a midterm and final evaluation of the candidate in collaboration with the site supervisor.
- 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 540/560 or EDSP 534/542.**

## **Lesson Planning**

It is the intern's responsibility to present his/her formal lesson plan to his/her university supervisor via email at least two days prior to each day's observation. 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/Intern documents**

The candidate will keep a journal of his/her experiences in the field for each week in the 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. Candidates will complete and submit their reflection journals to their supervisors once a week. Additionally, Intern candidates will submit their Intern Support Plan and Intern log in Taskstream, as well as their final portfolio.

## **Seminar**

The intern will participate in a scheduled seminar during each semester. This class is designed as a sharing session, enabling an intern to learn from others' placements as well as his/her own.

# **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

## **Grading**

Clinical fieldwork/Internship 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 or EDSP 534B/542B. Both the site supervisor 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 site supervisor, the case will be reviewed by a committee that will consist of the Department of Learning & 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.

## **Individual Development Plan**

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

## **Individual Support Plan (ISP) and Professional Development**

Each intern will be provided an ISP. This plan will outline key personnel and program requirements and well as layout all of the provisions for evaluation and professional development of the intern

## **The Role of the Intern:**

You are the teacher of record. Interns are expected to:

1. **Adhere** to the policies and procedures of the school and district where the intern is hired.
2. **Recognize and Respect** and make a serious effort to implement the feedback and suggestions of the supervising teacher and the school administration.
3. **Maintain** a neat, clean, and appropriate professional appearance. Follow district guidelines for dressing appropriately. Refer to dress code.
4. **Conduct** themselves in a professional manner at all times. Interns will keep confidences and respect the rights of others at all times. In addition to evaluating your performance in your teaching assignment, your overall disposition as a professional will be evaluated at least twice during each semester of teaching.
5. **Maintain** a positive attitude and develop a positive learning environment for the interns within the classroom and school setting.
6. **Follow** the calendar of the assigned school and comply with all school system and building regulations. This includes before and after school hours.

7. **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.
8. **Take** initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the university supervisor.
9. **Organize** your daily schedule, plan and carry out lessons, participate in IEPs and IFSPs, collaborate with others in the school settings, and conduct parent conferences as the teacher of record.

### **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 supervisor will assist with reflective practice and provide evaluations of performance and professional dispositions.

A university supervisor will visit your classroom regularly. Our purpose in coming is to observe the intern, take field notes, to collaborate with the intern and support provider.

The university supervisor is responsible for observing and evaluating the intern in the classroom, conferencing with the intern, helping the intern reflect and establish goals for the improvement, and evaluating performance. The length of each visit will vary depending upon the needs of the intern. Evaluation forms for these purposes are attached here. Feedback is provided electronically or in person as the needs dictate.

*The university supervisor will also verify the intern log entries during each visit to monitor the 144 hours of support and 45 hours of English language support required annually by CTC. Intern log hours will be adjusted accordingly based on the timeframe of internship.*

### **Role of the Mentor Teacher:**

Interns are the teacher of record and he/she will begin all planning and teaching as soon as they have received their Intern credential and have obtained their teaching assignment.

All employees hired on intern contracts are required to be provided **144 hours per academic year** of mentor support from someone with a like credential and an additional **45 hours per academic year** of EL support from someone with a credential that has an English Learner Authorization. It can be the same provider if they meet both requirements. It's important to note that the support cannot be frontloaded or back loaded. It must take place weekly and be no less than 4 hours per week.

CLU will be providing 32 hours of the support (which is counted towards the 144 hours). This is accomplished by sending a university supervisor to the school-site during the year-long contract. There will be 8 visits during a semester, plus hours of participation in university seminars. The remaining 112 hours required by CTC will need to be provided by the employer. **The intern will be required to submit a log at the end of the year in order to apply for a preliminary credential. The university supervisor will check the log each time they visit to be sure it is being kept up to date.**

## 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. 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 Resubmission Policy**

Candidates have a total of three (3) opportunities to pass the edTPA: the initial submission and two (2) resubmissions (see below). 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)

### **Observation and Evaluation**

We will ask you to fill out a formative evaluation form in the middle and at the end of the semester. (Forms are located in the Appendix.). As you consider the evaluation forms, we would like you to review the Dispositional Rating Form, based on your observations of the candidate. Your comments will give us an opportunity to assess the intern's ability to sustain a full-time clinical fieldwork or internship teaching experience. Your input will be an important part of that determination. Mid-term and final evaluations are sharing in a three-way conference with the intern/intern, support provider, and university supervisor.

### **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

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/>

### ***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 **an overall GPA of 3.0 or better and earn a minimum grade of C** in each course, to remain or complete the program. 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 Candidate is not presently employed in an educational setting, s/he will work with the program director to arrange a research project in an educational setting

### Dispositional Rubric

- 1 = Candidate demonstrates a low level of functioning with respect to this attribute  
 2 = Candidate demonstrates inconsistent levels of functioning with respect to this attribute  
 3 = Candidate demonstrates an acceptable level of functioning with respect to this attribute  
 4 = Candidate demonstrates an especially high level of functioning with respect to this attribute

The Intern: \_\_\_\_\_

1. Is punctual	1	2	3	4
2. Is professional in appearance	1	2	3	4
3. Takes initiative	1	2	3	4
4. Demonstrates enthusiasm about teaching	1	2	3	4
5. Able to establish good rapport with students	1	2	3	4
6. Is adequately prepared	1	2	3	4
7. Able to communicate professionally (verbal & written)	1	2	3	4
8. Demonstrates ethical behavior	1	2	3	4
9. Demonstrates sound judgment	1	2	3	4
10. Accepts feedback in a positive manner	1	2	3	4
11. Able to work cooperatively with others	1	2	3	4
12. Strives for ongoing improvement via reflection	1	2	3	4
13. Demonstrates potential for teacher leadership	1	2	3	4
14. Is culturally sensitive	1	2	3	4

Evaluator's Comments:



## Clinical Fieldwork/ Internship Supervision

**Teacher:**

**Date:**

**Candidate:**

**Subject/ Grade Level:**

**Cooperating Teacher (CT):**

**Field Supervisor (FS):**

*\*Evaluation completed in collaboration by Cooperating Teacher and Field Supervisor.*

**Mark One:**

Full-time Semester: \_\_\_ Midterm Evaluation (Full-time Clinical Practice- EDTP 540/560, EDSP 534/542B)

\_\_\_ Final Evaluation (Full-time Clinical Practice- EDTP 540/560, EDSP 534/542B)

**Directions:** Reference the TPE elements provided with this document. Each section receives an overall score based on the cumulative observations leading up to this evaluation. Mark an “X” in the appropriate column for the overall score of each TPE and provide narrative comments that support your score.

### TPE 1- Engaging and Supporting all Students in Learning.

#### Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvem ent Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

**1.1** Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.

**1.2** Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.

**1.3** Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.

**1.4 a.** Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology,

**b.** including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

**1.5** Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.

**1.6** Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.

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

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

**Comments:**

**TPE 2- Creating and Maintaining Effective Environments for Student Learning.  
Beginning Teachers:**

<b>Rating</b>	<b>4 Consistent Beginning Practice</b>	<b>3 Developing Beginning Practice</b>	<b>2 Inconsistent Practice</b>	<b>1 Improvem ent Needed</b>	<b>0 Not Observed</b>
<b>Final Score – CT</b>					
<b>Final Score – FS</b>					

Beginning teachers:

**2.1 a.** Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports,

**b.** restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.

**2.2** Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.

**2.3** Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

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

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

**2.6** Establish and maintain clear expectations for positive classroom behavior and for student- to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

**Comments:**

## TPE 3- Understanding and Organizing Subject Matter for Student Learning.

### Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvem ent Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

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

**3.2** Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.

**3.3** Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

**3.4** Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

**3.5** Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

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

**3.7** Model and develop digital literacy by using technology to engage students and support

their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

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

**Comments:**

## TPE 4- Planning Instruction and Designing Learning Experiences for All Students.

### Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

**4.1** Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

**4.2** Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

**4.3** Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

**4.4** Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:

- appropriate use of instructional technology, including assistive technology;
- applying principles of UDL and MTSS;
- use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
- appropriate modifications for students with disabilities in the general education classroom;
- opportunities for students to support each other in learning; and
- use of community resources and services as applicable.

**4.5** Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

**4.6** Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

**4.7** Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

**4.8** Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

**Comments:**

## TPE 5- Assessing Student Learning.

### Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvement Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

**5.1** Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.

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

**5.3** Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

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

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

**5.6** Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.

**5.7** Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

**5.8** Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

**Comments:**



## TPE 6- Developing as a Professional Educator.

### Beginning Teachers:

Rating	4 Consistent Beginning Practice	3 Developing Beginning Practice	2 Inconsistent Practice	1 Improvem ent Needed	0 Not Observed
Final Score – CT					
Final Score – FS					

Beginning teachers:

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

**6.2** Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

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

**6.4** Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

**6.5 a.** Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families.

**b.** Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

**6.6** Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

**6.7** Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

**Comments:**

\_\_\_\_\_ **TOTAL SCORE**  
Benchmark Scores: Full-time Final Evaluation- 21 points

**Please complete for Full-time Midterm Evaluation:**

Identify three specific TPEs for further development by the candidate during the remainder of the semester:

- 1.
- 2.
- 3.

**Please complete for Full-time Final Evaluation:**

Please write a summary of the candidate's development during this semester. A letter of recommendation, if appropriate and if provided, should be attached as the summary.

**Final Recommendation (complete only for FINAL evaluation):**

I recommend that this candidate receive a \_\_\_ Pass \_\_\_ No Credit for this semester.

\_\_\_\_\_  
Evaluator's Signature Date

\_\_\_\_\_  
Candidate's Signature Date