



**SCHOOL OF EDUCATION
Division of Teacher Education**

***TEACHER CANDIDATE HANDBOOK
2018-2019***

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 Cornerstones:

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—
Azusa Pacific University

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

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School of Education 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.

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, please contact ____.

All of the credential programs offered in the Division of Teacher Education are accredited by the California State 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 of all students and who demonstrate a commitment to lifelong, professional growth and leadership. All coursework and instruction are

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, online courses, and hybrid options (combining face-to-face 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 of educating educators!

Blessings,
Anita Fitzgerald Henck, Ph.D
Dean, School of Education
Azusa Pacific University

Diversity Statement

Azusa Pacific University is deeply committed to God-honoring diversity as reflected in the mission, academic vision, positional statement on diversity and the institution's strategic plan.

As part of Azusa Pacific University's commitment to diversity, each individual should expect to be treated with respect in a safe environment for expression of ideas regardless of personal background and abilities.

Message from the Chairs

Division of Teacher Education



**Department of Elementary
and Secondary Education**
David Stevens, Ed.D., Chair



**Department of Special
Education**
Craig Bartholio, Ed.D.,
Chair



**Department of Advanced
Studies**
Kathleen Bacer, Ed.D.,
Chair

Welcome to the Division of Teacher Education at Azusa Pacific University. Over the past four decades, 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

- Candidates in all four teacher credential programs share six 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 in several courses 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 environment throughout the program.
- Thematic elements of technology, ELL (English language learner), 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 a comprehensive teacher preparation program.

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.

Dr. David Stevens, Chair
Dept. of Elementary and
Secondary Education

Dr. Craig Bartholio, Chair
Dept. of Special Education

Dr. Kathleen Bacer, Chair
Dept. of Advanced Studies

About 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 multiple subject and single subject teaching credentials, as well as the mild/moderate and moderate/severe education specialist credentials, are subject to California Commission on Teacher Credentialing (CTC), National Council for Accreditation of Teacher Education (NCATE, transitioning to the Council for the Accreditation of Educator Preparation or CAEP), and federal policy changes, as well as graduate education policies. These standards, requirements, and policies supersede all descriptions of prior programs and requirements.
- 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.

About the Division of Teacher Education

As one of the largest credential-granting private 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 language learners within the content areas or settings authorized by their based 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 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 (i.e. California Subject Examination for Teachers (CSET), Teacher Performance Assessments (CalTPA), Reading Instruction Competence Assessment (RICA), etc.).

Teacher Education Program Options

The following preliminary teaching credential programs are offered through the Division of Teacher. 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 Graduate Catalog](#).**

Master's Degree Programs

- Master of Arts in Educational Technology

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 in Education: 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/Moderate Disabilities Education Specialist Preliminary Credential
- Master of Arts in Education: Learning and Technology and Mild/Moderate Disabilities Education Specialist Preliminary Credential
- Master of Arts in Education: Special Education and Moderate/Severe Disabilities Education Specialist Preliminary Credential
- Master of Arts in Education: Learning and Technology and Moderate/Severe Disabilities Education Specialist Preliminary Credential

Credential Only Programs

- Multiple Subject Preliminary Teaching Credential
- Single Subject Preliminary Teaching Credential*
- Mild/Moderate Disabilities Education Specialist Preliminary Credential
- Moderate/Severe Disabilities Education Specialist Preliminary Credential

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

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 are required to sign a Dispositions Form as they begin the program.
- 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 Graduate Catalog](#).
- Candidates should refer to the [APU Graduate 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 the APU Learning Enrichment Center at lec@apu.edu or (626) 815-3849.
- Fieldwork is embedded in the coursework of all programs. Completion of fieldwork requires 60 hours, which is spread across four courses. Fieldwork is conducted by the teacher candidate outside of the regularly scheduled class hours. Fieldwork details are explained further on page 25 of this Handbook.
- All programs contain a clinical practice component as a requirement of the program. The clinical practice component for a non-contracted teaching credential candidate requires 16 weeks of full-time student teaching experience.
- Fieldwork and clinical practice must be completed within 50 miles from the nearest Azusa campus (including regional campuses).
- Candidates participating in fieldwork 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.

Academic Integrity Policy

The maintenance of academic integrity for a quality education is the responsibility of each student at Azusa Pacific University. Cheating or plagiarism, in connection with an academic program, is an offense for which a student may be expelled, suspended, or disciplined. Academic dishonesty is a serious offense which diminishes the quality of scholarship and defrauds those who depend upon the integrity of the educational system. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, and plagiarism. See APU Graduate Catalog for the full policy 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 Graduate Catalog for the full [Grievance and Appeal Procedures](#).

Course Overviews

The Division of Teacher Education offers a Master in Arts in Educational Technology, as well as four programs offering a Masters 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 Masters with credential-embedded programs. Specific course overview information about the Master of Arts in Educational Technology can be found in the [APU Course Catalog](#).

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 some courses. Co-taught courses will generally include General Education and Special Education faculty members collaboratively teaching together.

Foundation Courses

All teacher education candidates share six common foundation courses (18 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 face-to-face in Azusa and at all five regional campuses.

FOUNDATION COURSES (all programs):		
Course Title	Units	Course Numbers & Prerequisites
Art of Teaching 1: Foundations of Teaching	3	TESP 501
Art of Teaching 2: A Pedagogical Models Approach to Instructional Design	3	TESP 511 Prerequisite: TESP 501
Science of Teaching 1: How Students Learn: Educational Psychology, Neuroscience, and Theory	3	TESP 502
Science of Teaching 2: Effective Assessment Strategies for ALL Learners	3	TESP 512 Co-requisite or Prerequisite: 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 (10-12 units) is integrated across the program after completing at least two foundation courses. These are taught face-to-face and/or on-line synchronously.

SPECIALIZATION COURSES: Multiple Subject		
Course Title	Units	Course Numbers & Prerequisites
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 1	2	TEP 551 Prerequisite: Clinical Practice Clearance
Clinical Practice 2	2	TEP 552 Prerequisite: TEP 551

SPECIALIZATION COURSES: Single Subject		
Course Title	Units	Course Numbers & Prerequisites
Methods of Teaching Reading and Writing (7-12)	3	TEP 531
Secondary Pedagogy 1: Teaching in Secondary Schools	2	TEP 532
The Differentiated Classroom: Maximizing the Capacity of Each Learner	3	TEP 533 Co-requisites: TEP 561
Secondary Pedagogy 2: Content-Specific Strategies, Teaching, and Assessment Experiences	2	TEP 534 Prerequisite: TEP 532 Co-requisite: TEP 562
Clinical Practice 1	2	TEP 561 Prerequisite: Clinical Practice Clearance
Clinical Practice 2	2	TEP 562 Prerequisite: TEP 561

SPECIALIZATION COURSES: Special Education (Mild – Moderate)

Course Title	Units	Course Numbers & Prerequisites
Methods of Teaching Reading and Writing	3	SPED 525
Specialized Academic Instruction: Reading, Writing, and Math	3	SPED 526
Assessment and IEP Development: Mild/Mod/Severe	3	SPED 528
Positive Behavior Supports for Students with Exceptional Needs	3	SPED 529
Clinical Practice 1: Mild to Moderate Disabilities	2	SPED 551 Prerequisite: Clinical Practice Clearance
Clinical Practice 2: Mild to Moderate Disabilities	2	SPED 552 Prerequisite: SPED 551

SPECIALIZATION COURSES: Special Education (Moderate - Severe)

Course Title	Units	Course Numbers & Prerequisites
Methods of Teaching Reading and Writing	3	SPED 525
Teaching Students with Moderate to Severe Disabilities	3	SPED 527
Assessment and IEP Development: Mild/Mod/Severe	3	SPED 528
Positive Behavior Supports for Students with Exceptional Needs	3	SPED 529
Clinical Practice 1: Moderate to Severe Disabilities	2	SPED 571 Prerequisite: Clinical Practice Clearance
Clinical Practice 2: Moderate to Severe Disabilities	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 Graduate 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 session 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	3	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 session of program)</i>

Program Unit Totals

MA. Ed. W-MULTIPLE SUBJECT CREDENTIAL		MULTIPLE SUBJECT CREDENTIAL ONLY	
Coursework	Units	Coursework	Units
Foundation Courses	18	Foundation Courses	18
Specialization Courses	10	Specialization Courses	10
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. W-SINGLE SUBJECT CREDENTIAL*		SINGLE SUBJECT CREDENTIAL ONLY	
Coursework	Units	Coursework	Units
Foundation Courses	18	Foundation Courses	18
Specialization Courses	10	Specialization Courses	10
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. W-SPECIAL EDUCATION CREDENTIAL (All programs)		SPECIAL EDUCATION CREDENTIAL ONLY (All programs)	
Coursework	Units	Coursework	Units
Foundation Courses	18	Foundation Courses	18
Specialization Courses	12	Specialization Courses	12
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 Graduate 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 face-to-face classes are held from 4:45 pm to 9:30 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 class and endeavor to use this time wisely.

Attendance

Given the short duration of each course, class attendance is of paramount importance. Excessive absences will affect a candidate's final grade in the course.

- Candidates will be allowed up to two absences with instructor approval.
- Candidates who have an approved absence must make arrangements with their professor to make up any missed assignments or activities occurring during that class time.
- Candidates will be asked to withdraw from the course if they miss three classes. Failure to withdraw from the course may result in a grade of "F" 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. All teacher candidates are required to obtain and maintain an APU email address. Candidates may link their APU email account to a private Internet service provider, but are responsible for checking their APU email address regularly

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 date in order to avoid penalty.
- Candidates who are not enrolled for two consecutive terms (i.e. Fall semester + Spring semester; Spring Semester + Summer Term; or Summer term + Fall semester) will be automatically discontinued in their program. The candidate would need to re-apply into their program to continue. All program requirements need to be completed within a 5-year time

frame that starts the first term a candidate earns a grade in a course after being accepted into their program.

Sakai

APU utilizes Sakai 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 Sakai upon admission and at New Student Orientation. Assistance with Sakai is provided at support@apu.edu.

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. Candidates who earn a grade lower than a B- must re-take the course.
- 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 Graduate Catalog](#) for specific information with respect to repeated courses.
- Candidates must have grades of B- or better in all necessary courses in order to receive clearance to begin clinical practice.
- A grade of Incomplete is given for special and unusual circumstances; this is a rare occurrence. Incompletes must be agreed upon by the candidate and the professor prior to the end of the course. Candidates must work with their professor to complete the proper forms and submit them to the [Office of the Graduate Registrar](#).
- Candidates wishing to appeal a grade should consult the [APU Graduate Catalog](#).

DTE Graduate Grade Scale

95 – 100 = A	84 – 88 = B	73 – 77 = C
92 – 94 = A-	81 – 83 = B-	70 – 72 = C-
89 – 91 = B+	78 – 80 = 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 Graduate Catalog, graduate center policies, and specific program catalogs and guidelines for further information.

Degree Completion

Candidates in Masters in Education programs must complete all requirements for both their degree AND credential within five years of admission. All program and credential requirements must be completed prior to the granting of the Master's degree.

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/>.

Additional Program Requirements

Depending upon the program, a teacher candidate may be required to complete additional requirements as part of their academic program and/or credential. Candidates should contact the Office of Credentials for details on all credential requirements. One or more of the following requirements may be required of some programs:

- US Constitution competence
- Cardiopulmonary Resuscitation (CPR) training
- Reading Instruction Competence Assessment (RICA)

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. Current alphabetical breakdown and credential analyst contact information is as follows:

Candidate Last Name	Credential Analyst	Phone	E-mail
A – D	Audrey Strivings	(626) 387-5721	astrivings@apu.edu
E – K	Ann Plumb	(626) 815-5445	aplumb@apu.edu
L – R	Lacey Romano	(626) 815-5093	lromano@apu.edu
S – Z	Wendy Ramsey	(626) 815-5455	wramsey@apu.edu
	Leanne Coon, Director of Office of Credentials – (626) 387-5751 Salli Throop, Office Manager – (626) 815-5346 Office of Credentials – soecredentials@apu.edu		

NOTE: 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 considered for a multiple subject or single subject preliminary teaching credential or a mild/moderate or moderate/severe disabilities specialist preliminary credential:

1. Successful completion of all coursework.

NOTE: All candidates must earn a *B-* or better in all coursework. Candidates who earn below a *B-* must retake the course and meet with their Academic Advisor for a revised course sequence plan before progressing in the program. All admitted candidates must maintain a cumulative GPA of 3.0. Candidates who do not meet the above requirements will be reviewed for dismissal from the program.

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, Education Specialist, or Designated Subjects 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:
 - 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. APU offers a U.S. Constitution Challenge Examination through University Libraries (626-815-6000, Ext. 5255).

The exam is offered online. Candidates have seven (7) days from registration to complete the exam. The exam is timed. Candidates will have one hour to complete the exam. The exam fee is \$100. Registration information can be found at the following link. [US Constitution Exam](#)

- Verification of subject-matter competency (CSET exam or completion of a state-approved subject-matter program). Please note: CSET subtest exams expire ten years from their administration date unless the score is used for recommendation of an Intern Credential or above.
- 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 (emotional stability, strong interpersonal relations, good mental and physical health, and other character standards listed on the application)
- Valid Certificate of Clearance or other appropriate document issued by the California Commission on Teacher Credentialing (CTC) that requires a background check.

- 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 fieldwork and clinical practice. Fieldwork is embedded into program foundation courses. Candidates must meet fieldwork requirements within each course in order to pass the course. Clinical practice is met traditionally through student teaching with a master teacher; however, candidates who hold a contracted teaching position may request approval to complete clinical practice in their own classrooms.

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 (Taskstream).
- Multiple Subject and Single Subject Credential candidates must pass the California Teaching Performance Assessment (CalTPA) as required by CTC.
- Special Education Credential candidates must submit the the California Teaching Performance Assessment (CalTPA) as a requirement of their program.
- Multiple Subject and Special Education Credential candidates must show proof of passage of the Reading Instruction Competence Assessment (RICA).
- Multiple Subject and Single Subject Credential candidates must complete an Individual Development Plan approved by their Program Director. Special Education Credential candidates must complete a transition plan approved by the 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 your credential application. Preliminary credentials are valid for five years and are nonrenewable. A Clear Credential is obtained through a CTC-approved Induction Program with either a California public school district or California university.

Intern Credentials

The Multiple Subject and Single Subject Credential programs, and the Mild/Moderate and Moderate/Severe Disabilities Specialist 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 under an intern credential. Candidates with questions about the expectations while working under an intern credential should contact the **Intern Program Coordinator, Dr. Maria Gross at mgross@apu.edu**.

Intern Eligibility

Candidates planning to complete their clinical experience via an Intern Credential should communicate with a 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 or in the integrated bachelor's degree plus credential program at Azusa Pacific University.
3. Successfully complete (grade of *B-* or higher in each course) at least six units of coursework in the School of Education preliminary teacher credential program. Candidates who already hold a California Multiple Subject, Single Subject, or Education Specialist Teaching Credential may check with the Office of Credentials for possible exemption from 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 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 (subject-matter waiver).
 - Mild/Moderate and Moderate/Severe Disabilities 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 (subject-matter waiver) for multiple subject, art, English, world languages, mathematics, music, social science, or science.
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, TESP 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, TESP 511 Art of Teaching II, and TEP 531 Methods of Teaching Reading and Writing (7-12)

- Mild/Moderate and Moderate/Severe Pre-Service: TESP 501 Art of Teaching I, TESP 502 Science of Teaching I, TESP 511 Art of Teaching II, and SPED 525 Methods of Teaching Reading and Writing (K-8)

Candidates may also meet intern pre-service requirements via completion of Alternative Certification Training (ACT) through the Kern County Superintendent of Schools. Please contact the Intern Coordinator or your Credential Analyst for information about completion of intern pre-service.

8. Verify successful completion of 30 hours of early fieldwork experience via one of the following options:
 - APU fieldwork that is 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.
9. 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.
10. 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.
11. Verify employment as evidenced by a letter from school or district administration on district or school letterhead fully describing the teaching assignment.
12. 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 mentors. 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 Intern Coordinator 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:

- Be continuously employed in a teaching assignment that requires the Intern Credential
- Be an APU School of Education candidate in good standing
- Be making satisfactory progress toward program completion for the duration of the Intern Credential
- Follow his/her signed advising plan
- 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 Intern Program Coordinator 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; 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 Taskstream) one week after the last day of each session.**

General Support and Supervision:

All Interns must log their hours of support and supervision per year. 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 will be provided to the candidate once an Intern Credential is recommended by APU.

Interns enrolled in SPED 500 may receive 12 hours of support through course meetings each session. SPED 500 course meetings are held at various campuses. SPED 500 course meetings are not offered at all APU regional campuses

Intern Candidates enrolled in SPED 500 or TEP 590 without course meetings and Intern Candidates enrolled in clinical practice will be provided a University Mentor who will provide three to six hours of support and supervision each session, which will typically occur via three observations, debriefs and reflections. Intern Candidates are observed by the University Mentor at least three times per eight-week session. Any additional time spent in communication with the University Mentor (e.g., emails, phone calls, texts, Google Hangouts) may also be logged as intern support and supervision. Time may be rounded up to 15 minute increments. (For example, a string of emails may take 12 minutes of total correspondence, and 15 minutes of support and supervision time is logged.)

In order to record 12 total hours of APU support and supervision, nine additional hours beyond those accrued in University Mentor visits, must be accounted for and logged by the Intern Candidate. Additional hours for University Mentor-supported Interns may be provided through the supports listed below.

Examples of Support and Supervision

The CTC indicates that 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 additional “support” in internships (e.g., RICA Workshops). Any workshop or seminar that directly supports teaching may be logged as APU Support and Supervision. This support would be in addition to the direct Support and Supervision receives from the University Mentor. *The [Alumni & Professional Services website](#) provides up-to-date information.*

IMPORTANT NOTE RE 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 term 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 one additional eight-week term 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. By their initials on the Advising Checklist, all applicants to the Multiple Subject Teaching Credential and Single Subject Teaching Credential programs indicate that they have been advised about the availability of an Early Completion Option for qualified Intern Candidates. For additional information regarding the Early Completion Option, teacher candidates should contact the Program Director for their program.

It is important that candidates remain in regular, consistent contact with their assigned Credential Analyst throughout the duration of the program.

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. Information about clinical experiences at APU can be found on the [Office of Student Placements](#) website.

Fieldwork

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

- Art of Teaching 1 (TESP 501)
- Art of Teaching 2 (TESP 511)
- Science of Teaching 1 (TESP 502)
- Science of Teaching 2 (TESP 512)

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

Candidates must upload fieldwork-embedded assignments into Taskstream as part of the teacher candidate's e-portfolio. Taskstream submission is required in order to receive credit for completion of fieldwork hours and requirements. Instructions for uploading assignments into Taskstream will be provided within the 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 that all candidates experience varied school and classroom settings throughout their fieldwork 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. More specific information related to the clinical practice requirements for each program can be found in the Clinical Practice Handbook for each candidate's specific program. ***Candidates are held to the standards, practices, and policies contained within the Clinical Practice Handbook for their program.***

- 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 K-2 grade level and eight weeks at the 3-5 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 preps.
- Both Mild-Moderate and Moderate-Severe Special Education candidates must complete their clinical practice in a setting appropriate for their credential program.

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

**April 10 for fall term and
September 10 for spring 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 U.S. Constitution coursework or exam
- Original, passing scores of CSET exams **or** 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. *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.

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 fieldwork and clinical practice experiences. Candidates are allowed to indicate two preferences of 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 master 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 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 offer fewer placement options to the candidate, requiring the candidate to accept a placement outside of their desired location. *A candidate cannot 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 the Office of Student Placements well in advance of any clinical practice deadlines for information

regarding completing clinical practice while holding an Intern Credential. Requests to complete clinical practice while holding an intern credential must be approved by the Office of Student Placements and the candidate's credential program. *Intern candidates should contact the [Office of Student Placements](#) well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice While Holding a Contracted Teaching Position. Candidates holding a contracted teaching position may be able to complete clinical practice in the classroom where they are serving as a teacher. The candidate's position must meet the clinical practice placement requirements and must be approved as a placement for clinical practice. These candidates should contact the Office of Student Placements well in advance of any clinical practice deadlines for information regarding completing clinical practice while holding a contracted teaching position. Requests to complete clinical practice while holding a contracted teaching position must be approved by the Office of Student Placements and the candidate's credential program. *Candidates holding a contracted teaching position should contact the [Office of Student Placements](#) 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 new 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. Sample principal letters can be obtained from your Program Director. 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 the Office of Student Placements 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 term (16 weeks), and must be approved as a placement for clinical practice. These candidates should contact the Office of Student Placements well in advance of any clinical practice deadlines for information regarding completing clinical practice while holding a contracted teaching position. Requests to complete clinical practice while holding a long-term substitute position must be approved by the Office of Student Placements and the candidate's credential program. *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.*

Clinical Practice While Holding a Short-Term Staff Permit (STP) or a Provisional Intern Permit (PIP). Candidates holding a Short-Term Staff Permit (STP) or a provisional Intern Permit (PIP) may be able to complete clinical practice in the classroom where they are serving as a STP or PIP teacher. The candidate must show verification of the CTC document as evidence of the permit under which the

candidate is teaching. Additionally, the position must meet the clinical practice placement requirements, must be maintained through the entire clinical practice term (16 weeks), and must be approved as a placement for clinical practice. These candidates should contact the Office of Student Placements well in advance of any clinical practice deadlines for information regarding completing clinical practice while holding a contracted teaching position. Requests to complete clinical practice while holding a STP or PIP must be approved by the Office of Student Placements and the candidate's credential program. *Candidates holding a STP or PIP should contact [the Office of Student Placements](#) well in advance of any clinical practice deadlines for information regarding their specific situation.*

Clinical Practice Handbook

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

Office of Student Placements

The Student Placements Manager coordinates with school districts to make effective student placements in schools and works with APU University Mentors to ensure they are able to provide excellent service to teacher candidates. The Student Placements Coordinator 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 Student Placement Records Coordinator shown below.

OFFICE OF STUDENT PLACEMENTS	CONTACT NAME	EMAIL	PHONE
Student Placements Manager	Erika Creveling	ecreveling@apu.edu	(626) 815-5353
Student Placements Coordinator	Evan Gallagher	emgallagher@apu.edu	(626) 815-5345

Assessment and Progression

APU Assessment System (Taskstream)

The Division of Teacher Education uses Taskstream to support the collection and analysis of teacher candidate outcomes in all degree and credential programs. Additionally, Taskstream offers teacher candidates a personalized space to submit signature assignments and other documentation of performance as they progress through their program.

All Division of Teacher Education teacher candidates are required to have a Taskstream account and maintain their subscription throughout their time of enrollment. At the start of a candidate's first term, a Taskstream key code and instructions on how to create a Taskstream subscription will be provided by email to the student at the student's APU email address.

Candidates are required to submit particular assignments and other forms of assessment in Taskstream by the deadline specified in the course syllabus. ***Candidates failing to submit the signature assignment in Taskstream by the last day of the term will receive a non-passing grade in the course.*** 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 Taskstream account, enroll in the correct Directed Response Folio(s), and submit assignments to the correct evaluator.

Taskstream technical support is available to all subscribers through Taskstream Mentoring Services as follows: Phone: 1-800-311-5656 (Press "2" for support) or email: help@taskstream.com. The [Taskstream Student Resource Room](#) provides candidates with information they need regarding access and use of Taskstream. Additionally, Taskstream-related questions may be sent to soetaskstream@apu.edu.

Taskstream assistance for APU teacher candidates can be found in the Taskstream Student Resource Room at <https://w.taskstream.com/ts/apusoe/TaskstreamStudentResourceRoom>

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 completion of fieldwork, clearance for clinical practice and at program completion. It is the responsibility of the candidate to ensure that he/she has an active Taskstream account, is enrolled in the correct Direct Response Folio (DRF), and submits ALL required assignments, exams, and tasks for evaluation within Taskstream. 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 their progression through the program.

Transition Point No. 1 (Initial Transition Point)

This transition point review occurs after the candidate has completed TESP 512

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
- 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 Transition Point No. 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
- Candidate has cleared for Clinical Practice placement

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.

- Successful Completion of Transition Point Nos. 1 and 2
- All Signature Assignments for all classes in Modules 1 through 7 have been submitted
- All courses in Modules 1 through 7 have been passed with a grade of B- or higher
- Passage or Submission of CalTPA Instructional Cycle 1 (as required by program)
- Passage or Submission of CalTPA Instructional Cycle 2 (as required by program)
- Verification of Completion of Clinical Practice 1
- Verification of Completion of Clinical Practice 2
- Completed Individual Development Plan
- Submission of Exit Survey
- Passage of RICA (required by Multiple Subject and Special Education programs)

Teaching Performance Assessments (CalTPA)

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 state teacher credential requirements. 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 for candidates who will be student teaching or in clinical practice Fall 2018 or later

The CalTPA has been updated to align with revised Teaching Performance Expectations (TPEs). The updated CalTPA is being fully implemented in Fall 2018. Candidates who will be student teaching or in clinical practice **Fall 2018 or later** will be required to complete the updated CalTPA as follows:

The revised 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.

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 submit the CalTPA instructional cycles in accordance with the policies and practices determined by the CTC. Submission fees are established by the CTC and the candidate is responsible for payment of such fees at the time of submission. ***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 University or within one semester from becoming inactive. 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 Coordinator. Candidates who fail to submit a CalTPA during clinical practice or need to remediate a CalTPA instructional cycle may be required to register for an additional CalTPA support course at an additional cost to the candidate. ***Candidates who are required to remediate a CalTPA should contact their Program Director as soon as they have received notice of the need to remediate.***

Completion During Clinical Practice

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

Information about the CalTPA can 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 Teacher 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, TESP 512, 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.

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 fieldwork, 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 to 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 fieldwork, clinical practice, and credential coursework. • Collaborates regularly with master teacher(s) and other colleagues to critically analyze instructional decisions

Contact Information

It is our goal within the Division of Teacher Education to serve candidates in the best manner possible. Sometimes, this means structuring the service to ensure you are speaking to the person with the most expertise in the area. The information listed below is designed to assist you in contacting individuals to best serve your needs.

DIVISION OF TEACHER EDUCATION				
NAME	POSITION	PHONE	EMAIL	CAN ASSIST WITH QUESTIONS REGARDING...
Joy Karavedas	Administrative Manager	(626) 815-6018	jkaravedas@apu.edu	All program matters within DTE
Jeanne Reynaga	Program Coordinator, Single Subject CaITPA Assistant	(626) 815-5344	jreynaga@apu.edu	<ul style="list-style-type: none"> • Single Subject program specifics (enrollment issues, course changes, course questions, etc.) • TPA submission, remediation, and scoring-all programs
Cristal Castro	Program Coordinator, Multiple Subject	(626) 387-5715	ccastro@apu.edu	<ul style="list-style-type: none"> • Multiple Subject program specifics (enrollment issues, course changes, course questions, etc.)
Julie Magana	Program Coordinator, Special Education (Candidates with last names A - L)	(626) 387-5791	jmagana@apu.edu	Mild/Moderate and Moderate/Severe program specifics (enrollment issues, course changes, course questions, etc.)
Changhee Song	Program Coordinator, Special Education (Candidates with last names M - Z)	(626) 815-5465	csong@apu.edu	Mild/Moderate and Moderate/Severe program specifics (enrollment issues, course changes, course questions, etc.)
Mary Biroscak	Program Coordinator, EdTech, Learning & Technology, and Master in Teaching	(626) 815-5490	mbiroscak@apu.edu	Educational Technology, MA: Learning & Technology, and MA: Teaching programs (enrollment issues, course changes, course questions, etc.)

PROGRAM DIRECTORS AND FACULTY COORDINATORS

NAME	POSITION	PHONE	EMAIL	CAN ASSIST WITH QUESTIONS REGARDING...
Jessica Cannaday	Program Director, Single Subject	(626) 815-6000 Ext. 5598	jcannaday@apu.edu	All Single Subject program matters. Please direct all questions to the Program Coordinator first.
Amber Lynwood	Program Director, Multiple Subject	(626) 815-5057	alynwood@apu.edu	All Multiple Subject program matters. Please direct all questions to the Program Coordinator first.
Angela Guta	Program Director, Mild to Moderate Special Education	(626) 815-6000 Ext. 5168	aguta@apu.edu	All Mild-Moderate Special Education program matters. Please direct all questions to the Program Coordinator first.
Craig Bartholio	Program Director, Moderate to Severe Special Education	(626) 387-5757	cbartholio@apu.edu	All Moderate-Severe Special Education program matters. Please direct questions to the Program Coordinator first.
Kathleen Bacer	Program Director, Educational Technology program	(626) 815-5355	kbacer@apu.edu	All Educational Technology program and advising for Learning and Technology emphasis. Please direct questions to the Program Coordinator first.
Maria Gross	Intern Program Coordinator	(626) 815-5074	mgross@apu.edu	Interns and Intern Program, including pre-service and intern support and supervision requirements Please direct questions to your Credential Analyst first.
Stacy Kula	Faculty Coordinator, MA in Education: Teaching Emphasis	(626) 815-5363	skula@apu.edu	Questions concerning MA.Ed. in Teaching Emphasis. Please direct questions to the Program Coordinator first.
Kathleen Bacer	Faculty Coordinator, MA in Education: Learning & Technology Emphasis	(626) 815-5355	kbacer@apu.edu	Questions concerning MA.Ed. in Learning & Technology Emphasis. Please direct questions to the Program Coordinator first.
Glen Green	Faculty Coordinator, MA in Education: Special Education Emphasis	(626) 815-5371	ggreen@apu.edu	Questions concerning MA.Ed. in Special Education Emphasis. Please direct questions to the Program Coordinator first.

DEPARTMENT CHAIRS

NAME	POSITION	PHONE	EMAIL	CAN ASSIST WITH QUESTIONS REGARDING...
Kathleen Bacer	Chair, Advanced Studies	(626) 815-5355	kbacer@apu.edu	<i>Please direct questions to the Program Coordinator first.</i>
David Stevens	Chair, Elementary and Secondary Education	(626) 815-5667	dastevens@apu.edu	<i>Please direct questions to the Program Coordinator first.</i>
Craig Bartholio	Chair, Special Education	(626) 387-5757	cbartholio@apu.edu	<i>Please direct questions to the Program Coordinator first.</i>

OFFICE OF STUDENT PLACEMENTS

NAME	POSITION	PHONE	EMAIL	CAN ASSIST WITH QUESTIONS REGARDING...
Maria Gross	Academic Coordinator of Clinical Experiences	(626) 815-5074	mgross@apu.edu	All Clinical Experiences
Evan Gallagher	Student Placements	(626) 815-5345	emgallagher@apu.edu	All candidate questions concerning student teaching or clinical practice placement (all programs)
Erika Creveling	Student Placements	(626) 815-5353	ecreveling@apu.edu	District and mentor questions regarding student placements

OFFICE OF CREDENTIALS (CREDENTIAL ANALYSTS)

NAME	CANDIDATES SERVED	PHONE	EMAIL	CAN ASSIST WITH QUESTIONS REGARDING...
Audrey Strivings	Last Names A – D	(626) 387-5721	astrivings@apu.edu	CTC documents, credentials, and academic advising
Ann Plumb	Last Names E – K	(626) 815-5445	aplumb@apu.edu	CTC documents, credentials, and academic advising
Lacey Romano	Last Names L – R	(626) 815-5093	lromano@apu.edu	CTC documents, credentials, and academic advising
Wendy Ramsey	Last Names S - Z	(626) 815-5455	wramsey@apu.edu	CTC documents, credentials, and academic advising
Leanne Coon	Director of Office of Credentials	(626) 815-5751	lcoon@apu.edu	All questions relating to Office of Credentials
Salli Throop	Office Manager	(626) 815-5346	sthroop@apu.edu OR socredentials@apu.edu	General questions regarding the office of credentials

Glossary of Terms and Acronyms

AB	Assembly Bill
ASL	American Sign Language
BCLAD	Bilingual, Cross-cultural, Language & Academic Development
BTTP	Bilingual Teacher Training Programs
CAEP	Council for the Accreditation of Educator Preparation
CBEST	California Basic Educational Skills Test
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	Cardio Pulmonary 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
Issuance Date	The date the credential is initially valid
LEA	Local Education Agency
LEP	Limited English Proficient
M/M	Mild/Moderate Disability
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 candidates.)
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 demonstrate 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)
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 Assessment (TPA)	A performance-based assessment based on the TPEs (Teacher Preparation Expectations) that multiple subject and single subject teacher candidates are required to pass and education specialist candidates are required to submit in order to qualify for a preliminary teaching credential
Teaching Performance Expectations (TPEs)	The CTC developed a set of knowledge, skills and abilities that beginning teachers should know and be able to demonstrate Teaching performance expectations describe teaching tasks that fall into six broad domains and are demonstrated through CalTPA.
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 colleges and universities in the Western United States
WSCUC	WASC Senior College and University Commission – regional accrediting agency for public and private higher education institutions