



SCHOOL OF EDUCATION
Division of Teacher Education

TEACHER CANDIDATE
HANDBOOK

2022-2023

School of Education
Conceptual Framework

Learner Goals:

Ethical

⋮

Responsive

⋮

Informed

Mission Statement:

Based upon Christian values and principles, the APU School of Education prepares educators to be creative, collaborative, critical thinkers and scholars for diverse educational settings.

University Cornerstone:

Christ

⋮

Scholarship

⋮

Community

⋮

Service

“Our belief is that education enlightens the mind and inspires the heart so that the hands can serve.”

Dr. Richard E. Felix, Former President, APU

Azusa Pacific University
School of Education
Division of Teacher Education
701 East Foothill Boulevard, Azusa, CA 91702

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The purpose of this handbook is to assist teacher candidates in developing a comprehensive understanding of the teacher preparation programs offered at Azusa Pacific University. If you have any questions about the content of this handbook, please contact the Division of Teacher Education at soeteachereducation@apu.edu.

All of the credential programs offered in the Division of Teacher Education are accredited by the California Commission on Teacher Credentialing (CTC) as well as the National Council for the Accreditation of Teacher Education (NCATE), which is transitioning to the Council for the Accreditation of Educator Preparation (CAEP). It is the goal of the Division of Teacher Education to prepare teachers who are dedicated to the academic achievement and social- emotional development of all students who demonstrate a commitment to lifelong learning and professional growth. All coursework and instruction is delivered from a distinctly Christian perspective, instilling in each teacher candidate a strong foundation for becoming an ethical, informed and responsive educator. Individualized attention is emphasized throughout the program giving teacher candidates the invaluable advantage of a personalized education. As our candidates prepare to work in schools as teachers, they must know and demonstrate knowledge of content, pedagogy and professional skills and dispositions necessary to help all students learn. As a result, our candidates are highly sought after because of the fulfillment of these goals.

Azusa Pacific University Vision Statement

To develop highly effective, innovative, visionary educators and scholarly practitioners of high moral and ethical character based upon Christian values and principles. Our vision is grounded in the four cornerstones that define the mission of Azusa Pacific University: Christ, Scholarship, Community, and Service.

Christ

Belief in Christ is central to all that we think and do, and who we are. It is this understanding of God's love that informs all our pursuits: academic, service, and community.

Scholarship

We are called to scholarship permeated by our Christian faith. We are committed to teaching excellence. The liberal arts are central in the curriculum, for we are dedicated to the education of the whole person. At the same time, we value the role of professional offerings that prepare students for specific careers.

Community

We believe in community. We are a richly diverse people who value the worth of each individual. Our mission is to encourage, equip, and enable each student to fulfill his or her great potential, and in turn, encourage, equip, and enable others.

Service

Service is at the heart of our local and international outreach, missions, and service-learning endeavors. Our students often find these experiences to be among the greatest of their lives.

Message from the Dean

School of Education



Welcome to the Azusa Pacific University (APU) School of Education. We are delighted that you have entered as a teacher candidate and look forward to having you as a student in our programs. With APU's rich history of preparing educators for service in K-12 settings, we are uniquely designed to meet the needs of candidates through utilizing eight-week sessions, in person, online courses, and hybrid options (combining in person and online components). We offer a year-round array of programs, degrees, and credentials for first-time and experienced educators who are preparing for roles as classroom teachers, school and district administrators, school counselors and psychologists, and change agents for our educational systems. APU is heavily invested in schools, districts, professional associations, and other partnerships across Southern California, as well as nationally and internationally. We are both proud of and humbled by these partnerships and responsibilities. We continue to work diligently to be good stewards of our influence and responsible change agents for the advancement of education. The work of the School is guided by the University's *God First* commitment that permeates each aspect of the educational process.

We look forward to our work together educating educators!

Blessings,

Anita Fitzgerald Henck, Ph.D.

Dean, School of Education Azusa Pacific University

Message from the Chair

Division of Teacher Education



Welcome to the Division of Teacher Education at Azusa Pacific University. Since the early 1960s, Azusa Pacific University (APU) has produced many of the finest educators and school administrators in Southern California. Regional and national accreditations make our programs distinguished by all academic standards. Teacher Education faculty possess a range of expertise and professional experiences that are vast, diverse, and reflective of the various areas of teaching and professional practice that make 21st century teaching unique, including an intentional connection to the cutting edge of global educational and technological developments.

Our teacher education programs have long had a strong reputation for preparing highly qualified teachers. Key features of these innovative programs include:

- Candidates in all four teacher credential programs share four common foundation courses providing a base of instruction across the education continuum and a broader understanding of K-12 education.
- A co-teaching environment is modeled preparing candidates to teach in more inclusive K-12 environments in which elementary and secondary education teachers and special education teachers work together collaboratively.
- Embedded field experiences and clinical practice experiences connect graduate coursework directly to K-12 environments throughout the program.
- Thematic elements of technology, EL (English Learner) instruction, diversity, faith integration, and professional dispositions are embedded across each program of study.
- Specialization courses and the opportunity to choose a Master's degree emphasis round out our comprehensive teacher preparation programs.

As a teacher you are called to mold young lives and shape a diverse and value-oriented global society through the American school system. It is our desire to produce compassionate, creative, and goal-oriented teachers who are *ethical*, *reflective*, and *informed* practitioners. The Division of Teacher Education faculty and staff are committed to providing you with the best service possible during your time at Azusa Pacific University.

Once again, welcome to Azusa Pacific University.

Catherine Hahs Brinkley, Ed.D.

Chair, Division of Teacher Education

About the Division of Teacher Education

As one of the largest credential-granting institutions in California, APU graduates credentialed teachers who are professionally prepared to provide quality educational programs that effectively meet the needs of the children and youth in public and private schools and who are heavily recruited by school districts throughout California and other states. Graduating candidates understand and demonstrate the content, pedagogical, and professional knowledge, skills, and disposition necessary to help all students learn. All preliminary teaching credential programs include English Learner Authorization allowing graduates of APU teacher education programs to work with English learners within the content areas or settings authorized by their base credential.

- Programs and courses are offered conveniently at the Azusa campus, as well as regional campuses throughout Southern California. Course offerings are dependent upon schedule and enrollment. Minimum course enrollment is required for all courses at all campuses.
- Programs offering a Master of Arts in Education with a credential embedded allow teacher candidates to complete their credential while pursuing a graduate degree in their selected area of interest. This combination provides candidates the opportunity to explore their credential through the lens of their chosen emphasis.
- All teacher candidates are required to complete state examinations, assessments and requirements necessary for their California preliminary teaching credential (e.g., California Subject Examination for Teachers (CSET), Teaching Performance Assessments (CalTPA), Reading Instruction Competence Assessment (RICA), etc.).

Professional Standards for Teacher Credential Candidates

APU teacher credential candidates are highly desired because of the School of Education's strong reputation for preparing highly qualified teachers who have been held to high professional standards. The Division of Teacher Education assesses candidates from admission through credential recommendation in credential standards and dispositions, including the following:

- All credential candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in dismissal from the program.
- All credential standards and requirements for special education and teacher education are subject to CTC, NCATE (transitioning to CAEP), and federal policy changes, as well as graduate education policy, and these supersede handbook descriptions.
- The division reserves the right to change the admission process and requirements as needed, withhold credential recommendation due to a candidate's failure to meet and/or maintain APU professional, ethical, technical, and behavioral standards and dispositions, and/or expel a candidate at any time in the program due to a candidate's failure to meet and/or maintain APU professional, ethical, technical, and behavioral standards and dispositions.

Teacher Education Program Options

The following preliminary teaching credential programs are offered through the Division of Teacher Education. Candidates seeking to complete multiple credentials or add a credential should contact the Program Director for their program. **Full program outlines and course descriptions can be found in the [APU Catalog](#).**

Master's Degree Programs with Credentials Embedded

- Master of Arts in Education: Teaching and Multiple Subject Preliminary Credential
- Master of Arts in Education: Learning and Technology and Multiple Subject Preliminary Credential
- Master of Arts in Education: Teaching and Single Subject Preliminary Credential*
- Master of Arts in Education: Learning and Technology and Single Subject Preliminary Credential*
- Master of Arts: Physical Education and Single Subject Preliminary Credential (offered through the School of Behavioral and Applied Sciences)
- Master of Arts in Education: Special Education and Mild to Moderate Support Needs Education Specialist Preliminary Credential
- Master of Arts in Education: Learning and Technology and Mild to Moderate Support Needs Education Specialist Preliminary Credential
- Master of Arts in Education: Special Education and Extensive Support Needs Education Specialist Preliminary Credential
- Master of Arts in Education: Learning and Technology and Extensive Support Needs Disabilities Education Specialist Preliminary Credential

Credential Only Programs

- Multiple Subject Preliminary Teaching Credential
- Single Subject Preliminary Teaching Credential*
- Mild to Moderate Support Needs Education Specialist Preliminary Credential
- Extensive Support Needs Education Specialist Preliminary Credential

*APU offers preparation for Single Subject Preliminary Credentials in the following academic areas: Art, Business, English Language Arts, Mathematics, Music, Physical Education, Science, Social Science, and World Languages.

Credential Program Expectations

All candidates admitted to an APU teacher preparation program should have a clear understanding of the following program expectations. Any questions relating to program expectations, should be brought by the candidate to the appropriate Program Director.

- Candidates are preparing to work as educators within California schools. As such, they must demonstrate the content, pedagogy, writing skills and dispositions required of the profession. Therefore, the Division of Teacher Education continually assesses candidates from admission through recommendation of credentials in both academic and dispositional standards.
- Candidates are expected to maintain a high level of professional and ethical behavior throughout the program. Failure to do so may result in discipline up to and including program dismissal.
- All candidates must have access to technology, including a Mac or PC laptop or notebook computer with the latest operating system and internet capability and accessibility. Additional technology requirements may be necessary for some programs. This information can be found in the program information contained in the [APU Catalog](#).
- Candidates should refer to the [APU Catalog](#) and the [APU School of Education Student Handbook](#) for policies and practices concerning provisional admission status, adding/dropping courses, petitioning for exceptions, leaves of absence, disability services, and other student related policies. Students who believe they may require accommodations due to a disability, should contact Accessibility and Disability Resources by phone at 626-815-3849 or email at disabilityservices@apu.edu.
- Field experience is embedded in the coursework of all programs. Completion of field experience requires 60 hours conducted by the teacher candidate outside of the regularly scheduled class hours and is spread across four courses. Field experience details are explained further in the [Clinical Experiences Handbook](#).
- All programs contain a clinical practice component as a requirement of the program. Further information about clinical practice is contained in the [Clinical Experiences Handbook](#).
- Field experience and clinical practice must be completed within 50 miles from the nearest Azusa campus (including regional campuses), and must be completed in a district with whom the APU School of Education maintains an active Memorandum of Understanding (MOU).
- Candidates participating in field experience and/or clinical experience must have proof of auto insurance.
- Candidates participating in APU teacher preparation programs must maintain auto insurance and be covered by professional liability insurance in their capacity as credential candidates.
- Students should consult the [Clinical Experiences Handbook](#) for complete information about clinical practice and field experience within the Division of Teacher Education.

Academic Integrity Policy

The practice of academic integrity to ensure the quality of education is the responsibility of each member of the education community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered academic dishonesty that defrauds the work of others and the education system. Engaging in academic dishonesty in fulfillment of the requirements of an academic program is a serious offense for which a student may be disciplined or dismissed from a program. Please consult the [APU Catalog](#) for policy information on academic integrity. .

Grievance and Appeal Procedures

The Division of Teacher Education endeavors to provide each student with a wonderful educational experience. It is important that students are treated fairly and receive prompt responses to problems and concerns. For this reason, the University provides a grievance procedure to promote prompt and responsible resolution of issues raised by students. See the APU Catalog for the full [Grievance and Appeal Procedures](#).

COVID Related Information

Information and expectations related to COVID are provided by APU at [Destination APU](#). Azusa Pacific University has made the determination not to require COVID-19 vaccinations at this time, but instead to strongly encourage all employees and students to be fully vaccinated as soon as possible, if they are medically able to do so in consultation with their medical professional. The programs within the School of Education that lead to an educator credential require clinical experiences at K-12 district and school sites. Most K-12 district and school sites with whom APU partners require individuals to be fully COVID-19 vaccinated before being allowed onsite. Accordingly, a student's inability to establish full COVID-19 vaccination is likely to prevent the student from being allowed to participate in clinical experiences required to progress through and complete their educator credential program.

Course Overview

The Division of Teacher Education offers four programs offering a Master of Arts in Education with a preliminary California credential. Credential only programs are also offered through the Division. The Course Overview information contained below applies to all credential or Master degree with credential-embedded programs.

The Division of Teacher Education (DTE) preliminary teacher credential programs stand out from other programs for their creativity and innovation. Program distinctive elements include:

- Enhanced focus on teacher candidates' understanding of the continuum of K-12 education – from kindergarten to graduating seniors, as well as general education to special education.
- Exposure to a breadth of knowledge through foundation courses required for candidates in all credential programs.
- Exposure to a variety of teaching styles and collaborative teaching models as demonstrated through co-teaching experienced in a course. The co-taught course will generally include General Education and Special Education faculty members collaboratively teaching together.

Foundation Courses

All teacher education candidates share four common foundation courses (12 units). The specific content area is taught broadly, drawing from elementary and secondary school emphases to enhance knowledge of the individualized education process of special education and general education. Some assignments will be differentiated so that candidates can demonstrate knowledge within the specific focus of their particular credential emphasis area. These courses are taught in various modalities in Azusa and at four regional campuses.

FOUNDATION COURSES (all programs):

Course Title	Units	Course Numbers & Prerequisites
Art of Teaching I: Foundations of Teaching	3	TESP 501
Science of Teaching I: How Students Learn: Educational Psychology, Neuroscience, and Theory	3	TESP 502
Soul of Teaching: Tapestry of American Education	3	TESP 503
Schools and Educational Systems	3	TESP 504

Specialization Courses

Each specific credential is connected to specialty courses geared to the unique requirements for that credential, providing candidates with content and skills for success in their specialty area. This collection of courses (20-22 units) is integrated across the program after completing two foundation courses. Courses are taught in a variety of modalities.

SPECIALIZATION COURSES: Multiple Subject		
Course Title	Units	Course Numbers & Prerequisites
Art of Teaching II: A Pedagogical Models Approach to Instructional Design	3	TEP 511 Prerequisite: TESP 501
Science of Teaching II: Effective Assessment	3	TEP 512 Co-requisite or Prerequisite: TESP 502
Methods of Teaching Reading and Writing (K-8)	3	TEP 521
Methods of Teaching Mathematics (K-8)	3	TEP 522
Methods of Teaching Science (K-8)	2	TEP 523 Co-requisite: TEP 551
Methods of Integrating the Humanities (K-8)	2	TEP 524 Co-requisite: TEP 552
Clinical Practice I	2	TEP 551 Prerequisite: Clinical Practice Clearance
Clinical Practice II	2	TEP 552 Prerequisite: TEP 551

SPECIALIZATION COURSES: Single Subject

Course Title	Units	Course Numbers & Prerequisites
Art of Teaching II: A Pedagogical Models Approach to Instructional Design	3	TEP 511 Prerequisite: TESP 501
Science of Teaching II: Effective Assessment	3	TEP 512 Co-requisite or Prerequisite: TESP 502
Methods of Teaching Reading and Writing (7-12)	3	TEP 531
Secondary Pedagogy I: Teaching in Secondary Schools	2	TEP 532
The Differentiated Classroom: Maximizing the Capacity of Each Learner	3	TEP 533 Co-requisite: TEP 561
Secondary Pedagogy II: Content-Specific Strategies, Teaching, and Assessment Experiences	2	TEP 534 Prerequisite: TEP 532 Co-requisite: TEP 562
Clinical Practice I	2	TEP 561 Prerequisite: Clinical Practice Clearance
Clinical Practice II	2	TEP 562 Prerequisite: TEP 561

SPECIALIZATION COURSES: Special Education (Mild to Moderate Support Needs)

Course Title	Units	Course Numbers & Prerequisites
The Art of Teaching II: Pedagogy and Instructional Design for Education Specialists	3	SPED 517 Prerequisite: TESP 501
Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs	3	SPED 518 Co-requisite or Prerequisite: TESP 502
Methods of Teaching Reading and Writing	3	SPED 525
Specialized Academic Instruction: Reading, Writing, and Math	3	SPED 526
Assessment and IEP Development: Mild to Extensive Support Needs	3	SPED 528
Positive Behavior Supports for Students with Exceptional Needs	3	SPED 529

Clinical Practice I: Mild to Moderate Support Needs	2	SPED 551 Prerequisite: Clinical Practice Clearance
Clinical Practice II: Mild to Moderate Support Needs	2	SPED 552 Prerequisite: SPED 551

SPECIALIZATION COURSES: Special Education (Extensive Support Needs)

Course Title	Units	Course Numbers & Prerequisites
The Art of Teaching II: Pedagogy and Instructional Design for Education Specialists	3	SPED 517 Prerequisite: TESP 501
Science of Teaching II: Effective Assessment Strategies for Learners with Special Needs	3	SPED 518 Co-requisite or Prerequisite: TESP 502
Methods of Teaching Reading and Writing	3	SPED 525
Teaching Students with Extensive Support Needs	3	SPED 527
Assessment and IEP Development: Mild to Extensive Support Needs	3	SPED 528
Positive Behavior Supports for Students with Exceptional Needs	3	SPED 529
Clinical Practice I: Extensive Support Needs	2	SPED 571 Prerequisite: Clinical Practice Clearance
Clinical Practice II: Extensive Support Needs	2	SPED 572 Prerequisite: SPED 571

Emphasis Courses

Each of the three Masters' with credential programs has five courses (12-15 units) that provide the context for the area of emphasis; Teaching (curriculum & instruction), Learning & Technology, and Special Education. Candidates take a preliminary introductory course with remaining emphasis courses integrated across the program. Emphasis courses are taught fully online to enable candidate flexibility. The Masters in Physical Education and Single Subject teaching credential is housed in the School of Behavioral and Applied Sciences. Teacher candidates with an emphasis in Physical Education should refer to the [APU Catalog](#) for emphasis information in that program.

EMPHASIS COURSES: Learning and Technology		
Course Title	Units	Course Numbers & Prerequisites
Essentials in Learning and Technology	1	EDUC 540
Digital Communications	3	EDUC 546
Special Topics in Educational Technology	3	EDUC 547
Emerging Trends in Technology	3	EDUC 548
Capstone Experience in Digital Teaching and Learning	2	EDUC 549 Prerequisite: EDUC 540, 546, 547, & 548 <i>(Must be completed in final term of program)</i>

EMPHASIS COURSES: Special Education		
Course Title	Units	Course Numbers & Prerequisites
Introduction to Research for Practitioners	1	EDUC 550
Historical and Philosophical Perspectives of Disability Studies	3	EDUC 556
Current Trends in Curriculum & Disability Studies	3	EDUC 557
Guided Research Project	3	EDUC 558 Prerequisite: EDUC 550, 556, 557 <i>(Must be completed in final term of program)</i>
Procedures and Findings	2	EDUC 559 Prerequisite: EDUC 558 <i>(Must be completed in final term of program)</i>

EMPHASIS COURSES: Teaching

Course Title	Units	Course Numbers & Prerequisites
Introduction to Research for Practitioners	1	EDUC 530
Family, Community, and School Connections	3	EDUC 536
Curriculum Development, Revision, and Evaluation Process	3	EDUC 537
Current Issues in Education	3	EDUC 538
Capstone Seminar	2	EDUC 539 Prerequisites: EDUC 530, 536, 537, & 538 <i>(Must be completed in final term of program)</i>

Program Unit Totals

MA. Ed. with MULTIPLE SUBJECT CREDENTIAL		MULTIPLE SUBJECT CREDENTIAL ONLY	
Coursework	Units	Coursework	Units
Foundation Courses	12	Foundation Courses	12
Specialization Courses	16	Specialization Courses	16
Clinical Practice/Student Teaching	4	Clinical Practice/Student Teaching	4
Emphasis Courses	12		
TOTAL UNITS FOR PROGRAM	44	TOTAL UNITS FOR PROGRAM	32
NO. SEMESTERS TO COMPLETE	3	NO. SEMESTERS TO COMPLETE	3

MA. Ed. with SINGLE SUBJECT CREDENTIAL*		SINGLE SUBJECT CREDENTIAL ONLY	
Coursework	Units	Coursework	Units
Foundation Courses	12	Foundation Courses	12
Specialization Courses	16	Specialization Courses	16
Clinical Practice/Student Teaching	4	Clinical Practice/Student Teaching	4
Emphasis Courses	12		
TOTAL UNITS FOR PROGRAM	44	TOTAL UNITS FOR PROGRAM	32
NO. SEMESTERS TO COMPLETE	3	NO. SEMESTERS TO COMPLETE	3

*Unit totals for M.S. in Physical Education with Single Subject teaching credential may differ

MA. Ed. with SPECIAL EDUCATION CREDENTIAL (All programs)		SPECIAL EDUCATION CREDENTIAL ONLY (All programs)	
Coursework	Units	Coursework	Units
Foundation Courses	12	Foundation Courses	12
Specialization Courses	18	Specialization Courses	18
Clinical Practice/Student Teaching	4	Clinical Practice/Student Teaching	4
Emphasis Courses	12		
TOTAL UNITS FOR PROGRAM	46	TOTAL UNITS FOR PROGRAM	34
NO. SEMESTERS TO COMPLETE	3	NO. SEMESTERS TO COMPLETE	3

Course Expectations

Although the syllabus for each course is the final authority for that course, candidates can anticipate and expect the following practices within all Division of Teacher Education programs. Questions regarding a specific course should be directed to the professor for that course. ***NOTE: This Division of Teacher Education Handbook is only a supplement to the APU Catalog and the School of Education Student Handbook. Candidates should refer to these documents for complete details on all policies, procedures, and expectations.***

Course Duration

All courses are offered in eight-week sessions.

Class Time

All three-unit in person courses are held from 4:45 pm to 9:30 pm and two-unit in person courses are held from 4:45 pm to 8:00 pm with breaks determined by the course professor. This applies to all campuses, including regional campuses. Professors and candidates are expected to commit to this block of time for the course and endeavor to use this time wisely.

Course Modalities

Courses are offered in a variety of modalities, including in person, distance learning, blended learning, online synchronous and online asynchronous. Modality designations are listed in the course schedule with appropriate descriptions of expectations for each modality.

Attendance

Attendance is a vital part of the experiential-based learning environment within the Division of Teacher Education. Absences, including tardiness and early departures, **will** affect grades. Candidates are expected to contact their instructor immediately when he/she anticipates difficulties in fulfilling attendance requirements. Specific attendance policies are as follows:

- Candidates will be allowed up to two absences with approval from the professor. The candidate's overall course grade will be affected. Two absences will result in a one-letter grade deduction for the overall course grade.
- Candidates who have an approved absence must make arrangements with the professor to make up any missed assignments or activities occurring during that class time. Approval does not indicate that points will not be deducted for an approved absence.
- For in person and online synchronous courses candidates will be asked to withdraw from the course if they miss three (3) class sessions. Failure to withdraw from the course may result in a non-passing grade on the candidate's transcript.
- For fully online asynchronous courses, more than two (2) weeks of non-participation as defined in the course syllabus, will necessitate the candidate's withdrawal from the course. Failure to withdraw from the course may result in a non-passing grade on the candidate's transcript.
- For blended (online synchronous and asynchronous) courses a synchronous class session is equal to two (2) class meetings for attendance. Absences will affect your grade; therefore three (3) absences (or 1.5 synchronous class meetings) will necessitate your withdrawal from the course. Failure to withdraw from the course may result in a non-passing grade on the candidate's transcript.

APU Email Address

The Division of Teacher Education, Graduate and Professional Center, and other APU offices send all official communication through APU email, including registration information. Teacher candidates are required to maintain an APU email address. Candidates may link their APU email account to a private internet service provider, but are responsible for checking APU email regularly.

Canvas

APU utilizes Canvas for the administration of courses, including delivery of course content, assignment submission, course announcements, etc. All teacher candidates will be provided with directions for accessing Canvas upon admission and at New Student Orientation. Assistance with Canvas is provided at canvas@apu.edu.

Graduate Writing Proficiency

It is expected that course submissions by APU teacher candidates will be written at an academic level representative of a graduate program. Those who need assistance with their scholarly writing, can contact the APU Writing Center at writingcenterstaff@apu.edu. More information can be found at <https://www.apu.edu/writingcenter/>.

Course Registration and Enrollment

Information about course registration is sent to candidates when admitted. Further information can be found at <https://www.apu.edu/graduateprofessionalcenter/registrar/registration/>. Candidates should pay close attention to registration dates to ensure timely enrollment in courses. Space is not guaranteed in all courses and some courses do fill quickly.

- Candidates should register for both sessions (i.e. Fall 1 and Fall 2 or Spring 1 and Spring 2) when registration opens for the term.
- Any changes to a candidate's enrollment (add/drop, section change, etc.) must occur prior to the Add/Drop deadline.
- Candidates who are not enrolled for two consecutive terms (i.e. Fall semester + Spring semester; Spring Semester + Fall semester) will be administratively withdrawn from their program. The candidate would need to re-apply into their program to continue. **NOTE:** An application for readmission does not guarantee readmission. Additionally, candidates who are readmitted will be held to any and all program requirements and university policies in place at the time of readmission. Please refer to the APU Catalog for all policies.
- All program requirements need to be completed within a five-year time frame that starts the first term a candidate earns a grade in a course after being accepted into their program.

Grading

The DTE Graduate Grade Scale is included below, and specific grading policies will be contained in the syllabus for each course. The following expectations generally apply to all courses.

- Candidates are required to earn a grade of B- or better in ALL coursework. Courses with a grade lower than a B- (including NC grades) are not applied to master's degree or credential requirements and must be repeated.
- Candidates must have grades of B- or better in all necessary courses in order to receive clearance to begin clinical practice.
- Candidates who earn a grade of C+ or below must retake the course at the next available opportunity, which may impact the candidate's timeline for participation in clinical practice and program completion.
- Per APU policy, candidates may repeat a course up to two times, for a total of three times taking one course. Candidates should consult the [APU Catalog](#) for specific information with respect to repeated courses.
- Request for Graduate Course Incomplete is discouraged. An Incomplete is given **only** under special circumstances, as described in the [APU Catalog](#). In addition, an Incomplete can only be granted if the candidate has completed a substantial part of the coursework (greater than 75%), is in good academic standing in the course at the time the Incomplete is filed, and has satisfactory attendance up to the last day to withdraw in the term. Please note that additional documentation relating to the extenuating circumstance that prevented the candidate from completing his/her work may be required. The request for Graduate Course Incomplete needs to be submitted for review and all necessary signatures need to be obtained before the last day of the course.
- Candidates wishing to appeal a grade should consult the [APU Catalog](#).

DTE Graduate Grade Scale

95 – 100 = A

92 – 94 = A-

89 – 91 = B+

84 – 88 = B

81 – 83 = B-

78 – 80 = C+

73 – 77 = C

70 – 72 = C-

67 – 69 = D

Definition of work quality as demonstrated by letter grades:

- **A - Superior** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education.
- **B - Adequate** acquisition of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. A grade of B- is the minimum required for passing a course in this program.
- **C - Inadequate acquisition** of factual knowledge of fundamental principles and theories, application of course material related to problem solving and decision-making, and development of skills and competencies in the field of education. In this program, a C+ or lower is not considered a passing grade and the course will need to be retaken.

Please consult and refer to the APU Catalog, graduate center policies, and specific program catalogs and guidelines for further information.

Program Time Limit

Candidates in Division of Teacher Education programs must complete all requirements for their degree and/or credential within five years of admission. This includes both Master of Arts in Education and credential only programs. Both program and credential requirements, including all required exams and assessments, must be completed prior to the granting of the Master's degree. Information regarding time to degree completion is provided in the [APU Catalog](#).

Credentials

Credential Analysts

There is a team of credential analysts to support teacher preparation candidates as they work towards their goal of earning a California teaching credential. The credential analysts work with each teacher candidate from the beginning of their program through application for credential in order to provide consistent support throughout the entire process.

Academic Advising

Credential analysts serve as academic advisors to teacher candidates within the Division of Teacher Education. Academic advising promotes development and helps to improve the teacher candidate's overall experience within their program of study. Through academic advising, teacher candidates learn about the requirements of their academic program and are able to explore their strengths in relation to personal and occupational choices.

Each teacher candidate will have an opportunity to meet with his/her credential analyst shortly after admission. During this time, the analyst will provide information, guidance, and support in developing an academic plan to meet the candidate's needs and ensure program completion. While the credential analyst is a guide and resource, **final responsibility for meeting requirements to complete a program rests with the teacher candidate. Teacher candidates that deviate from their original academic plans must contact their credential analyst to be re-advised.**

Credential analysts serve teacher candidates according to an alphabetical breakdown. Alphabet assignments may adjust without prior notice to the candidate. Candidates should refer to the [Office of Credentials website](#) for the most up-to-date alphabet assignment and contact information.

Credential Requirements

All candidates must meet the following requirements to be recommended for a multiple subject or single subject preliminary teaching credential or a mild to moderate or extensive support needs education specialist preliminary credential by Azusa Pacific University:

1. Successful completion of all coursework.

NOTE: All candidates must earn a *B-* or better in all coursework. Courses that earn a grade of below *B-* must be retaken, and candidates who earn below a *B-* must meet with their credential analyst for a revised course sequence plan before progressing in the program. All admitted candidates must maintain a cumulative GPA of 3.0 with no grade below *B-*. Candidates who do not meet the above requirements may be subject to academic probation or dismissal from the program. **NOTE:** Documentation of completion of the 15 hours of fieldwork is required for a passing grade in fieldwork-embedded courses. If 15 hours are not documented, the highest grade possible is a *C+*, thus necessitating the course being retaken. Fieldwork hours must be completed within the timeframe of the current fieldwork-embedded course.

2. Completion of each of the following program requirements:

- U.S. Constitution (course or exam) - California Education Code Section 44335 requires all candidates for a multiple subject, single subject, or education specialist credential, to demonstrate knowledge of the United States Constitution by completing a college level course, or a college level examination in the subject. This requirement must be completed before the credential can be granted. The U.S. Constitution requirement can be met by successful completion of **one** of the following:
 - Successful completion of a course on the provisions and principles of the U.S. Constitution taken at a regionally accredited college or university.
 - Pass an examination on the provisions and principles of the U.S. Constitution offered by a regionally accredited college or university.
- Verification of subject-matter competency (CSET exam or completion of a state-approved subject-matter program, or meet one of the CTC approved options). Please note: CSET subtest exams expire ten years from their administration date unless the score is used for recommendation of an intern credential or higher-level credential.
- Verification of tuberculosis clearance. Please note: Tuberculosis clearance must be valid through the entire term of clinical practice.
- Continuing verification from instructors of positive dispositions characteristic of the teaching profession (relationships with others, professionalism, and teaching outlook).
- Valid Certificate of Clearance (COC) or other appropriate document issued by the California Commission on Teacher Credentialing (CTC) that requires a background check. Additional Certificate of Clearance information is as follows:
 - Candidates are required to maintain their Certificate of Clearance (or other appropriate document) throughout their enrollment in the School of Education.
 - Candidates who allow their Certificate of Clearance or other clearance document from the CTC to expire will be prevented from enrollment in future terms.
 - Instructions and information for acquiring a Certificate of Clearance can

be found at the following link: [Certificate of Clearance](#)

NOTE: Candidates must report any changes in character standings, including unresolved issues with the law and/or CTC, to their credential analyst. Failure to do so may result in dismissal from the program.

3. Successful completion of field experience and clinical practice.

Field experience is embedded into program foundation courses. Candidates must meet field experience requirements within each course in order to pass the course. Clinical practice is met traditionally through student teaching with a cooperating teacher; however, candidates who hold a contracted teaching position may request approval to complete clinical practice in the classroom where they are the teacher of record.

4. Prior to applying for a preliminary credential, candidates must:

- Verify successful completion of CPR for infants, children, and adults
- Verify successful completion of all assessments and forms required in the Division of Teacher Education's assessment system (Watermark)
- Multiple subject and single subject credential candidates must pass the California Teaching Performance Assessment (CalTPA Instructional Cycle 1 and Instructional Cycle 2)) as required by CTC
- Special education credential candidates must pass the Education Specialist California Teaching Performance Assessment (CalTPA Instructional Cycle 1 and Instructional Cycle 2)) as required by CTC
- Multiple subject and special education credential candidates must show proof of passage of the Reading Instruction Competence Assessment (RICA)
- Complete an Individual Development Plan (IDP) approved by their Program Director.
- Candidates should contact a credential analyst for information on applying for a preliminary credential after the above requirements have been completed. The credential analyst will provide information needed to complete the credential application. Preliminary credentials are valid for five years and are nonrenewable. A Clear Credential is obtained through a CTC-approved teacher induction program with either a California public school district or California university.

Intern Credentials

All DTE programs offer an intern credential option specifically designed for the candidate who is teaching full time in an appropriate setting in a public K-12 school. There are additional expectations of candidates completing their credential program while holding an intern credential. Candidates with questions about the expectations while working under an intern credential should contact the **Director of Clinical Experiences, Dr. Maria Gross at mgross@apu.edu**.

Intern Eligibility

Candidates planning to complete their clinical experience via an intern credential should communicate with their credential analyst in the Office of Credentials prior to beginning the eligibility process. To

become eligible for an intern credential, a candidate must meet the following requirements:

1. Hold a bachelor's or higher degree from a regionally accredited college or university
2. Be a current student in good standing in the APU School of Education preliminary teacher credential program
3. Successfully complete at least six units of coursework in the School of Education preliminary teacher credential program (with a grade of *B-* or higher in each course). Candidates who already hold a California multiple subject, single subject, or education specialist teaching credential may check with the Office of Credentials for possible exception to this requirement.
4. Verify successful completion of the California Basic Skills Requirement via one of the options approved by the California Commission on Teacher Credentialing (CTC)
5. Verify successful completion of the U.S. Constitution requirement (course or exam)
6. Verify successful completion of subject-matter competence via one of the following options:
 - Multiple Subject and Single Subject Teaching Credential candidates: Pass CSET or provide evidence of having completed a CTC-approved subject-matter preparation program, or meet one of the CTC approved options.
 - Mild to Moderate or Extensive Support Needs Education Specialist Credential candidates: Individuals who hold a Professional Clear, Clear, or Life Teaching Credential that required a bachelor's degree and completion of a program that included student teaching are exempt from this requirement. Others must pass the CSET for multiple subject, art, English, world languages, mathematics (including foundational-level mathematics), music, social science, or science (including foundational-level general science); or provide evidence of having completed a CTC-approved subject-matter preparation program for multiple subject, art, English, world languages, mathematics, music, social science, or science, or meet one of the CTC approved options.
7. Verify successful completion of the School of Education's approved intern pre-service.
 - Multiple Subject Pre-Service: TESP 501 Art of Teaching I, TESP 502 Science of Teaching I, TEP 511 Art of Teaching II, and TEP 521 Methods of Teaching Reading and Writing (K-8)
 - Single Subject Pre-Service: TESP 501 Art of Teaching I, TESP 502 Science of Teaching I, TEP 511 Art of Teaching II, and TEP 531 Methods of Teaching Reading and Writing (7-12)
 - Mild to Moderate Support Needs and Extensive Support Needs Pre-Service: TESP 501 Art of Teaching I, TESP 502 Science of Teaching I, SPED 517 Art of Teaching II, and SPED 525 Methods of Teaching Reading and Writing (K-8)
8. Candidates may also meet intern preservice requirements via completion of Alternative Certification Training (ACT) through the Kern County Superintendent of Schools. Candidates are required to work with their credential analyst for completion of preservice requirements through ACT or documented evidence of completing another CTC-approved preservice certification program.
9. Verify successful completion of 30 hours of early field experience via one of the following options:
 - APU field experience embedded in courses.

- Current California multiple subject, single subject, or education specialist teaching credential.
 - Life Ryan credentials, out of state credentials, and previous teaching experience will be evaluated on a case-by-case analysis.
10. Demonstrate competence in reading instruction via completion of the School of Education Methods of Teaching Reading and Writing course relevant to the candidate's preliminary credential program and proof of registration for the RICA exam OR a passing score on the RICA exam. Candidates who already hold a California multiple subject or education specialist teaching credential may check with the Office of Credentials for possible exemption from this requirement.
 11. All coursework (APU and/or CTC-approved pre-service certification program) must be completed within five years of being recommended for an Intern Credential.
 12. Gain employment under a full-time public school contract at a school site located within 50 miles of Azusa or an APU regional campus offering School of Education preliminary teacher credential programs.
 13. Verify employment as evidenced by a letter from school or district administration on district or school letterhead fully describing the teaching assignment.
 14. Submit the credential application and Intern Credential Application Request through the [Office of Credentials](#).

Completion of the above requirements does not guarantee recommendation for an intern credential. Recommendation for an intern credential is contingent upon the availability of university coaches. The School of Education must also have a valid Memorandum of Understanding (MOU) in place with the employing Local Education Agency (LEA) extending the offer of employment. Additionally, the Director of Clinical Experiences and Program Director for the relevant preliminary teacher credential program will review the candidate's file to determine if the candidate demonstrates appropriate academic progress and dispositions for recommendation for an intern credential.

Please note: The APU School of Education is not currently approved to offer the Bilingual Cross-cultural Language and Academic Development (BCLAD) certificate. At this time, APU intern programs are not designed to support individuals employed in bilingual classrooms. We are unable to recommend a candidate for an intern credential if their intern placement is in a bilingual classroom.

Once a candidate has been recommended for an intern credential, he/she must comply with the following requirements to maintain eligibility for the intern credential:

1. Be continuously employed in a teaching assignment that requires the intern credential
2. Be an APU School of Education candidate in good standing
3. Be making satisfactory progress toward program completion for the duration of the intern credential
4. Follow his/her signed advising plan
5. Enroll in an intern support course (SPED 500 or TEP 590) or clinical practice course each term he/she holds an intern credential. Please see information below regarding requirements for intern support and supervision.

Please note: Once a candidate has progressed to the start of the second eight weeks of clinical practice, the candidate has passed the point where he/she can be recommended for an intern credential.

Intern Support and Supervision

Interns are responsible to record ALL support and supervision received – including any and all additional English Learner (EL) support and supervision. The Director of Clinical Experiences reviews Support and Supervision Logs at the end of each eight-week session. Interns are encouraged to update logs on a daily/weekly basis and not to wait until the end of the session since it is easy to forget what support was received. There are MANY activities that can be logged as “support.” Those activities are listed below. **Intern Support and Supervision Logs are due (uploaded into Intern Teaching Credential DRF within Watermark) one week after the last day of each session.**

General Support and Supervision

As stated above, all interns must log their hours of support and supervision each term. ALL support and supervision received is to be logged. Support and supervision information is used to evaluate the support provided by the university and district/schools to intern candidates.

Support and supervision is provided by both the district/school site where the intern candidate is teaching and by APU. A complete description and breakdown of the support and supervision requirements and appropriate support activities will be provided to the candidate once an intern credential is recommended by APU.

Interns enrolled in SPED 500 or TEP 590 may receive 12 hours of support through course meetings each session.

Examples of Support and Supervision: CTC indicates support activities may include the following:

- Classroom observations and coaching
- Support related to observations, planning, problem-solving, and/or instruction
- Activities specifically addressing intern's classroom
- Grade level or department meetings related to curriculum, planning and/or instruction
- New teacher orientation
- Coaching from Administrator
- Co-planning with EL or SPED expert
- Observing SDAIE/ELD lessons online or in person
- Release time for participation in district/regional groups
- Review and discussion of test results with colleagues
- Weekly planning and/or review of plans with EL authorized credential holder

Additional Support

The APU School of Education Alumni and Professional Services offers multiple development opportunities for teacher candidates. Any workshop or seminar offered by APU that directly supports teaching may be logged as APU Support and Supervision. This support would be in addition to the direct Support and Supervision received from the University Coach. The [Alumni & Professional Services website](#) provides up-to-date information.

IMPORTANT NOTE REGARDING COMPLETION OF PRELIMINARY CREDENTIAL WHILE HOLDING AN INTERN CREDENTIAL: Upon completion of 16 weeks of clinical practice, a candidate with an intern credential has one additional eight-week session to complete the

preliminary credential requirements, application, and move to the preliminary. *This includes passage of the RICA exam for those candidates working toward a preliminary credential requiring RICA.* Failure to either maintain eligibility for the intern credential or to complete the preliminary credential requirements and application within the one additional eight-week session immediately following completion of clinical practice will result in withdrawal of the intern credential which could impact the candidate's employment.

Early Completion Option for Interns (does not apply to Education Specialist Interns)

Qualified intern candidates may choose an early program completion option culminating in a five-year preliminary teaching credential. This option is available to intern candidates who meet the following requirements:

1. Pass a written assessment adopted by the CTC that assesses knowledge of teaching foundations as well as all of the following:
 - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
 - Techniques to address learning differences, including working with students with special needs
 - Techniques to address working with English Learners to provide access to the curriculum
 - Reading instruction in accordance with state standards
 - Assessment of student progress based on the state content and performance standards
 - Classroom management techniques
 - Methods of teaching the subject fields
2. Pass both instructional cycles of the CalTPA. This assessment may be taken only one time by an Intern Candidate participating in the early completion option.
3. Pass the Reading Instruction Competence Assessment (RICA) – Multiple Subject Credential only
4. Meet the requirements for teacher fitness

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program.

The availability of an Early Completion Option is introduced to all applicants to multiple subject teaching credential and single subject teaching credential programs during their initial advising meeting. For additional information regarding the Early Completion Option, teacher candidates should contact the Program Director for their program.

It is important that Intern candidates remain in regular, consistent contact with their assigned credential analyst throughout the duration of their

Clinical Experiences

Clinical experiences are required of all programs designed to prepare a candidate for a California Preliminary Teaching Credential. These experiences allow the teacher candidate the opportunity to connect theory to practice through experiences in the K-12 classroom setting. Information about clinical experiences at APU can be found in the [Clinical Experiences Handbook](#) and on the [Office of Student Placements](#) website.

Field Experience

Each teacher candidate will be required to complete 15 hours of field experience embedded within four foundation courses, for a total of 60 hours. Candidates must meet field experience requirements within each course in order to pass the course. The foundation courses with embedded field experience are as follows:

Art of Teaching I (TESP 501)

Science of Teaching I (TESP 502)

Art of Teaching II (TEP 511/SPED 517)

Science of Teaching II (TEP 512/SPED 518)

Field experience consists of observations and other assignments conducted within the K-12 setting including hours completed in various learning environments - both general education and special education settings. Field experience provides an opportunity for each candidate to identify and contextualize individual student learning needs, observe and identify a variety of pedagogical approaches to meet the various needs of K-12 learners. As they begin to develop hands-on experiences, candidates will be prepared to make connections between pedagogy and student learning while increasing in the understanding of their own ability to assess the developmental, academic, behavioral, social, communication and career readiness needs of K-12 students within their specific credential focus. Specific coursework requirements will be completed in the field experience setting. Field experience expectations and requirements will be included within course syllabi of each field experience-embedded courses. Instructions and expectations for completing specific field experience assignments will be provided by the course faculty members teaching the field experience-embedded course.

Candidates submit fieldwork in Canvas/Assignment and/or ePortfolio (per instructor's direction). submission is required in order to receive credit for completion of field experience hours and requirements. Instructions for uploading assignments into Canvas/Assign and/or ePortfolio will be provided within the course. NOTE: Documentation of completion of the 15 hours of fieldwork is required for a passing grade in the course. If 15 hours are not documented, the highest grade possible is a C+, thus necessitating the course being retaken. Fieldwork hours must be completed within the timeframe of the current course.

Clinical Practice

In accordance with the School of Education's mission statement to prepare individuals for diverse educational settings, the Division of Teacher Education works to ensure all candidates experience varied school and classroom settings throughout their field experience and clinical practice experiences. Candidates should visit the [Office of Student Placements](#) website for detailed information about participating in clinical practice.

Each program has specific requirements for clinical practice. General information about clinical practice

is outlined below, and more specific information related to the clinical practice requirements for each program can be found in the [Clinical Experiences Handbook](#) for each candidate's specific program. *Candidates are held to the standards, practices, and policies contained within the [Clinical Experiences Handbook](#) for their program.*

Clinical Practice Information

- Clinical practice for all programs covers two consecutive 8-week sessions, for a total of 16 weeks
- Multiple subject candidates complete eight weeks at the TK-2 grade level and eight weeks at the 3-6 grade level
- Single subject candidates complete their entire 16-weeks of clinical practice within their subject area and must include four teaching periods with two different subject area preps (e.g., geometry and algebra).
- Both mild to moderate support needs and extensive support needs education specialist credential candidates must complete their 16-week clinical practice in a setting appropriate for their credential program.

Course Credit for Clinical Practice

Clinical practice courses are taken as Credit (*CR*)/No Credit (*NC*). The determination of clinical practice credit lies with the program director in consultation with the university coach and the cooperating teacher. Mid-point and final evaluations may be used to determine whether credit should be awarded. **NOTE:** Failure to submit all required documentation in Taskstream may result in a grade of *NC*.

Candidates who earn a grade of *NC* are required to meet with their program director to identify knowledge, skills, and/or dispositions that may need strengthening and develop a performance improvement plan. Candidates will not receive another placement for clinical practice until they have met with their program director and received a performance improvement plan. Students who earn an *NC* grade will be placed on academic probation and given one enrollment period to demonstrate satisfactory progress according to the terms of the improvement plan. Students who do not meet the standards for satisfactory progress after a probation period may be dismissed from the credential program.

Candidates are expected to successfully complete their culminating clinical practice course at first attempt. On rare occasions, students with unsuccessful first attempts will be eligible to petition the Director of Clinical Experiences to repeat the course. Clinical practice may not be repeated without a successful petition. Candidates must contact the Director of Clinical Experiences to receive and complete the School of Education Academic General Petition. A culminating clinical practice course can be repeated only once. Students who earn an *NC* grade in a culminating clinical practice, field experience, or internship experience as a result of a lapse in professional responsibility, integrity, or ethical conduct may not be eligible to petition to repeat the course for which they received the non-passing grade and may be subject to academic dismissal.

Applying for Clinical Practice

Candidates must submit an application for clinical practice in advance of participation in clinical practice. Applications and all required items must be received by the applicable deadlines and approved by the Office of Student Placements for a student to be eligible for clinical practice participation.

**Applications for clinical
practice must be submitted to the Office
of Student Placements by:**

A

April 10 for fall term

Clearing for Clinical Practice

Clinical practice may occur through student teaching or a contracted teaching position. Regardless of the method, the following requirements must be met before any clinical practice experiences can take place:

- Posted bachelor's degree or a student in good standing in the integrated bachelor's degree plus credential program at Azusa Pacific University.
- Verification of successful completion of the Basic Skills Requirement
- Tuberculosis clearance (must be current throughout entire clinical practice experience)
- Valid Certificate of Clearance or other appropriate CTC-issued document (valid throughout entire clinical practice experience)
- Proof of successful completion of U.S. Constitution coursework or exam
- Original, passing scores of CSET exams, official verification of completion of a CTC-approved subject-matter program signed by the credential analyst at the California institution of higher education at which the courses were successfully completed, or meet one of the [CTC approved options](#). *Please note: CSET subtest exams expire 10 years from their administration date unless score is used for recommendation of an intern credential or above.*
- Candidates who have secured a contracted teaching position must submit a copy of their teaching contract for the appropriate school year and a principal letter on school letterhead for consideration as a placement for clinical practice. Templates with the requirements for the principal letter can be obtained from your Credential Analyst. **Contracted teaching positions must be approved as part of the clinical practice clearing process prior to placement to ensure they meet all placement requirements. Candidates should contact the Office of Student Placements prior to accepting a contracted teaching position with the intention of completing clinical practice in that position.**

All clinical practice clearance documents must be submitted to the Office of Student Placements by April 30 for fall term and September 30 for spring term.

The Division of Teacher Education cannot grant extensions to the April 30 and September 30 deadlines.

Clinical Practice Placement

The Division of Teacher Education works to ensure that candidates experience varied school and classroom settings throughout their field experience and clinical practice experiences. Candidates are allowed to indicate two preferred school districts for placement based upon a list of districts with which APU has ongoing partnerships and Memorandums of Understanding. The School of Education works in conjunction with school districts to place candidates in schools that provide varied and diverse settings with strong cooperating teachers equipped to supervise candidates through their clinical practice experience. Care is taken to ensure that a candidate's clinical practice placement is in a school and classroom setting that is different from the setting in which the candidate completed the majority of his or her field experience.

Every attempt is made to place candidates in settings that meet the candidate's needs and desires, including the ability to remain near a candidate's chosen APU campus. Candidates seeking certain single subject credentials may be more difficult to place and placement options may not be available in their preferred districts. *A candidate may not find his/her own clinical practice placement.*

Special Situations within Clinical Practice

Candidates who have a contracted teaching position or hold certain CTC credentials or permits may have additional requirements necessary to complete clinical practice. These situations are described below:

Clinical Practice While Holding an Intern Credential. Candidates holding an intern credential may complete clinical practice in the classroom where they are serving as a teacher. *Intern candidates should contact their Credential Analyst well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice While Holding a Contracted Teaching Position (e.g., Short-Term Staff Permit (STSP)). Candidates holding a contracted teaching position may be able to complete clinical practice in the classroom where they are serving as a teacher. *Candidates holding a contracted teaching position should contact their Credential Analyst well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice While Teaching in a Private School Setting. Generally, all field experience and clinical practice occurs via placement in California public schools. In some limited situations, full-time teaching at a private school may be approved as a placement for field experience and/or clinical practice. The state requires teacher candidates who are working in private schools and seeking a credential to complete a substantive clinical experience of at least 150 hours in a diverse school setting where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. In addition, for teacher candidates to successfully complete the CalTPA they must have an English Learner; a student on an IEP, 504 plan, or GATE, and a student from another underserved group in the classroom where they are completing clinical practice. Certification that the private school teaching assignment meets the placement requirements will be required from the school site via a signed letter by the school principal. A template for the principal letter can be obtained from and should be returned to your Credential Analyst. The Division of Teacher Education's Policy on Private School Teaching and complete list of requirements can be found on the [Office of Student Placements website](#). Requests to complete clinical practice while teaching in a private school setting must be approved by the [Office of Student Placements](#) and the candidate's credential program. *Candidates wishing to use private-school teaching placement should contact their Credential Analyst well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice While Holding a Long-Term Substitute Position. Candidates holding a long-term substitute teaching position may be able to complete clinical practice in the classroom where they are serving as a substitute teacher. The candidate's position must meet the clinical practice placement requirements, must be maintained through the entire clinical practice semester (16 weeks), and must be approved as a placement for clinical practice. *Candidates holding a long-term substitute teaching position should contact the [Office of Student Placements](#) well in advance of any clinical practice deadlines for information regarding their specific situation.*

Office of Student Placements

The Office of Student Placements coordinates all aspects of the clinical practice experience for the Division of Teacher Education. The Student Placements Manager collaborates with school districts to make effective student placements in schools and works with APU University Coaches to ensure they are able to provide excellent service to teacher candidates. Additionally, the position assists teacher candidates within the Division of Teacher Education throughout the clinical practice experience, including the application process, clearing for clinical practice, and placement in a clinical practice position. Questions related to clinical practice should be directed to soeplacement@apu.edu.

Clinical Practice ePortfolio

Candidates use an ePortfolio in Taskstream to exemplify their clinical practice experience. Candidates will be required to include specific items in the ePortfolio to illustrate learning. Detailed information about the ePortfolio, including required items, can be found on the [Office of Student Placements](#) website.

Clinical Experiences Handbook

Specific information related to clinical practice can be found in the [Clinical Experiences Handbook](#) found on the [Office of Student Placements](#) website. *Candidates are held to the standards, practices, and policies contained within the Clinical Practice Handbook for their program.*

Assessment and Progression

APU Assessment System (Watermark)

The Division of Teacher Education uses Watermark assessment tools to support the collection and analysis of teacher candidate outcomes in all degree and credential programs. During the 2022-23 academic year the Division of Teacher Education will be transitioning from Taskstream LAT to Student Learning and Licensure (SLL) as the assessment tool.

All Division of Teacher Education candidates are required to have a Watermark account and maintain their account throughout their time of enrollment. Candidates are required to submit particular assignments, including signature assignments and other forms of assessment, in Watermark by the deadline specified in the course syllabus. Successful evaluation of necessary submissions is required for degree completion and/or recommendation for a credential to the California Commission on Teacher Credentialing (CTC). It is the responsibility of the candidate to ensure access to an active Watermark account and submission of required assignments to the correct evaluator.

Watermark technical support is available to all subscribers through Watermark Mentoring Services as follows: Phone: 1-800-311-5656 or by [submitting a request for assistance](#). Additionally, Watermark related questions may be sent to soetaskstream@apu.edu.

Assessment Transition Points

All candidates admitted to Division of Teacher Education programs must successfully meet program requirements at specific transition points before being recommended for progression through their program. These transition points occur at admission, completion of field experience, clearance for clinical practice and at program completion. It is the responsibility of the candidate to ensure that he/she has an active Watermark account and submits ALL required assignments, exams, and tasks for evaluation within Watermark. Candidates must submit to the assigned evaluator for each specific item. If a candidate does not meet the requirements of a Transition Point, it may jeopardize his/her progression through the program.

Admissions Transition Point

This transition point review occurs prior to the start of the program.

Transition Point Requirements:

- Bachelor's degree from a regionally accredited institution with a cumulative GPA of 3.0 or higher
- Two recommendations that assess competence and character
- Resume including relevant work and volunteer experience
- Personal Statement addressing why the applicant wants to teach and how the applicant envisions supporting the success of all students and contributing to the profession
- Valid Certificate of Clearance or other CTC document requiring a background check
- Proof the Basic Skills Requirement has been satisfied
- Proof of Subject Matter Preparation
 - Applicants to Master's with Credential embedded programs must demonstrate progress toward meeting the subject matter requirement
 - Applicants to Credential Only programs must meet subject matter at the time of application

Transition Point No. 1 (Initial Transition Point)

This transition point review occurs after the candidate has completed TEP 512/SPED 518.

Transition Point Requirements:

- All Signature Assignments for all classes in Modules 1 through 3 have been submitted
- All courses in Modules 1 through 3 have been passed with a grade of B- or higher
- Submission of Field Experience Demographics form
- Candidate has demonstrated registration for RICA exam (if required by program)
 - Submission of copy of RICA registration receipt required for verification

Transition Point No. 2 (Mid-Program Transition Point)

This transition point review occurs prior to entry into clinical practice.

Transition Point Requirements:

- Successful Completion of Initial Transition Point (Transition Point # 1)
- All Signature Assignments for all classes in Modules 4 through 5 have been submitted
- All courses in Modules 4 through 5 have been passed with a grade of B- or higher
- US Constitution Requirement
- Subject Matter Requirement
- Verification of negative TB
- Valid Certificate of Clearance or other CTC document requiring a background check

Transition Point No. 3 (Final Transition Point)

This transition point review occurs near the end of the candidate's program.

PLEASE NOTE: A candidate cannot receive his/her Master's degree OR apply for a credential until all requirements of the Final Transition Point have been met.

Transition Point Requirements:

- Successful Completion of Mid-Program Transition Point (Transition Point #2)
- All Signature Assignments for all classes in Modules 6 through 7 have been submitted
- All courses in Modules 6 through 7 have been passed with a grade of B- or higher
- Passage of CalTPA Instructional Cycle 1
- Passage of CalTPA Instructional Cycle 2
- Passage of RICA (if required by program)
- Verification of Successful Completion of Clinical Practice 1
- Verification of Successful Completion of Clinical Practice 2
- Completion of IDP with required signatures
- Submission of Exit Survey

Teaching Performance Assessments (CalTPA)

All candidates admitted to APU's teacher preparation programs are required to submit both instructional cycles of the California Teaching Performance Assessment (CalTPA) to complete their program and be recommended for a California teaching credential. Candidates within the multiple subject and single subject preliminary teacher credential programs are required to submit and pass both instructional cycles to comply with CTC credential requirements. Special education credential candidates must pass the Education Specialist CalTPA (Instructional Cycle 1 and Instructional Cycle 2). The CalTPA is designed to measure the candidate's knowledge, skills, and ability with relation to California's Teaching Performance Expectations (TPEs). Together, the two instructional cycles measure the candidate's ability to appropriately instruct K-12 students in the state of California.

Successful Completion of CalTPA

The current version of the CalTPA was fully implemented in Fall 2018, and all teacher candidates are required to complete the current CalTPA as follows:

The CalTPA is structured with two instructional cycles based on the pedagogical sequence of plan, teach, assess, reflect, apply. Each instructional cycle will address the complete pedagogical sequence, and the candidate will need to provide evidence for each step. These instructional cycles will run concurrent with the candidate's placement for student teaching or clinical practice. Candidates will be asked to respond to the instructional cycles within the context of their clinical practice placement, and will be asked to supply evidence for each instructional cycle through annotated video clips, written narrative, and artifacts.

The Education Specialist CalTPA will be fully implemented in Fall 2022, and all special education teacher candidates are required to complete and pass the Education Specialist CalTPA Instructional Cycle 1 and Instructional Cycle 2.

Descriptions of CalTPA Instructional Cycles

Instructional Cycle 1: The focus of Instructional Cycle 1 is on knowing and understanding students' assets and needs and using this information for instructional planning. Candidates will be asked to demonstrate their use of knowledge of their students and instructional strategies, including academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications, during the teaching of a lesson to meet individual student needs. Additionally, they will demonstrate how they establish a positive learning environment and provide social and emotional support through their interactions with students.

Instructional Cycle 2: The focus of Instructional Cycle 2 is on assessing student learning during instruction, and the use of multiple assessment outcomes to plan for and promote learning for all students. In this instructional cycle, candidates will use what they know about their students and the learning context to plan and teach an instruction and assessment sequence based on California state standards and/or curriculum frameworks, and provide feedback to students about the quality of their performance for two types of assessment: 1) informal – monitoring of student learning and adjusting instruction while teaching to maintain active engagement in learning, and 2) formal – collecting and analyzing student assessment data to plan and modify further instruction.

Submission and Remediation

Candidates will be required to register and submit the CalTPA instructional cycles in accordance with the policies and practices determined by the CTC and the APU Division of Teacher Education. Submission fees are established by the testing agency and the candidate is responsible for payment of such fees at the time of registration. ***NOTE: Candidates must be an active APU Teacher Candidate in order to submit CalTPA.*** Candidates are required to submit CalTPA during their clinical practice term to meet the submission requirements for CalTPA.

Candidates who are required to remediate a CalTPA instructional cycle will be responsible for understanding and meeting all CTC and program requirements and deadlines, as well as payment of any additional fees. Additionally, remediation and resubmission **must** occur while registered as an active teacher candidate at Azusa Pacific. Candidates who need to remediate a CalTPA instructional cycle may be required to register for an additional CalTPA candidate support course until the CalTPA is satisfactorily submitted and passed at an additional cost to the candidate.

Candidates who fail to submit a CalTPA instructional cycle during clinical practice or need to remediate an instructional cycle to receive a passing score must have access to a K-12 classroom setting in order to complete the CalTPA. Candidates will be responsible for finding an appropriate placement that is approved by their Program Director and/or the CalTPA Coordinators. ***Candidates who are required to remediate a CalTPA should contact the CalTPA Coordinators as soon as they have received notice of the need to remediate.***

Completion During Clinical Practice

Teacher candidates must be active students in an APU teaching credential program to submit a California Teaching Performance Assessment (CalTPA) instructional cycle for assessment. Candidates who must remediate a CalTPA instructional cycle must successfully submit the CalTPA for remediation by the conclusion of the semester following the date they became inactive. **If a candidate does not successfully submit both CalTPA instructional cycles by the conclusion of the semester following the date they became inactive, they are not able to submit a CalTPA instructional cycle for assessment as an APU teacher candidate and cannot be recommended by APU for a credential that requires the CalTPA. Please note: Non-enrollment for a period of two consecutive semesters will result in an administrative withdrawal and inactive status.**

Permission to Video for CalTPA

Appropriate written permission must be obtained through the school district for each individual, whether student or adult, who will appear in the video, and teacher candidates are responsible for obtaining that written permission. Districts and/or schools may have in place a “media permission form” that would cover this video requirement, and, with the assistance of the Cooperating Teacher and/or Site Administrator, teacher candidates can determine if this is the case. If there is no district and/or school permission slip already in place, the teacher candidate is responsible for providing the APU Video Permission Form to all parties and obtaining signed and dated permission forms **PRIOR** to videotaping. Teacher candidates do not submit the individual permission forms to the university but are to maintain copies of the forms, if collected separately from the district and/or school.

Candidate Support and Assistance with CalTPA

The coursework throughout the program helps prepare candidates for the CalTPA. Additional information and support is available through the Division's CalTPA Coordinator and Remediation Specialists, whose contact information is below.

CalTPA Coordinator and Education Specialist Remediation Specialist

Dr. Tammy Bachrach (tbachrach@apu.edu or 626.815.6000, ext. 4648)

Multiple Subject and Single Subject Remediation Specialist

Dr. Richard Barsh (rbarsh@apu.edu or 626.815.6000, ext. 5529)

Information about the CalTPA can also be found at <https://www.ctc.ca.gov/educator-prep/tpa-california>.

Dispositions

Dispositions are defined as professional attitudes, values, and beliefs demonstrated through verbal and non-verbal behaviors demonstrated by the educator through interactions with students, families, colleagues, and communities. These behaviors support student learning and development. The Division of Teacher Education employs a developmental approach towards professional dispositions that provides both maximized support for our teacher candidates and ethical gatekeeping for the profession. This is accomplished through a series of activities and interactions that occur at specific points in a candidate's progress through the credential program. The dispositions that emerged from ten years of ongoing research are arranged along three attributes shown to correlate to exemplars or observable behaviors exhibited by effective, productive teachers and are thus desired characteristics for candidates working to achieve teaching credentials allowing them to become the next generation of successful educators.

The three critical attributes evaluated by the Division of Teacher Education are: Relationships with Others, Professionalism, and Teaching Outlook. These attributes are aligned with the Teaching Performance Expectations (TPEs) from the State of California; nationally recognized social-emotional learning and culturally-responsive teaching attributes, as well as input from teaching professionals at the university and public educational settings. The exemplars are provided below for clarification purposes only and are used by faculty in assessments. Please note: Some attributes and exemplars have greater significance and impact during particular parts of a teacher candidate's program. There are separate assessments available for those uses.

Dispositions will be formally assessed three times during each teacher candidate's program - during TESP 501, TEP 512/SPED 518, and at least once during clinical practice. Faculty may choose to assess dispositions at additional times as needed; however, only the three formal scores will be collected for program improvement uses. Any dispositional area that receives a rubric score less than "3" at any of the dispositional evaluation points will require a written explanation of issues or challenges. Additionally, if remediation is indicated or has been previously attempted through the use of the DTE Disposition Remediation Form, faculty are required to make a notation of this in the comments.

Dispositions are assessed at least three times during a candidate's credential program. The specific attributes and assessed exemplars within the three elements (Relationships with Others, Professionalism, and Teaching Outlook) are detailed on the next pages.

Please note: the Division of Teacher Education will be piloting a new dispositions instrument during the 2022-23 academic year.

Dispositions expected of teacher candidates during their coursework are as follows:

Element #1: RELATIONSHIPS WITH OTHERS	
SOE Conceptual Framework: <u>Ethical educators</u> display the following attributes:	
<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Personal integrity	<ul style="list-style-type: none"> ● Demonstrates truthfulness and honesty in dealing with and communicating with others. ● Demonstrates trustworthiness and can be completely depended upon to keep his/her word. ● Scrupulously credits all sources in academic work. ● Submits only original written work. ● Can be depended upon to honor confidences and information about others.
Collaborative, cooperative and respectful behaviors	<ul style="list-style-type: none"> ● Consistently participates and contributes to class in ways that support the group and actively considers colleagues points of view. ● Demonstrates a positive rapport in working collaboratively with others. ● Communicates information clearly using professional language. ● Follows through on responsibilities.
Sensitivity to others, and cultural and individual differences	<ul style="list-style-type: none"> ● Employs strategies to ensure that all populations have equal access to educational opportunities. ● Seeks to understand various viewpoints, cultures, and people groups to interact with all in a respectful manner. ● Displays respect for individual differences and includes family and community cultural contexts within the learning environment. ● Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/exceptionality, sexual orientation, and language.
Personal and professional maturity	<ul style="list-style-type: none"> ● Maintains composure in a variety of circumstances. ● Demonstrates the ability to take responsibility for his/her own emotions and behaviors. ● Honestly self reflects on situations and is open to change and/or communicate with others to seek resolution.

Element #2: PROFESSIONALISM	
SOE Conceptual Framework: <u>Responsive educators</u> display the following attributes:	
<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Responsiveness to the expectations and standards of the professional community	<ul style="list-style-type: none"> ● Seeks, accepts, and reflects upon feedback from peers, supervisors, faculty, students and students' families. ● Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness.

Element #3: TEACHING OUTLOOK

SOE Conceptual Framework: Informed and collaborative scholarly educators display the following attributes:

<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Effectiveness	<ul style="list-style-type: none"> ● Demonstrates the ability to plan and present lessons in a clear, logical manner and in a manner that is understandable to the target audience.
Initiative	<ul style="list-style-type: none"> ● Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities. ● Demonstrates the ability to research a variety of resources in order to find answers and solutions. ● Applies knowledge to other situations and makes connections with previous learning.
Organization	<ul style="list-style-type: none"> ● Demonstrates the ability to productively coordinate components of the program and classroom including planning, tasks, assignments, projects, group work.
Commitment to adapting and applying the best research-based ideas to improve clinical practice	<ul style="list-style-type: none"> ● Demonstrates a willingness and enthusiasm to work with colleagues in professional learning communities, and/or as co-teachers.
Effective communication within the educational community	<ul style="list-style-type: none"> ● Demonstrates the ability to communicate clearly and effectively with others in both writing and speaking. ● Maintains high quality in written works through editing and revising for spelling and grammar. ● Demonstrates the ability to apply and communicate current research effectively in coursework. ● Uses professional and/or academic language that is appropriate to all groups.
Effective time management	<ul style="list-style-type: none"> ● Arrives to class and to clinical practice on time and actively participates for the duration of the class. ● Makes prior arrangements with the appropriate entity when absence is necessary. ● Turns in assignment and other required materials in a timely manner.
Appearance, behaviors, and dress appropriate to one's professional setting	<ul style="list-style-type: none"> ● Dresses and comports oneself in a manner that conveys professionalism. ● Uses language free of profanity and malicious comments toward any individual group.
Ability to synthesize and apply course content, projects, clinical practice and professional work	<ul style="list-style-type: none"> ● Draws inferences and makes connections between field experience, clinical practice, and credential coursework.

Dispositions expected of teacher candidates within clinical experience are as follows:

Element #1: RELATIONSHIPS WITH OTHERS	
SOE Conceptual Framework: <u>Ethical educators</u> display the following attributes:	
<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Personal integrity	<ul style="list-style-type: none"> ● Demonstrates truthfulness and honesty in dealing with and communicating with others. ● Demonstrates trustworthiness and can be completely depended upon to keep his/her word. ● Scrupulously credits all sources in academic work. ● Submits only original written work. ● Can be depended upon to honor confidences and information about others
Collaborative, cooperative and respectful behaviors	<ul style="list-style-type: none"> ● Consistently participates and contributes to class in ways that support the group and actively considers colleagues points of view ● Demonstrates a positive rapport in working collaboratively with others. ● Communicates information clearly using professional language ● Follows through on responsibilities
Sensitivity to others, and cultural and individual differences	<ul style="list-style-type: none"> ● Employs strategies to ensure that all populations have equal access to educational opportunities ● Seeks to understand various viewpoints, cultures, and people groups to interact with all in a respectful manner. ● Displays respect for individual differences and includes family and community cultural contexts within the learning environment. ● Actively protects students and colleagues from the impact of discrimination based on race, gender, disability/exceptionality, sexual orientation, and language.
Personal and professional maturity	<ul style="list-style-type: none"> ● Maintains composure in a variety of circumstances ● Demonstrates the ability to take responsibility for his/her own emotions and behaviors ● Honestly self reflects on situations and is open to change and/or communicate with others to seek resolution
Believe All Children Can Learn	<ul style="list-style-type: none"> ● Develops and demonstrates effective relationship building skills to promote all levels of student achievement, including a commitment to advocate for all students' educational needs. ● Develops and demonstrates effective relationship building skills to get to know students and their families for the purpose of offering exemplary service.

Element #2: PROFESSIONALISM

SOE Conceptual Framework: Responsive educators display the following attributes:

<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Responsiveness to the expectations and standards of the professional community	<ul style="list-style-type: none"> ● Seeks, accepts, and reflects upon feedback from peers, supervisors, faculty, students and students' families. ● Demonstrates the ability to effectively integrate culturally appropriate practices and pedagogy for all learners as a result of developing self-awareness.
Effective communication within the educational community	<ul style="list-style-type: none"> ● Demonstrates the ability to communicate clearly and effectively with others in both writing and speaking. ● Maintains high quality in written works through editing and revising for spelling and grammar. ● Demonstrates the ability to apply and communicate current research effectively in coursework. ● Uses professional and/or academic language that is appropriate to all groups. ● Utilizes effective feedback strategies to inform students.
Effective time management	<ul style="list-style-type: none"> ● Arrives to class and to clinical practice on time and actively participates for the duration of the class. ● Makes prior arrangements with the appropriate entity when absence is necessary. ● Turns in assignments and other required materials in a timely manner.
Appearance, conduct, and dress appropriate to one's professional setting	<ul style="list-style-type: none"> ● Dresses and comports oneself in a manner that conveys professionalism. ● Uses language free of profanity and malicious comments toward any individual group.
Commitment to fair academic practices that ensure all students can learn	<ul style="list-style-type: none"> ● Demonstrates fairness in educational settings by meeting the educational needs of all students in a caring, non-discriminatory and equitable manner. ● Demonstrates knowledge of the individuals' strengths and needs of students. ● Demonstrates a commitment to provide an inclusive educational environment (ethnicity, socioeconomic status, language, and/or ability). ● Demonstrates a commitment to adjust teaching practices and seek out resources to accommodate all students' learning needs.
Responsiveness to conditions that promote learning, health and personal safety in the K-12 school and community	<ul style="list-style-type: none"> ● Demonstrates an attentiveness to the social/emotional and health needs of all students.

Element #3: TEACHING OUTLOOK

SOE Conceptual Framework: Informed and collaborative scholarly educators display the following attributes:

<i>Attributes</i>	<i>Exemplars/Representative behaviors include but are not limited to:</i>
Effectiveness	<ul style="list-style-type: none"> ● Demonstrates the ability to plan and present lessons in a clear, logical manner and in a manner that is understandable to the target audience. ● Appropriately assesses the students' learning on the target objectives and adjusts teaching as required to ensure student learning.
Initiative	<ul style="list-style-type: none"> ● Completes required work, generates, and pursues opportunities to expand knowledge, skills, and abilities. ● Demonstrates the ability to research a variety of resources in order to find answers and solutions. ● Applies knowledge to other situations and makes connections with previous learning. ● Demonstrates the ability to plan for both short and long term learning goals. ● Proactively attends to situations as they arise.
Organization	<ul style="list-style-type: none"> ● Demonstrates the ability to productively coordinate components of the program and classroom including planning, tasks, assignments, projects, and group work.
Commitment to adapting and applying the best research-based ideas to improve clinical practice	<ul style="list-style-type: none"> ● Demonstrates a willingness and enthusiasm to work with colleagues in professional learning communities, and/or as co-teachers. ● Demonstrates Growth Mindset practices believing that all students can succeed ● Applies and successfully implements culturally responsive pedagogical practices
Understanding of current and emerging trends in their field of practice	<ul style="list-style-type: none"> ● Takes initiative to implement professional development at their school and district. ● Seeks to research and remain current in best practices in all aspects of education including curriculum, assessment, inclusive practices and technology.
Knowledge of standards and expectations of their discipline through relevant activities and projects in the program and in clinical practice	<ul style="list-style-type: none"> ● Applies a wide range of instructional activities in order to accommodate the interests, assets, challenges, and abilities of their students. ● Aligns CA standards and frameworks to learning goals, instructional activities, and assessment.
Ability to synthesize and apply course content, projects, clinical practice and professional work	<ul style="list-style-type: none"> ● Draws inferences and makes connections between field experience, clinical practice, and credential coursework. ● Collaborates regularly with master teacher(s) and other colleagues to critically analyze instructional decisions

Glossary of Terms and Acronyms

AB	Assembly Bill
ASL	American Sign Language
BCLAD	Bilingual, Cross-cultural, Language & Academic Development
BTPP	Bilingual Teacher Training Programs
CAEP	Council for the Accreditation of Educator Preparation
CBEST	California Basic Educational Skills Test
CalTPA (California Teaching Performance Assessment)	A performance-based assessment based on the TPEs (Teaching Performance Expectations) that all teacher candidates are required to pass
CCSS	Common Core State Standards
CDE	California Department of Education
CLAD	Cross-cultural, Language & Academic Development
COC	Certificate of Clearance – Candidate has been cleared for character and fitness
CPR	CardioPulmonary Resuscitation (CCTC requires CPR that covers infants, children, and adults)
CSET	California Subject Matter Examination for Teachers
CTA	California Teachers Association
CTC	California Commission on Teacher Credentialing
CTEL	California Teacher of English Learner
ECE	Early Childhood Education
ECSE	Early Childhood Special Education
ELD	English Language Development
ESN	Extensive Support Needs
Issuance Date	The date the credential is initially valid
LEA	Local Education Agency
LEP	Limited English Proficient
MMSN	Mild to Moderate Support Needs
MTSS	Multi-Tiered Systems of Support
NCATE	National Council for Accreditation of Teacher Education
NPS	Non Public Schools – A private school licensed by the California Department of Education that receives public funding
PIP	Provisional Internship Permit
PPS	Pupil Personnel Services

Preliminary Credentials	Valid for five years issued to qualified candidates who have a bachelor’s degree from a regionally accredited college or university, teacher preparation program including student teaching, CBEST, and subject-matter competence. (RICA must be passed for multiple subject and special education credential candidates.)
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RICA	Reading Instructional Competence Assessment – an examination to test candidate’s competence in the teaching of reading. Required for preliminary multiple subject and education specialist credentials
SB	Senate Bill

SB 2042	The term “SB 2042 Credential” is used for credentials issued under the statutes of Senate Bill 2042 beginning in 2003; may only be initially issued as a preliminary.
SDAIE	Specifically Designed Academic Instruction in English – A component of a comprehensive program for English learners, consisting of a variety of strategies, techniques, and materials specially designed to provide students at an intermediate or advanced level of English proficiency access to grade-level core curriculum in English.
SELPA	Special Education Local Planning Area
Single Subject Teaching Credential	Authorized teaching of a specific subject in a departmentalized K-12 classroom usually found at the middle or secondary level.
STSP	Short Term Staff Permit
Subject Matter Competence	A requirement in statute that each applicant for a teaching credential demonstrates subject-matter competence by either completing a program of subject-matter study that meets standards of program quality adopted by the Commission (single subject or education specialist) or passing an examination of subject-matter understanding adopted by the Commission. (Single subject, multiple subject, education specialist), or meet one of the CTC approved options .
Subject Matter Authorization	Subject matter authorizations are core subjects added to Multiple and Single Subject Credentials on the basis of 32 semester units in the subject. Contact your credential analyst if you have questions about qualifying for a Subject Matter Authorization
Supplementary Authorizations	Supplementary authorizations are subjects added to Multiple Subject, Single Subject Credentials on the basis of 20 semester units (or 10 upper division or graduate units) in the subject. Contact your credential analyst if you have questions about qualifying for a Supplementary Authorization
Term of Credential	Indicates the valid period of the credential document.
Teaching Performance Expectations (TPEs)	The CTC developed a set of knowledge, skills and abilities that beginning teachers should know and be able to demonstrate the Teaching Performance Expectations that describe teaching tasks that fall into six broad domains

	and are demonstrated through the CalTPA and other program required assessments.
UDL	Universal Design for Learning
University Internship Program	A program that is a cooperative effort between a school district and an institution of higher education. It allows credential candidates to be employed while completing a credential program.
WASC	Western Association of Schools & Colleges – the regional accrediting agency for elementary and secondary schools in the Western United States
WSCUC	WASC Senior College and University Commission – regional accrediting agency for public and private higher education institutions