

California Lutheran University

Graduate School of Education
Department of Learning and Teaching

Handbook for Credential Programs: A Guide for University Supervisors

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.

Department of Learning and Teaching

60 West Olsen Road, #4100

Thousand Oaks, CA 91360

805-493-3421

FAX: 805-493-3924

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GRADUATE SCHOOL OF EDUCATION ADMINISTRATION

Michael R. Hillis, Ph.D.
Dean and Professor
mhillis@callutheran.edu
805-493-3419

Dan Tillapaugh, Ph.D
Associate Dean of Equity and Outreach
dtillapaugh@callutheran.edu
805-493-3086

Melissa Spence, Ed.D.
Associate Professor of Education
Assistant Dean of Assessment and Accreditation
mspence@callutheran.edu
805-493-3087

DEPARTMENT OF LEARNING AND TEACHING

Michael Cosenza, Ed.D.
Chair, Department of Learning and Teaching
Professor of Education
mcosenza@callutheran.edu
805-493-3595
805-493-3836

Mina Chun, Ph.D.
Assistant Professor
Director, Special Education (MMSN & ESN) Program
mchun@callutheran.edu
805-493-3687

Alison McCormick, M.A.
Lecturer
Director, California Reading & Literature Program
ammccorm@callutheran.edu
u
805-493-3599

Tymika Wesley, Ed. D.
Associate Professor of Education
twesley@callutheran.edu
805-493-3362

Michele R. Dean, Ed. D.
Field Placement Director/Senior
Lecturer mrdean@callutheran.edu
805-493-3596

Sofia Ramirez Ed.D.
Assistant Professor
Director, D/HH Program
smramire@callutheran.edu
805-493-3896

Maureen Reilly Lorimer, Ph.D.
Professor of Education Director, General
Education Programs
mlorimer@callutheran.edu

Kelsie Sims-Schneider, MA
Visiting Lecturer
Director, Bilingual Authorization Program
ksimsschneider@callutheran.edu
805-493-3609

PROGRAM SUPPORT STAFF

Clarisse Lincir

Christina Soria

Janis McDonough

Administrative Assistant
lincir@callutheran.edu
805-493-3423

Credential Analyst
csoria@callutheran.edu
805-493-3621

Admin. Assistant TEAMS
jmcdonough@callutheran.edu
805-493-3425

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. Likewise, this document serves as a guide for university supervisors. This handbook has been approved by the Department of Learning and Teaching faculty.

Definitions of Terms

University Supervisor

A university supervisor provides mentorship and support during the candidates' clinical practice. The supervisor will assist with reflective practice and provide evaluations of performance and professional dispositions.

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

The university supervisor is responsible for observing the candidate in the classroom, conferencing with the teacher candidate, helping the candidate reflect and establish goals for improvement, and evaluating clinical fieldwork performance. Depending upon the needs of the candidate, the length of each visit will vary. To provide feedback to the candidate, the university supervisor will complete observation and evaluation forms each semester.

Cooperating Teacher (CT) – District Employed Supervisor

The primary role of a cooperating teacher (CT) is to purposefully guide and mentor a teacher candidate as they develop capacity and confidence to make informed decisions about learning and teaching. The cooperating teacher holds a clear credential, with at least three years teaching experience, and has participated in the state required eight hours of training and the university's cooperating teacher orientation seminar. Teachers still in the Induction program cannot serve as cooperating teachers. Changes or exceptions to this policy require the approval of the principal, field placement director, and other stakeholders.

Field Placement Director

This Cal Lutheran faculty member is responsible for the daily management of candidate placements. Responsibilities include providing support for candidates, cooperating teachers, and university supervisors. The Field Placement Director participates in an interview process to determine the best placements for each candidate.

Community Collaborative Schools

A Cal Lutheran Community Collaborative School has a formal agreement to provide clinical field placements for candidates. The Field Placement Director maintains a list of Community Collaborative Schools and contracts. Community Collaborative Schools are selected based on a variety of factors that comply with the guidelines of the Commission on Teacher Credentialing (CTC) and Cal Lutheran's Department of Learning and Teaching. Demographic diversity, including access to students with special needs and those whose primary language is not English, is a primary factor in the partnership process.

Professional Development Schools (PDS) – Only for Multiple & Single Subject candidates

A PDS is a K-12 school site partnered with the university for the purpose of providing an environment for preparing new teachers, providing professional development for veteran teachers, providing professional development for university professors, and to improve K-12 student learning outcomes. Cal Lutheran has several partner schools using this unique relationship based on the medical school/teaching hospital model. University courses are taught on the same site as the PDS, and the PDS site teachers are engaged as collaborative partners in preparing the candidates. Additionally, the PDS pathway is a year-long residency where candidates' follow the school district calendar.

PDS Director (Liaison)

This person serves as Cal Lutheran's representative within the PDS partnership and works closely with the site PDS coordinator to provide leadership for the PDS. He/she

will visit classrooms periodically and be available to provide support for the staff of the PDS. This person will oversee the continual evaluation and assessment of the goals of the PDS and will co-chair the steering committee with the site PDS coordinator.

PDS Site Coordinator (Liaison)

This person is typically a K-12 teacher from a partner school and serves as its representative within the PDS partnership. The site coordinator will work closely with the university PDS Director to provide leadership for the PDS. They will have frequent, consistent, and equitable interaction with all stakeholders, ensuring ongoing and clear communication with all participants. The site coordinator will work with the university director to plan and co-chair all PDS steering committee meetings.

Methods Semester

Upon completion of all foundation courses and state testing requirements, candidates advance by cohort to Methods. During this semester they complete four methods courses, and fieldwork (Introduction to Clinical Fieldwork). While in methods classes, they observe and actively participate in a clinical field placement. All methods candidates spend half-days in their field placement. The other half of the day is spent in classes led by Cal Lutheran instructors.

The focus of the Methods semester is to develop a deep understanding of the relationship between theory and teaching practice. Lesson planning, making adaptations, assessment, classroom leadership, and management are emphasized. Multiple subject candidates focus on instruction in math, science, and language arts while single subject candidates focus on methodology specific to their curricular areas and California Common Core Standards.

Full-time Semester

Upon completion of the Methods semester, candidates advance to full-time clinical fieldwork. Concurrently with a full-time clinical field placement, candidates take one course in Advanced Methods and a Pedagogy Capstone Course. Full-time candidates are assigned to work with cooperating teachers for the entire semester. They are expected to observe and actively participate in their fieldwork assignment in all areas of classroom teaching, instruction, and assessment.

All credential candidates are expected to learn from their cooperating teachers as a colleague and team partner. The full-time candidate will work with the cooperating teacher and gradually assume a leadership role in planning and implementing instruction. Both the candidate and cooperating teacher assume strategic and crucial roles in providing effective instruction for their students.

Teaching Performance Expectations (TPEs)

A set of professional knowledge, skills and abilities expected of a beginning level practitioner to effectively educate and support all students in meeting state-adopted standards.

TPE 1 – Engaging and Supporting All Students in Learning

TPE 2 – Creating and Maintaining Effective Environments for Student Learning

TPE 3 – Understanding and Organizing Subject Matter for Student Learning

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

TPE 5 – Assessing Student Learning

TPE 6 – Developing as a Professional Educator

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf?sfvrsn=0>

Key Terms

CTC	Commission on Teacher Credentialing
CSET	California Subject Examinations for Teachers
CBEST	California Basic Educational Skills Test
edTPA	Educator Teacher Performance Assessment
TPE	Teaching Performance Expectations
TPA	Teaching Performance Assessment
RICA	Reading Instruction Competence Assessment
ELA	English Learner Authorization
ELD	English Language Development

UDL	Universal Design for Learning
SEL	Social Emotional Learning
CRT	Culturally Responsive Teaching
MTSS	Multi-tiered Systems of Support

PROGRAM DESCRIPTION

The Department of Learning and Teaching offers the following credential programs: Multiple Subject, Single Subject, Mild-to-Moderate Support Needs, Extensive Support Needs, and Deaf and Hard of Hearing. In addition, the DLT offers a Bilingual Authorization program.

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.

Bilingual Authorization

Candidates wishing to complete their Bilingual Authorization can reference the handbook on the [Cal Lutheran GSOE Resource Page](#)

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:

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

Mild-to-Moderate Support Needs

The Preliminary Education Specialist Mild to Moderate Support Needs Educator Preparation Program prepares educators to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with mild to moderate support needs in grades K-12 through age 22.

Extensive Support Needs

The Preliminary Education Specialist Extensive Support Needs Educator Preparation Program prepares educators to conduct Educational Assessments related to students' access to the academic curriculum and progress towards meeting instructional goals, provide instruction, and Special Education Support to students with extensive support needs related in grades K-12 through age 22.

Important Note

Supervisors: Program information and changes are constantly being made, so please send all credential questions directly to the CLU/GSOE credential analyst

COURSEWORK

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

Foundations Coursework

Because Foundations coursework is considered a prerequisite, 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 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 be provided with an introduction to issues, trends, education theory and practice. Additionally, major philosophies of education, which have informed American education and how they affect schooling in a society of multiple cultures, will be explored. Fieldwork is required: 10 hours.

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

This course explores the factors influencing development, academic achievement, and behavior in P-20 Learners and the learning theories that support these goals. Fieldwork is required: 15 hours.

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 (including technologies), school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. Fieldwork is required: 10 hours.

EDLT 503 Teaching Exceptional Learners in Inclusive Environments (3 credits)

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. Fieldwork is required: 10 hours

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 introduce concept development, assessment and the meaningful application of mathematics and science learning in elementary classroom. Additional focus will be on the integration of technology in the elementary curriculum. Consideration will be given to the cross-cultural and heterogeneous nature of California's student populations.

EDTP 523: Introduction to Clinical Fieldwork (3 units)

Placement is made in an elementary school classroom with a diverse student population. Under the supervision of a classroom teacher, the candidate works with individuals, small groups, and the entire class. (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).

Mild-to-Moderate Support Needs Candidates will complete the following courses:
(see [Mild-to-Moderate Needs course descriptions](#))

- EDSP 515 Educating Students with Autism Spectrum Disorders (3 credits)
- EDSP 519 Assessment, Instruction and Development of the Individual Educational Program (3 credits)
- EDSP 521 Literacy and Language in Diverse Classrooms (3 credits)
- EDSP 534a Introduction to Clinical Practice (Mild/Moderate) (3 credits)

Extensive Support Needs Candidates will complete the following courses:
(see [Extensive Support Needs course descriptions](#))

- EDSP 515 Educating Students with Autism Spectrum Disorders (3 credits)
- EDSP 519 Assessment, Instruction and Development of the Individual Educational Program (3 credits)
- EDSP 521 Literacy and Language in Diverse Classrooms (3 credits)
- EDSP 542a Introduction to Clinical Practice (Moderate/Severe) (3 credits)

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 candidate 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 candidate is expected to follow the hours of the school site and the cooperating teacher. (Graded P/NC).

Mild-to-Moderate Support Needs Candidates will complete the following courses:
(see [Mild-to-Moderate Needs course descriptions](#))

- EDSP 523 Planning and Instruction for Content Standards (3 credits)
- EDTP 525 Positive Behavior Supports and Collaboration (3 credits)
- EDSP 532 Supporting Students with Mild/Moderate Needs in the Classroom (3 credits)
- EDSP 534b Clinical Practice (Mild/Moderate) (6 credits)

Extensive Support Needs Candidates will complete the following courses:
(see [Extensive Support Needs course descriptions](#))

- EDSP 523 Planning and Instruction for Content Standards (3 credits)
- EDTP 525 Positive Behavior Supports and Collaboration (3 credits)
- EDSP 537 Supporting Students with Moderate/Severe Needs in the Classroom (3 credits)
- EDSP 542b Clinical Practice (Moderate/Severe) (6 credits)

FIELDWORK

Fieldwork

The Department of Learning & Teaching offers fieldwork options for both multiple and single subject candidates. During Foundations coursework, candidates will have an opportunity to select the placement model that aligns with individual needs.

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 or PDS 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. 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 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: PDS and Community Collaborative Schools.

Professional Development School-Residency (PDS)– Only for Multiple & Single Subject candidates

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 K-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 K-12 schools and university teacher credentialing programs.

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

Community Collaborative Schools

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

For MS & SS candidates who require more flexibility, the Oxnard Hybrid Program is available each Spring Semester. MS & SS courses are offered at our Oxnard Center from 4:00 pm – 9:50 pm, two 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 follow these guidelines:

- Candidates will provide a formal lesson plan to their cooperating teacher and university supervisor at least two days prior to the observation.
- Each semester, six 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 candidate 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 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 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.

Evaluation

Evaluation for professional growth during clinical fieldwork is a continuous, ongoing process. Through a team effort, the candidate, cooperating teacher, and university supervisor collaborate and contribute to an atmosphere of open and constructive communication and reflection.

To promote candidate 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 Teaching Performance Expectations (TPEs). The

cooperating teacher and university supervisor will complete a midterm and final evaluation of the candidate. Collaboration with the university supervisor is expected. The final evaluation is expected to be done as a conference with all three parties present (candidate, cooperating teacher and supervisor). Evaluation forms for Methods and Full-time candidates are located on the 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 posted on the website:

https://www.callutheran.edu/education/resources/Individual-Development_Plan-Candidate_Instructions.pdf

Improvement Plan Process

When a candidate demonstrates that they are struggling in their placement, the CT and the Supervisor meet and share the documented concerns with the candidate. Collaboratively, they contact the Field Placement Director or PDS Director to discuss the exact challenge(s) the candidate is experiencing. The handbook is used as a resource to support the development of improvement strategies. The CT and Supervisor meet with the candidate again and discuss the challenges, review the improvement strategies, and establish a timeline to evaluate the improvements implemented.

The improvement support process includes coordinated communication between the CT, Supervisor, and Field Placement Director or PDS Director, and the teacher candidate. During these conversations, all communication is documented by the CT, Supervisor, and Field Placement Director or PDS Director. A specific timeline (e.g. three weeks) is designated to determine candidate progress and identify improvements made. The Field Placement Director or PDS Director communicates directly with the candidate and provides recommendations, resources, and strategies.

If, after the specified timeline, no measurable improvement is evident, a meeting with the Field Placement Director or PDS Director is scheduled with the candidate. At this time, the documented challenges and support offered by the team are discussed. During the next meeting with the CT, Supervisor, candidate, and the Field Placement Director or PDS Director, a formal Improvement Plan A is created. A timeline for the improvement and action plan is established. Check-in sessions are implemented throughout the semester to monitor the In-Progress (IP).

The IP either assists the candidate towards improvement and the candidate proceeds to the next semester for clinical student teaching or the candidate is asked to exit the

program. Once the candidate decides to exit the program support is provided through the CLU Career Center.

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. The Cal Lutheran 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 candidate may only substitute for his/her cooperating teacher, and substituting may be for occasional and isolated days only.

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

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

The California Commission on Teacher Credentialing requires all Teacher 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 various teaching credentials, such as Multiple Subject, Single Subject in any specific subject area(s), Mild-to-Moderate Support Needs, Extensive Support Needs, and Deaf and Hard of Hearing.
- 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 tasks for single subject, Mild-to-Moderate Support Needs, Extensive Support Needs, and Deaf and Hard of Hearing candidates and four 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 Teaching Credential in Multiple Subject, Single Subject, Mild-to-Moderate Support Needs, Extensive Support Needs, or Deaf and Hard of Hearing. 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.

Supervisors, Cooperating Teachers, and Instructors may not coach their candidates with TPA prep.

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

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_CandidatePolicies.html

DISPOSITIONS

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

Basic Professional Disposition Rubric

<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 Role of the Cooperating Teacher (CT)

The primary role of a cooperating teacher (CT) is to purposefully guide an aspiring teacher to develop capacity and confidence to make informed decisions about teaching and learning. The cooperating teacher is a powerful force in encouraging self-evaluation and reflection by the candidate. Cooperating teachers are specifically encouraged to:

1. Provide ongoing evaluation of the Candidate's performance.
 - a. Clearly define the management and instructional requirements and expectations of the candidate.
 - b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
 - c. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
 - d. Offer and/or demonstrate specific alternatives or additional suggestions for the candidate to implement.
 - e. Avoid verbalizing negative comments to the candidate in front of others (students, teachers, parents, etc.).
2. Communicate the value of continuous self-evaluation.
 - a. Set an example by self-analyzing instruction in relation to the elements of effective teaching.
 - b. Show willingness to accept comments or suggestions about individual performance from building administrator and/or district supervisor.
 - c. Acquaint the candidate with district teacher evaluation procedures.

3. Clinical Practice

- a. Through the traditional or co-teaching model, develop and implement lessons and assessment collaboratively.
- b. Permit candidate to plan and implement lessons for observation by university supervisor.
- c. Permit candidate to plan and take-over as lead teacher for a one-week period during methods block and a four-week period during the full-time clinical fieldwork semester.

University Supervisor Job Description

POSITION TITLE: University Supervisor

DEPARTMENT: Department of Learning and Teaching, Graduate School of Education

SALARY AND BENEFITS: Salary rates are based upon an hourly . No university benefits are provided for this position.

BASIC FUNCTION: The university supervisor provides coaching, mentoring and evaluative feedback to candidates during their clinical fieldwork.

Duties:

- Visit school site in accordance with frequency listed in University Supervisor Handbook.
- Complete online observation forms in Taskstream
- Collaboratively with the cooperating teacher, conduct midterm/final evaluations (for TPEs and Professional Dispositions) of the teacher candidate
- Attend training sessions and scheduled supervisor meetings
- Notify Cal Lutheran Field Placement Director, or PDS Director, or Department Chair of issues that affect teacher candidate's performance
- Provide candidates feedback in a quick and timely fashion
- Maintain strong relationship with cooperating teacher to provide collaborative coaching
- Serve as Cal Lutheran liaison to site principal
- Assist Field Placement Director in obtaining paperwork from school site (including cooperating teacher stipend forms, signed evaluation forms, teacher candidate attendance books etc.)
- Attend and assist with cooperating teacher training and orientations (site based or on main campus)
- Participate in any counseling sessions or remediation meetings that affect your teacher candidate
- Provide feedback on school site quality and cooperating teachers for future placement decisions
- Provide support and assistance to cooperating teachers

- Assist with the review of criteria for teacher candidate placements
- Maintain positive relationships with administrators of partner, leadership, and professional development schools
- Meet all requirements outlined in the University Supervisor Handbook.

General Guidelines for University Supervisors

- The university supervisor is responsible for observing the candidate and providing meaningful feedback through discussion, conferences, and journals.
- The university supervisor should provide mentorship and coaching as needed by helping the candidate reflect on her/his practice and establishing goals for improvement.
- The relationship in the field is a triad that includes the teacher candidate, university supervisor, and cooperating teacher. It is the responsibility of the university supervisor to develop rapport with the cooperating teacher and work collaboratively to support the teacher candidate.
- The university supervisor is professional, positive, prompt. Visits to the classroom should always be prearranged with candidate and cooperating teacher.
- The university supervisor communicates clearly and regularly with both the candidate and the cooperating teacher.
- The university supervisor schedules classroom visits at different times of day to observe different subject areas (elementary) and different periods (secondary).
- Upon arrival at the school site, the university supervisor signs in at the school office.
- The university supervisor acknowledges the candidate's skills.
- When giving feedback and advice, the university supervisor is honest.
- The university supervisor provides materials to support and assist. To avoid overwhelming the candidate, the supervisor selects these materials with care.
- The university supervisor exhibits active listening.
- When communicating with candidate, the university supervisor works collaboratively to establish realistic goals and plans for reaching these targets.
- The university supervisor coordinates the activities of the triad team (teacher candidate, cooperating teacher, and university supervisor) to problem solve.
- Through actions and words, the university supervisor models self-reflection, learning, and growth in the profession.
- The university supervisor uses CLU email for communication.

- To provide prompt feedback, the university supervisor uses Taskstream.
- When visiting schools or classrooms, completing observations or attending meetings, the university supervisor wears a CLU name tag.

Guidelines for Conducting Observations

Guidelines for Observation of Methods Candidates

1. Contact the candidate to arrange your first visit. During the first visit, get acquainted with the class, cooperating teacher, school office staff, and principal. Adhere to any sign in policies that the school site requires.
2. Candidates should be visited alternating weeks for a total of eight (8) visits with six (6) formal observations.
 - a. Visit number 1 is a good opportunity to get to know the candidate, cooperating teacher and school site.
 - b. Six of the visits are scheduled for observations of lessons taught by the candidate.
 - c. A conference should be held at midterm to discuss the candidate's progress and professional dispositions evaluation.
 - d. One visit should be reserved at the end of the term to review the candidate's final evaluation, and final professional dispositions evaluation
3. Candidates must be observed a minimum of six (6) times during the field placement (Evidenced by a written observation in Taskstream)
 - a. The six observations require a fully developed lesson plan using the CLU template.
 - b. The lesson plan must be provided to the university supervisor two days prior to the observation. This gives the university supervisor an opportunity to review and comment prior to implementation.
 - c. The lesson plan must also be given to the cooperating teacher two days prior. No lessons should ever be taught by the candidate that has not been reviewed in advance with the cooperating teacher.
 - d. After the lesson is implemented, the candidate is expected to complete the reflection on the CLU plan template and upload it to Taskstream. Once received, the supervisor will complete the electronic observation form in Taskstream.
4. During each formal visit:
 - a. Review lesson plan.

- b. Read reflective journal and make comments (candidates are required to maintain a reflective journal and record an entry each day. This journal is between you and the candidate and its contents should remain confidential between the two of you).
- c. Observe classroom management.
- d. Observe lesson implementation (for multiple subject candidates, make sure to observe different subjects, with at least two observations designated for reading instruction).
- e. Conference with the candidate following the observation and provide written feedback. Set a focus for the following visit.
- f. Communicate with cooperating teacher.
- g. Set the next visitation date and time.

5. Evaluations:

- a. Midterm and final evaluations are to be completed by both you and the cooperating teacher by the due date. The midterm evaluation is a qualitative review of performance and goal setting without any scoring. It is the responsibility of the university supervisor to complete the evaluation form in Taskstream.
- b. Complete a Professional Dispositions Evaluation with input from the cooperating teacher. This is completed in Taskstream. Have a discussion with the candidate about the evaluation.
- c. It is highly preferred that you arrange a conference with the candidate, cooperating teacher, and yourself to review the midterm evaluation and professional disposition evaluation with the candidate.
- d. FINAL evaluations must be completed by both you and the cooperating teacher. A final conference with all three members of the triad must take place. It is the responsibility of the university supervisor to complete the evaluation form in Taskstream using the combined scores.
- e. Methods candidates must earn a score of 18 points on their final evaluation in order to pass. The goal of methods candidates is to be at Developing Beginning. Scores of 4 should only be given if they are truly deserved.
- f. Both the cooperating teacher and the university supervisor must provide final evaluations with a score of 18 points or higher. If there is disagreement, the decision will go to a review committee that consists of the Chairperson of the Department of Learning and Teaching, the Field Placement Director and another faculty member.
- g. Complete the final professional dispositions evaluation with input from the cooperating teacher in Taskstream.

6. Candidates in the multiple subject credential program should have observations in both math and reading. They must have at least 2 formal observations of a reading lesson. Following your observation and post observation conference, track the reading instruction progress on the reading instruction summary sheet (RICA form). Not all standards need to be completed during the methods semester, but all should be completed by the end of the full-time clinical field placement semester. Candidates need to verify completion of this and submit the final form to the Field Placement Director.

7. Letter of recommendation

A letter of recommendation is not expected at the end of the methods semester. Since this is only the completion of the first half of the program, it may not be appropriate to write a letter at this point in time. A supervisor may write a letter of recommendation only if s/he feels the candidate letter is warranted. If so, it must be included with the final evaluation and submitted to the Department of Learning and Teaching.

Guidelines for Observation of Full-time Candidates

1. Contact the candidate to arrange your first visit. During the first visit, get acquainted with the class, cooperating teacher, school office staff, and principal. Adhere to any sign in policies that the school site requires.
2. Candidates must be visited alternating weeks for a total of 8 visits with 6 formal observations
 - a. Visit number 1 is a good opportunity to get to know the candidate, cooperating teacher and school site.
 - b. Six of the visits are scheduled for observations of lessons taught by the candidate.
 - c. A conference should be held at midterm to discuss the candidate's progress and professional dispositions evaluation.
 - d. One visit should be reserved at the end of the term to review the candidate's final evaluation and final professional dispositions evaluation.
3. Candidates must be observed a minimum of 6 times during the field placement (evidenced by a written observation in Taskstream).
 - a. Six formal observations are conducted which require a fully developed lesson plan using the CLU template.
 - b. The lesson plan must be provided to the university supervisor two days prior to the observation. This gives the university supervisor an opportunity to review and comment prior to implementation.
 - c. The lesson plan must also be given to the cooperating teacher two days prior. No lessons should ever be taught by the candidate that has not been reviewed in advance with the cooperating teacher.

d. After the lesson is implemented, the candidate is expected to complete the reflection on the CLU plan template and upload it to Taskstream. Once received, the supervisor will complete the electronic observation form in Taskstream.

4. During each formal visit:

a. Review lesson plan.

b. Read reflective journal and make comments (candidates are required to maintain a reflective journal and record an entry each day. This journal is between you and the candidate and its contents should remain confidential between the two of you).

c. Observe classroom management.

d. Observe lesson implementation (for multiple subject candidates, make sure to observe different subjects, with at least two observations designated for reading instruction).

e. Conference with the candidate following the observation and provide written feedback. Set a focus for the following visit.

f. Communicate with cooperating teacher.

g. Set the next visitation date and time.

5. Evaluations:

a. Midterm and final evaluations are to be completed by both you and the cooperating teacher by the due date. It is the responsibility of the university supervisor to complete the evaluation form in Taskstream.

b. Complete a Professional Dispositions Evaluation with input from the cooperating teacher. This is completed in Taskstream. Have a discussion with the candidate about the evaluation.

c. FINAL evaluations must be completed by both you and the cooperating teacher. A final conference with all three of you must take place. It is the responsibility of the university supervisor to complete the evaluation form in Taskstream using the combined scores.

d. A conference for both the midterm and final evaluation must take place with all three persons present (candidate, university supervisor and cooperating teacher). During the midterm conference, you will assist the candidate in identifying professional growth goals. These goals will be reviewed after the final conference to assist the candidate in finalizing the Individual Development Plan they will use during induction.

e. Full-time candidates must earn a score of 21 points on their final evaluation in order to pass. The goal for candidates is to be at Consistent Beginning Practice.

f. Both the cooperating teacher and the university supervisor must provide final evaluations with a score of 21 points or higher. If there is disagreement, the decision will go to a review committee that consists of the Chairperson of the Department of Learning and Teaching, Field Placement Director, and an additional faculty member.

6. Reading instruction: Candidates in the multiple subject credential or special education program must have at least two formal observations of a reading lesson. Following your observation and post observation conference, track the reading instruction progress on the reading instruction summary sheet. You must sign off on all standards on this form by the end of the semester. Candidates need to verify completion of this in their final benchmark and submit the final form to the Field Placement Director.

7. Letters of recommendation are quite appropriate at the conclusion of the program. It is important that the content of the letter be aligned with the actual performance of the candidate. The candidate may be given a copy of the letter to use for job search process. The letter (if provided) must be included with final evaluation if warranted and appropriate. If a letter of recommendation is not appropriate, a final summary statement is adequate.

Guidelines for observation of interns and alternative program candidates

Interns and private school teachers in this program are already working full-time in their own classroom. There will not be a cooperating teacher for candidates in this program. Sometimes site principals want to be consulted after observations. This will vary and should be discussed with the Field Placement Director prior to your first visit.

1. Contact the candidate to arrange your first visit.

2. During the first visit, get acquainted with the class, school secretaries, and principal.

3. Candidates must be observed a minimum of 6 times during the field placement (evidenced by a written observation).

a. The lesson plan must be provided to the university supervisor two days prior to the observation. This gives the university supervisor an opportunity to review and comment prior to implementation.

b. After the lesson is implemented, the candidate is expected to complete the reflection on the CLU plan template and upload it to Taskstream. Once received, the supervisor will complete the electronic observation form in Taskstream.

4. During each formal visit:

a. Review lesson plans.

- b. Read reflective journal and make comments (candidates are required to maintain a reflective journal and record an entry each day. This journal is between you and the candidate and its contents should remain confidential between the two of you).
- c. Observe classroom management.
- d. Observe lesson implementation (for multiple subject candidates, make sure to observe different subjects, with at least two observations designated for reading instruction).
- e. Conference with the candidate following the observation and provide written feedback. Set a focus for the following visit.
- f. Set the next visitation date and time.

5. Evaluations:

- a. A midterm and final evaluation must be completed by the university supervisor. These evaluations must be discussed with the candidate during a face-to-face meeting. Goals and objectives must be set at the midterm evaluation and should be carefully planned and noted. During the midterm conference, you will assist the candidate in identifying professional growth goals. These goals will be reviewed after the final conference to assist the candidate in finalizing the Individual Development Plan they will use during induction.
- b. Professional Dispositions evaluations are to be completed in Taskstream at both the midterm and end of term.
- c. At the end of the second semester of EDTP 552/572 the alternative candidates must earn a score of 21 points on their final evaluation in order to pass.

6. Candidates in the multiple subject credential program should have observations in both math and reading. They must have at least two formal observations of a reading lesson. Following your observation and post observation conference, track the reading instruction progress on the reading instruction summary sheet (RICA form). Full-time candidates will submit the completed form to you. You will submit this form to the Field Placement Director.

7. Letters of recommendation are quite appropriate at the conclusion of the program. It is important that the content of the letter be aligned with the actual performance of the candidate. The candidate may be given a copy of the letter to use for job search process. The letter (if provided) must be included with final evaluation if warranted and appropriate. If a letter of recommendation is not appropriate, a final summary statement is adequate.

Responsibilities to the Department of Learning and Teaching

Supervisors are expected to attend all scheduled supervisor meetings during which they will share successes and dilemmas, learn of calendar or programmatic changes, and discuss supervision issues. During these meetings additional professional development will also be

provided. At the end of each term, supervisors will be expected to submit the Candidate time sheets. Candidates that are struggling may need to be placed on a remediation plan. It is very important that this is brought to the attention of the appropriate program director early in the program.

Observation Protocol

The purpose of an observation is to help candidates understand their behaviors in the classroom and to reflect on them for growth. Depending upon the focus of your observation, different styles of notes for collecting specific data will be helpful to the candidate. A standard electronic observation in Taskstream must be completed when observing candidates. To assist the candidate's professional growth, meet with the candidate prior to the observation to discuss the area of focus and/or the nature of the feedback. This can be done at the end of the previous visit, during a scheduled conference prior to the observation (recess, prep period, lunch, etc.), or by email. Observations should focus on the Teaching Performance Expectations (TPEs), and CA content standards.

Observation Forms

All observations are recorded electronically in Taskstream. No paper forms will be acceptable. Follow the directions in Taskstream for the proper completion of the form.

California Reading Initiative (Multiple Subject and Special Education Candidates Only) In response to the California Reading Initiative, California Lutheran University is required to document field study practice in reading and language arts. Candidates must be observed teaching reading lessons at least twice during the semester. Regular observation forms may be used with special notation that the lesson focused on reading or language arts. Candidates need to document that they have met all the state reading standards for the multiple subject credential. The Reading Instructions Summary Sheet serves as a mini-portfolio and a record of evidence for each standard. Observation forms may be used to document competence. During the semester, the supervisor may also need to assist candidates in documenting their reading instruction on this form. Supervisors sign the forms at the end of the semester to indicate satisfactory completion.

Directions for completing the Reading Instruction Summary Sheet Many of the competency requirements for the summary sheet can be met through the coursework assigned in either EDTP 521 (Reading and Language Arts Methods) or EDTP 525 (Advanced Methods). If the candidates in that class have completed an assignment, they just need to list it in the "evidence" column. Because transcripts will verify satisfactory completion of the course, evidence does not need to be attached to the summary sheet. If the supervisor or cooperating teacher observed one or more of the items in a domain, the candidate can list the date of the observation with written documentation. Supervisors need to sign the bottom of the Summary Sheet when the candidate has demonstrated their competence in all of the domains. Problem Solving and

Academic Intervention – (Problem Solving Protocol)

1. Attempt to solve all issues directly with candidate and cooperating teacher.

2. If not successful, advise the Field Placement Director.
3. If additional intervention is necessary, advise the Chair of the Department of Learning and Teaching.
4. Written documentation is required for candidates who are struggling in their field placements, are not planning appropriately, or who require more specific intervention. Identifying this early in the semester is very important and the appropriate program director needs to be notified so that a conference can be scheduled with all parties involved. If this is required, contact the Field Placement Director to schedule a consultation with the candidate.

Problem Resolving Protocol

For a problem, an attempt should always be made to work out any issues or concerns with one another prior to elevating it to the steps outlined within the protocol.

A. Candidate-Cooperating Teacher

Step 1	<p>Candidate- Contact the university supervisor to express their concerns regarding the cooperating teacher.</p> <p>Cooperating Teacher- Contact the university supervisor to express their concerns regarding the candidate.</p>
Step 2	The university supervisor will work with the candidate and cooperating teacher to find a resolution.
Step 3	If the issue cannot be resolved at Step 2 then the university supervisor will contact the field placement director & program director and a determination will be made as to the next steps: mediation, plan of action for the candidate, change of placement, etc. ^{1, 2, 3}

B. Candidate-University Supervisor

Step 1	<p>Candidate- Contact the field placement director to express their concerns regarding the university supervisor.</p> <p>University Supervisor- Contact the field placement director to express their concerns regarding the candidate.</p>
Step 2	The field placement director will work with the candidate and the university supervisor to find a resolution.
Step 3	If the issue cannot be resolved at Step 2 then the field placement director will contact the program director and a determination will be made as to the next

	steps: mediation, plan of action for the candidate, change of placement, etc.* **
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C. University Supervisor-Cooperating Teacher

Step 1	<p><u>Cooperating Teacher</u>- Contact the field placement director to express their concerns regarding the university supervisor.</p> <p><u>University Supervisor</u>- Contact the field placement director to express their concerns regarding the cooperating teacher.</p>
Step 2	The field placement director will work with the cooperating teacher and the university supervisor to find a resolution.
Step 3	If the issue cannot be resolved at Step 2 then the field placement director will contact the program director and a determination will be made as to the next steps: mediation, plan of action for the candidate, change of placement, etc.* **

*When a support plan is needed, the field placement director is the author with input from the program director. The field placement director will meet with the candidate along with the program director.

** The special education placement coordinator will be involved if a change in placement is warranted

***Any change impacting the timing of credential completion must be communicated to the credential analyst.

Intersegmental Project: Professional Development for District Employed Supervisors

Eight Hours of Professional Development created and sponsored by the Intersegmental Project of the California Council on Teacher Education (CCTE) in collaboration with the Collaboration for Effective Educator Development, Accountability, and Reform (CEEDAR) Center.

<https://www.air.org/center/collaboration-effective-educator-development-accountability-and-reform-center-ceedar>

Curriculum Outline

1. Coaching Adult Learners (Four Hours)

- a. What and Why of Coaching
- b. Principles of Adult Learning Principles
- c. Learning Focused Relationships
- d. Providing Evidence vs. Opinion
- e. Maximizing Time and Attention
- f. Applying Verbal Tools to Invite Thinking
- g. When you can't meet face-to face

2. Instructional Strategies for ALL Learners (Two Hours)

- a. An Introduction to Teacher Development
- b. Elements of Effective Lesson Design
- c. Content-specific Pedagogy Using the New Frameworks
- d. Managing the Instructional Environment

e. Classroom Technology Integration

3. Inclusive Education (Two Hours)

a. Introduction to Inclusive Education

b. Multi-Tier System of Supports (MTSS)

c. Universal Design for Learning

d. Differentiated Instruction

University Supervisor Compensation Schedule

NOTE: Supervisors may be required to cover a geographic area that includes North from the campus as far as Goleta, and East from the campus as far as Santa Clarita, as well as Los Angeles County and Ventura County.

The University Supervisor will meet with each student teacher and the cooperating teacher at the beginning of the semester.

Supervisors are contracted and compensated through an hourly timesheet and pay process.

Duties

Methods Clinical Experience

- Visit candidate a minimum of eight (8) times
- Conduct six (6) formal observations
- Conduct a mid-term and final evaluation in collaboration with the CT
- Attend university meetings
- Meet all requirements in handbook

Full-time Clinical Experience

- Visit candidate a minimum of eight (8) times
- Conduct six (6) formal observations
- Conduct a mid-term and final evaluation in collaboration with the CT
- Attend university meetings
- Meet all requirements in handbook

Intern Clinical Experience

- Observe candidate a minimum of eight (8) times
- Conduct six (6) formal observations
- Conduct a mid-term and final evaluation
- Attend university meetings
- Meet all requirements in handbook

Appendix A

PDS Residency Information

Professional Development School Pathway (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 candidate 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 candidate will follow the schedule of the school (not the university). Candidates are expected to become fully engaged in the culture of the school and shadow their cooperating teachers. Having an opportunity for this type of placement allows candidates to:

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

PDS Placement and Schedule Description for Multiple Subject Candidates

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

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 candidate 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 candidate and cooperating teacher.

In the co-teaching model, the candidate 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 candidate will assume a lead role. As well, s/he 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 Placements: 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 student teaching 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 candidate the option to continue her/his 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.
- These placements support many elements of cultural proficiency (CampbellJones, CampbellJones, & Lindsey, 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.
- Schools moving toward a K-8 STEM Theme/Focus model have expressed support for teacher candidate placement in their schools that serve underrepresented populations. This aligns with the Cal Lutheran Hispanic Serving Institution (HSI) designation.

