Program Handbook for General Education Credentials

Section 1

**Graduate School of Education Mission**

In accordance with the mission of California Lutheran University, the Graduate School of Education seeks to develop reflective, principled educators who STRIVE to:

♦ Serve as mentors and models for moral and ethical leadership
♦ Think critically to connect theory with practice
♦ Respect all individuals
♦ Include and respond to the needs of all learners
♦ Value diversity
♦ Empower individuals to participate in education growth and change

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Section One – Program Descriptions

Credential Program Information

Department of Learning & Teaching requirements are determined by the Commission on Teacher Credentialing (CTC) and University standards:

• Changes in CTC requirements or state law may alter cited requirements at any time.

• Continuous enrollment in the program is required. A student missing two consecutive semesters is considered inactive and required to apply for readmission to the program.

• Credential course work completed as an undergraduate may be applied toward the credential program only. Credential course work units completed as an undergraduate and applied towards a bachelor’s degree may not be applied toward total unit requirement for the master's degree. **Courses may only be used towards one degree.**

• The teacher credentialing program utilizes a series of benchmarks, professional disposition evaluations and teaching performance assessments (CalTPA) to monitor progress and determine candidate proficiency. Passage of all four CalTPA tasks with a score of “3” or “4” is required for credential recommendation.

• Candidate may not enroll in course work for multiple and single subject credential programs concurrently. Any candidate wishing to add an authorization must apply to the appropriate program and receive permission to enroll in required course work for that credential after completing the initial credential program course work.

• Credential requirements are listed in this handbook. All courses must be completed within seven years of admission to the program.

• Candidates must meet all requirements, submit the appropriate application, and be officially recommended to the CTC by the Credential Analyst in the Graduate School of Education.

• The Graduate School of Education requires all candidates to earn a grade of “B” or better in all courses in order to be recommended for credential. Courses where a grade of B- or lower is earned must be repeated.

Master of Education in Teacher Leadership (M.Ed.)

After completing the requirements for the California Preliminary Teaching Credential, candidates may be eligible to pursue the M.Ed. in Teacher Leadership. The remaining courses guide students in deeper reflection on their own practice as they make stronger connections between theory and practice and conduct an educational based research project. Most courses for the credential program may be applied towards the M.Ed. in Teacher Leadership Degree. Candidates must submit a completed graduate admissions packet and be admitted to the M.Ed.
program otherwise they will be considered “credential only” students. 33 units are required for the M.Ed. degree. Consultation with a faculty advisor is required to determine which courses from the credential program may be applied to the Master’s Degree.

1. All courses must be completed within seven years of admission to the program with a grade of B or higher. For further information see the Graduate Catalog – Academic Policies section. Degree requirements are listed in the university’s graduate catalog.

2. Although certain coursework taken as an undergraduate may be applied toward completion of the credential program, units completed to earn an undergraduate degree may not be counted a second time toward the M.Ed. Units for courses at the 500-level are eligible for acceptance toward the M.Ed. provided they were not applied toward the Bachelor’s degree. Credit earned for clinical fieldwork also is NOT eligible to be applied towards the M.Ed.

6. Continuous enrollment in the program is required. A candidate missing two consecutive semesters is considered inactive and required to reapply for admission to the program.

7. Application for the M.Ed. is processed, and degree requirements verified through the CLU Registrar’s Office. Contact an Admission Counselor in the Graduate Admissions Office regarding admission inquiries. Contact Program Adviser regarding the status of program completion.

8. The final three courses for the M.Ed. may not be taken concurrently as each is a pre-requisite for the next. The correct order to take the final three courses is EDGN 509, 510, 599.

9. Prior to enrollment in EDGN 509, candidates must meet with the Director of the M.Ed. program to determine eligibility for advancement to complete the master’s degree. Because an action research project is required for the thesis, candidates should be either employed in an educational setting. If not presently employed in an educational setting candidates may still complete the degree by working with the program director to arrange a research project in an educational setting.

10. **NOTE**: Course content and titles may change but total credits will remain the same.
Admissions Process

Submit application materials to:
California Lutheran University
Graduate Admission Office
60 West Olsen Road #2200
Thousand Oaks, CA 91360-2700

Or apply online:
http://www.callutheran.edu/education/programs/learning-and-teaching/

Admission Process Includes:

- Complete Initial Graduate Admissions Application
  - NOTE: CLU undergraduates must also complete a graduate application and meet with a graduate admissions counselor
- Hold an acceptable baccalaureate degree from an institution accredited by a regional accrediting association
- Were in good academic standing at the last college or university attended
- Have attained cumulative grade point average of at least 2.70
- Have attained a grade point average of at least 3.0 in all upper division courses
- Certificate of Clearance issued by the CTC (must be issued – not just applied for)
- Negative TB Test (within two years)
- Three Letters of Recommendation
- Proof of registration to take CBEST and CSET Exam
- Essay (prompt based on STRIVE statement)
- $50 Application Fee
- Deadline Date for Fall Entry to Foundations: July 1
- Deadline Date for Spring Entry to Foundations: November 1
- Deadline Date for Summer Entry to Foundations: April 1

Upon admission, it is important to do the following:
Become familiar with the use of the assigned callutheran.edu e-mail address. The Cal Lutheran e-mail address should be checked on a regular basis. All correspondence and information initiated by the University is sent to this address. For e-mail issues, contact the Information Systems and Services (ISS) Help Desk at 805-493-3698. Refer to the admission letter for the name of the assigned academic adviser and admission counselor. You should go to the university’s welcome center to obtain a photo ID and a parking permit.
General Course Work and Credential Information

Credentials Awarded for Multiple and Single Subject.

SB 2042 PRELIMINARY CREDENTIAL
• Provides English Learner Authorization
• Is in compliance with NCLB Highly qualified guidelines
• Is recommended by the university upon successful completion of all program requirements
• Is valid for five years

CLEAR CREDENTIAL
The CTC requires all candidates to obtain a CLEAR CREDENTIAL prior to the expiration of the initial preliminary credential. **CLU does not offer a Clear Credential program.**

• Most candidates will obtain their CLEAR CREDENTIAL through a two-year induction program sponsored by their employing district’s Beginning Teacher Support and Assessment program (BTSA).
• Candidates may obtain their CLEAR CREDENTIAL through a university program that is authorized by the CTC.
• Once earned, the CLEAR CREDENTIAL must be renewed in accordance with CTC guidelines.
Foundations Coursework

Once a candidate is admitted to the program they must take the following four Foundations Courses. These courses combined with the CTC credential requirements are all considered pre-requisites and must all be completed before the student can advance to candidacy. EDLT 500 must be taken first. Other courses can be taken in any order.

**Foundations Coursework:**

**EDLT 500 Foundations of Education**
This course will examine the historical, social, and cultural foundations of American education as seen through a historical narrative with an emphasis on the diversity of contemporary schooling. Students will be provided with an introduction to issues, trends, education theory and practice. Additionally, major philosophies of education which have informed American education and how they affect schooling in a society of multiple cultures will be explored. **10 hours of fieldwork is required.**

**EDLT 501 Theories of Teaching, Learning, and Development**
This course explores the factors influencing development, academic achievement, and behavior in P-20 Learners and the learning theories that support these goals. **10 hours of Fieldwork required.**

**EDLT 502 Teaching English Learners and Diverse Populations**
This course in teaching English Language Learners and diverse populations examines first and second language acquisition with an overview of aspects of linguistic theories as well as social and cultural factors influencing language acquisition. The course further explores theories, legal implications, and accountability factors related to language learning among both native and non-native speakers of English. Delivery of instruction (including technologies), school/district programs and services, assessment and accountability, and inclusionary practices for English language learners are emphases for this course. **10 hours of fieldwork is required**

**EDLT 503 Teaching Exceptional Learners in Inclusive Environments**
This course examines supports for exceptional learners in inclusive environments. This course will explore the learning and behavioral characteristics of individuals with exceptionalities; the theory and practices of special education service delivery models; current state and federal special education laws, with an emphasis on the Individualized Educational Program and partnerships with families; the definitions of each exceptionality; the history of special education services to individuals in the US; the theory and practices of Evidence Based Practice for individuals with exceptionalities and assessment practices guiding such practices; assistive technologies; and current philosophical positions and challenges in special education. **10 hours of fieldwork is required**
Advancement to Candidacy (Methods Block)

**IMPORTANT DEADLINE DATES:**

Multiple Subject Candidates

- For Fall Entry: All requirements to ADVANCE TO CANDIDACY must be met by **MAY 15**. CSET and CBEST exams are given daily online and you must have evidence of passing by the deadline date.
- For Spring Entry: All requirements to ADVANCE TO CANDIDACY must be met by **DEC 1**. CSET and CBEST exams are given daily online and you must have evidence of passing by the deadline date.

Single Subject Candidates

- For Fall Entry: All requirements to ADVANCE TO CANDIDACY must be met by **July 15**. CSET and CBEST exams are given at different times (please check dates on website) and you must have evidence of passing by the deadline date.
- For Spring Entry: All requirements to ADVANCE TO CANDIDACY must be met by **DEC 1**. CSET and CBEST exams are given daily online and you must have evidence of passing by the deadline date.

*These deadline dates are not negotiable as we need them in place to properly plan with our partner schools and to have solid enrollment numbers so we can properly arrange field placements and field supervision.*

*It is imperative that you plan to take your CSET and CBEST exams early so that your official scores are available prior to these deadline dates. Many students are disappointed to find out that they have not passed a section of the exam and do not leave themselves ample time to retake the test prior to the deadline date. Good planning is key to successfully comply with these deadline dates.*

To advance to candidacy you must meet all of the pre requisite requirements below by the deadline dates listed above:

- Completion of the ADVANCEMENT TO CANDIDACY application
  - This form was included in your initial acceptance packet but may also be obtained from the credentials office.
- Complete a Professional Dispositions Self Assessment Form
- Evidence that you satisfactorily completed the CTC US Constitution Requirement (see description below)
- Completed and attained a grade of “B” or better in
  - EDLT 500
  - EDLT 501 (Or LIBA 402)
  - EDLT 502
EDTP 503

• Evidence that you Passed CBEST (see description below)
• Passed all sections of CSET (within 5 years) or provided documentation of subject matter competency through a CCTC approved program (see description below)
• Evidence of Certificate of Clearance (see description below)
• Verify TB Test is still current (within two years - see description below)
• Payment of TPA Fee $500 (non-refundable and subject to change)
• Make an appointment with the Credential Analyst to verify all of the above. Credential analyst will then recommend you for candidacy. At this point you will meet with a faculty advisor in either a one-on-one or group setting to be oriented to the remainder of the program

CTC Requirements

Basic Skills Proficiency (CBEST Exam)
The CBEST (California Basic Education Skills Test) is an exam that is required of all candidates prior to advancing to candidacy. Verification is obtained upon admission of an original score report during provided to the CLU Credentials Office.

Multiple Subject candidates may also fulfill this requirement by passage of the CSET, Writing Skills (subtest) 142. It is recommended however that all candidates take the CBEST exam instead of this option as taking the CBEST will also give you eligibility to act as a substitute teacher if the district is willing to hire you in that capacity. The CEST writing skills test does not offer that option.

CBEST exam is offered six days per week and registration is online at the CBEST website http://www.cbest.nesinc.com/

Subject Matter Competence
For Multiple Subject candidates, this requirement is fulfilled by passage of all three subtests of the CSET, Multiple Subjects.

For Single Subject candidates, this requirement is fulfilled by completion of a CTC-approved subject matter program in the credential subject sought, OR by passage of all subtests of the CSET in the credential subject sought.

For the exams, the same guidelines for documentation apply as for the CBEST. Original score reports must be provided to the CLU Credentials Office. If you completed a CTC subject matter approved program and are waived from the CSET exam you must provide a signed subject matter verification form from the university that is issuing it to the Credentials Office in the School of Education.

CSET exams for multiple subject tests are offered six days per week. Single subject exams are only offered on specific dates. Register online well in advance of CLU deadline dates at the CSET website http://www.cset.nesinc.com/
**U.S. Constitution**
If fulfillment of this requirement was not confirmed during the admissions process, status will be determined by the Credential Analyst during the credential review. If this requirement has not been met, a one-day course/exam is offered periodically through the California Lutheran Continuing Education Department. Other online options are also available.

**Confirmation of Negative TB test within the past two years**

**Certificate of Clearance**
Education Code Section 44320(d) and Title 5 Regulations Section 80028 require an individual to obtain a Certificate of Clearance prior to beginning student teaching. The Certificate of Clearance verifies that an individual has completed the fingerprint and character and identification process and has been cleared by the Commission on Teacher Credentialing (CTC). This is required before entry to the program (prior to Foundations).

Procedures to obtain this may be found at the following link:
METHODS COURSEWORK

Multiple Subject Candidates:

EDTP 511 Teaching Performance Assessment Seminar I – Elementary (2 units)
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and guest speakers and focus on the clinical experience.

EDTP 520: Leadership and Law in the Diverse Classroom – Elementary (3 units)
Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group.

EDTP 521: Literacy and Language in Diverse Classrooms – Elementary (3 units)
Theory-based methods of instruction in reading and language arts in today's culturally diverse elementary classrooms.

EDTP 522: Teaching I: Planning and Methods for Content Standards – Elementary (3)
A study of the content as well as the goals for mathematics and science education at the elementary school level. Course will provide an introduction to concept development, attainment, and the meaningful application of mathematics and science learning in elementary classrooms. Consideration will be given to the cross-cultural and heterogeneous nature of California's student population. Technology enhanced methods will also be introduced when appropriate.

EDTP 523: Introduction to Clinical Fieldwork (3 units)
Assignment in an elementary school classroom. Under the supervision of the classroom teacher, the student works with individuals, small groups and the entire class.

Single Subject Candidates:

EDTP 513: Teaching Performance Assessment Seminar I – Secondary (2 units)
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 1 and TPA 2 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and guest speakers and focus on the clinical experience.
EDTP 530: Leadership and Law in the Diverse Classroom – Secondary (3 units)
Designed to integrate theory into practice in the diverse classroom. Teacher candidates study the theories of leadership, classroom management, discipline and lesson planning required for an initial experience in the California classroom. Teacher candidates are placed in a classroom with a diverse student population to observe and implement teaching strategies necessary to address this student group.

EDTP 531: Teaching I: Planning and Methods for Content Standards – Secondary (3 units)
Basic methods of planning and instruction. Lesson planning with an emphasis on increased academic achievement in the secondary school. Technology enhanced methods and strategies necessary to develop achievement in all learners.

EDTP 532: Literacy and Language in Diverse Classrooms – Secondary (3 units)
Theory-based methods of teaching reading in the content areas and the development of English language literacy. Assessment, technology and content standards as they impact student achievement.

EDTP 533: Introduction to Clinical Fieldwork – Secondary (3 units)
Assignment in a secondary school classroom. Under the supervision of the classroom teacher, the student works with individuals, small groups and the entire class.
Placements and Program Options

The Department of Learning & Teaching offers two distinct credential preparation programs for both multiple and single subject candidates.

1. The Professional Development School model is offered for all those who wish to enter in the Fall semester. This program is a full time, daytime program requiring the candidate to participate fully in the P-12 environment that they are assigned to.

2. The Oxnard Center Hybrid Program is offered for all those who wish to enter in the Spring Semester. This program is designed to be more flexible for candidates who cannot commit to a full time daytime program. The Oxnard Center program provides this flexibility through a combination of 60/40 online hybrid courses and fieldwork at various schools in western Ventura County.

Professional Development School Program (Fall Semester Entry)

All candidates who enter the methods block of the program in the Fall semester will take part in a cohort at a Professional Development School (PDS). California Lutheran University has PDS contractual relationships with several schools throughout Ventura County.

Professional Development Schools (PDSs) are innovative partnerships between K-12 schools and university teacher credentialing programs. PDSs are similar to the relationships between teaching hospitals and medical schools. Both professions require a great deal of academic theory accompanied by clinical fieldwork. The teaching hospital model provides medical students with specific and detailed field work giving them an opportunity to practice theory in a realistic environment. Similarly, in a PDS, teacher candidates work for one or two semesters alongside a veteran cooperating teacher, giving them the same opportunity to connect theory to practice.

The goal of this initiative is to improve and promote high quality learning experiences through the collaborative efforts of school and university faculty. The overall objective of the partnership has four components which include:

• The preparation of new teachers
• Continued professional development for both K-12 and university faculty
• Inquiry and collaboration directed at the improvement of teaching practices
• Improved K-12 student achievement

Collaboration is essential in a PDS partnership. Rather than working in isolation, teachers and faculty from both institutions become a team and work together to reach their common goals. CLU students and professors will benefit by having a designated school site readily available for observation, participation in activities, and hands-on learning. Teachers from our partner schools become partners with CLU professors and work together to provide opportunities to demonstrate and share a variety of techniques,
practical procedures and philosophies. These partnerships ultimately will benefit each young student by providing high quality learning experiences rooted in research-based teaching methodology.

CLU has chosen these partners with great care and meets a variety of criteria. These criteria include guidelines provided by the Commission (CTC), the National Council for Accreditation of Teacher Credentialing (NCATE) and the California Lutheran Department of Learning & Teaching.

**Multiple Subject PDS Program**

The PDS program for multiple subject candidates is a one year program beginning in the Fall and ending in the Spring. Candidates will spend both semesters at the same PDS school site. During this time, the candidate will follow the schedule of the school (not the university). Candidates are expected to become fully engaged in the culture of the school and shadow their cooperating teachers.

In this program, candidates begin on the first day of the P-12 school calendar and remain in their placements until the final day of school (typically in early June). This model gives multiple subject candidates the opportunity to experience a full year in a real educational setting. Having an opportunity for this type of placement allows candidates to:

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

**PDS Placement and Schedule Description for Multiple Subject Candidates**

Candidates will be assigned to two Cooperating Teachers at the PDS site. CTC requires that multiple subject candidates gain experience in both primary and upper elementary grade levels*. Candidates will receive a schedule to work with both grade levels during the course of the one-year program.

*In school districts that are K-5 only, 3rd grade may be counted as either a primary or upper elementary provided there is at least a two year difference between placements.

Fall Semester
• During the Fall semester the candidate will spend five half days (morning and afternoon schedules vary each semester) in their placement with their cooperating teachers.
• Monday – Thursday candidates will take methods courses during the other part of the half day. All courses are taught on the PDS site.
• A University Supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University Supervisor and Cooperating teacher work together to provide mentoring and coaching.
• Candidates will need to earn a score of 33 points on their final evaluations from both their University Supervisor and Cooperating Teacher in order to advance to the Full-time Clinical Practice block.
• Candidates will need to meet the requirements of the professional dispositions rating scale in order to advance to the full-time Clinical Practice block.
• Candidates will meet with their University Supervisors in small seminars on specific dates that will be provided during program orientation.
• Candidates will make an entry each day of the placement in a reflection journal which will be reviewed by the University Supervisor.

Sample Schedule

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Spring Semester

• During the Spring semester the candidate will spend five full days in their placement with their cooperating teachers.
• Candidates will take one advanced methods course and one weekly seminar course during this semester. All courses are taught on the PDS site.
• A University Supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University Supervisor and Cooperating teacher work together to provide mentoring and coaching.
• Candidates will need to earn a score of 44 points on their final evaluations from both their University Supervisor and Cooperating Teacher in order to complete the program.
• Candidates will need to meet the requirements of the professional dispositions rating scale in order to advance to the full-time Clinical Practice block.
• Candidates will meet with their University Supervisors in small seminars on specific dates that will be provided during program orientation.
• Candidates will make an entry each day of the placement in a reflection journal which will be reviewed by the University Supervisor.
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**Single Subject PDS Program**

The PDS program for single subject candidates is a one year program beginning in the Fall and ending in the Spring. Candidates will spend the Fall semester in a cohort at the PDS middle school site. During this time, the candidate will follow the schedule of the school (not the university). Candidates are expected to become fully engaged in the culture of the school and shadow their cooperating teachers.

In this program, candidates begin on the first day of the middle school calendar and remain in their placements until the final day of school in December. The candidates will then be re-assigned to a high school placement which will begin in January and typically end in early June. This model gives candidates the opportunity to experience a full year in two secondary educational settings. Having an opportunity for this type of placement allows candidates to:

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

**PDS Placement and Schedule Description for Single Subject Candidates**

Candidates will be assigned to two Cooperating Teachers during the two semesters. One subject area placement at the middle school PDS and one subject area placement at a High School partner school. CTC requires that single subject candidates gain experience in both a middle school and high school environment*, this program has been designed to provide the best benefits of a PDS program combined with clinical fieldwork at two different schools. Candidates will receive a schedule to work with both grade levels during the course of the one-year program.
*In certain credential areas where subject matter is restricted to introductory level (ex: Foundational Science), both placements may be at a middle school

Fall Semester

- During the Fall semester the candidate will spend five half days (first four periods of the day) in their placement with their cooperating teachers.
- Monday – Thursday candidates will take methods courses during the afternoons. All courses are taught on the PDS site.
- A University Supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University Supervisor and Cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of 33 points on their final evaluations from both their University Supervisor and Cooperating Teacher in order to advance to the Full-time Clinical Practice block.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to advance to the full-time Clinical Practice block.
- Candidates will make an entry each day of the placement in a reflection journal which will be reviewed by the University Supervisor.

Sample Schedule

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*Please note that schedules may be different than sample based on PDS site and opportunities available

Spring Semester

- During the Spring semester the candidate will spend five full days in their placement with their cooperating teachers at a high school.
- Candidates will take one advanced methods course and one weekly seminar course during this semester.
- A University Supervisor will visit at least eight (8) times during the semester to observe the candidate teach small group and whole class lessons while providing additional coaching and resources. University Supervisor and Cooperating teacher work together to provide mentoring and coaching.
- Candidates will need to earn a score of 44 points on their final evaluations from both their University Supervisor and Cooperating Teacher in order to complete the program.
- Candidates will need to meet the requirements of the professional dispositions rating scale in order to advance to the full-time Clinical Practice block.
• Candidates will meet with their University Supervisors in small seminars on specific dates that will be provided during program orientation.
• Candidates will make an entry each day of the placement in a reflection journal which will be reviewed by the University Supervisor.

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<td>EDTP 514</td>
<td>EDTP 535</td>
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**Oxnard Hybrid Program (Spring Entry)**

All candidates that qualify to advance to candidacy in the Spring semester will be assigned to the 60/40 hybrid program at our Oxnard Center. This unique program is designed for those who are unable to commit to the full time program that is offered in the Fall semester.

The Oxnard program begins in Spring with all methods courses offered 60% face to face and 40% online. The face to face meetings take place in the evenings from 4:00pm-10pm two days per week. Classes will meet for eight weeks at the Oxnard campus followed by six weeks of online meetings. A final face to face meeting on the 15th week will take place for the culmination project.

During the Spring semester, candidates will be assigned to P-12 partner schools in western Ventura County for their clinical fieldwork. These placements will require the same amount of hours during the semester as required in the PDS program, but scheduling can be more flexible to meet the needs of the candidate (subject to approval by the Coordinator for Candidate Placements or Dept. Chair).

Sample Schedule for Oxnard Program

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>Possible Fieldwork as arranged during day</td>
<td>Possible Fieldwork as arranged during day</td>
<td>Possible Fieldwork as arranged during day</td>
<td>Possible Fieldwork as arranged during day</td>
<td>Possible Fieldwork as arranged during day</td>
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<tr>
<td>4:00-6:50pm (weeks 1-8 face to face and online afterwards)</td>
<td>4:00-6:50pm (weeks 1-8 face to face and online afterwards)</td>
<td>4:00-6:50pm (weeks 1-8 face to face and online afterwards)</td>
<td>4:00-6:50pm (weeks 1-8 face to face and online afterwards)</td>
<td>4:00-6:50pm (weeks 1-8 face to face and online afterwards)</td>
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<tr>
<td>EDTP 520/530</td>
<td>EDTP 522/532</td>
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<tr>
<td>7:00-9:50pm</td>
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</table>
California Lutheran University has a Commission approved intern program for both Single Subject and Multiple Subject candidates. The intern program is jointly administered by California Lutheran University and the local district that is hiring the candidate. The program is designed to provide the candidates with on the job classroom experience while they complete course work requirements for the preliminary credential. The hiring district must enter into an intern contract agreement with the university. District must be within 40 miles of CLU main campus.

Typically candidates are offered intern options in credential areas of shortage such as languages other than English, sciences and mathematics. Transition to the Intern program extends participation in the program for three additional semesters.

Candidates who are offered an internship must make an appointment with the Chair of the Dept. of Learning & Teaching or the Coordinator for Candidate Placement to insure eligibility.

To be eligible for hiring as an intern the candidate must have:
1. Completed all initial credential requirements
2. Completed all Foundations and Methods Coursework
   a. EDTP 500, 501, 508 and EDTP 511/13, 520/30, 521/31, 522/32, 523/33
3. Passed CalTPA 1 (Subject Specific Pedagogy) and CalTPA 2 (Designing Instruction)

Candidates who qualify for an internship will complete the following after hiring:

Semester 1
EDTP 552/572 Field Supervision (5 units)
EDTP 525/535 Advanced Methods (3 units)

Semester 2
EDTP 512/514 TPA Seminar II (1 unit), Complete and Submit TPA 3 (Assessing Learning) and TPA 4 (Culminating Teaching Experience)
EDTP 552/572 Field Supervision (4 units)

**Intern Option**
TEACHING PERFORMANCE ASSESSMENTS

The California Teaching Performance Assessments (CalTPA) were developed by the Commission on Teacher Credentialing along with the Educational Testing Service to measure the knowledge and skills of beginning teachers. The TPAs are designed to provide candidates with an opportunity to develop, refine and demonstrate teaching knowledge, skills and abilities during the time they are in the teacher education program.

The TPAs consist of four performance tasks that increase in complexity throughout the teacher education program. The four tasks are intended to be completed as candidates progress through the program. Assessments 1 and 2 will be submitted as part of TPA Seminar I (EDTP 511/513) during the Methods Block. Assessments 3 and 4 will be submitted as part of TPA Seminar II (EDTP 512/514) during the Full Time Block.

The TPAs are designed to be both formative and summative. Students will prepare the tasks as part of the TPA seminars. Passing with a score of “3” or “4” is required on all four tasks for credential recommendation.

All of the materials and information needed to complete the TPAs will be made available through the two TPA seminars and the internet. A $500.00 (subject to change) fee is assessed to cover the cost of taking and assessing all four tasks, the TPA Handbook, membership in the SCTA for liability insurance and to overall support the TPA program. This fee is due with submission of the “Advancement to Candidacy” application.

TPA Resubmission Policy

Candidates who do not achieve a score of 3 or 4 on any assessment will be assigned to meet with a TPA mentor. The mentor will review the TPA and provide support for resubmission. The candidate will be required to resubmit the new TPA on a specified due date to be determined. The resubmission due date will not be less than two weeks from the date the student is notified of the original score. Candidates who do not resubmit their work by the resubmission date will not be able to advance to the full time student teaching semester.

Candidates who miss the original due date will be required to wait until the resubmission date. Missing the original due date will be considered not passing the TPA. As a result, the candidate will be assigned a TPA mentor who will provide support for submission.

Candidates who resubmit for not passing or who missed the original due date will be charged a $250 resubmission fee (Subject to change). The resubmission fee entitles the candidate to receive counseling from a TPA coach. The fee is also used to cover the cost of scoring the resubmitted work.

Students will be permitted to re-submit TPA 1 and TPA 2 two additional times. If, after a
total of three submissions the candidate does not earn a passing score, he/she will be exited from the program.

Candidates will be permitted to re-submit TPA 3 and 4 one additional time. If after a total of two submissions the candidate does not earn a passing score, he/she will be exited from the program.
Requirements to Advancement to Full Time Clinical Fieldwork
(COMPLETION OF METHODS – both PDS and Hybrid Program)

During the Methods Fieldwork placement, the Cooperating Teacher will be required to provide each candidate with a Midterm Evaluation. The purpose of the Midterm Evaluation is to provide a picture of performance and to establish specific goals for the remainder of the semester. A Final Evaluation will be completed by both the Cooperating Teacher and the University Supervisor.

Passage of Methods Block includes:

- Successful completion of EDTP 520/530, 521/531, 522/532 with a grade of “B” or better.
- Successful completion of EDTP 511/513 with a grade of “P”.
- Successful completion of Introduction to Clinical Fieldwork with a score of 33 points or better on the final evaluation.
- Satisfactory evaluation of Professional Dispositions
- Successful completion of TPA 1 and TPA 2 with a score of “3” or better.

Full Time Clinical Practice

Full Time Clinical practice for the PDS program is provided on the prior pages describing the PDS program. Multiple Subject candidates remain at the same site. Single Subject Candidates will advance from the middle school PDS to a partner high school.

For the Oxnard Hybrid Program and Single Subject PDS program, fieldwork assignments for full-time candidates are arranged by the University. Students MAY NOT arrange their own placements. Specific schools and school districts have entered contractual agreements with CLU for the purposes of providing an environment for Student Teaching placements.

It is DLT policy to place candidates in small (2 groups -6) at these approved sites where they will be supervised and mentored by a CLU University Supervisor. Candidates will be notified of their assignment during Full-time Candidate Orientation.

Full-time fieldwork at Cal Lutheran follows a “shadowing” model. The Candidate is expected to:

- Coordinate arrival and departure with the Cooperating Teacher
- Actively participate in planning, assessment and all other tasks of the classroom
- Attend any grade level or department staff meetings
- Attend any whole school faculty meetings
- Attend any conferences or in-service days
• Attend any IEPs
• Attend any parent conferences

Multiple and Single Subject:

• Candidates will be assigned to a Cooperating Teacher five (5) days per week for the entire semester.
• A University Supervisor will visit at least 8 times during the semester to observe the teaching of small group and whole class lessons while providing additional coaching and resources.
• Candidates must earn a score of 44 points on their final evaluations from both the University Supervisor and Cooperating Teacher in order to advance to the Full-time Student Teaching Block.
• Candidates must be satisfactorily evaluated for Professional Dispositions.
• Students will meet with their University Supervisors in small seminars on the alternate Mondays when they are not meeting in EDTP 512/514.
• Students will make an entry each day of the placement in a reflection journal which will be reviewed by the University Supervisor.
• Take over the class for four (4) consecutive weeks.
Full Time Clinical Practice Block (Coursework)

**Multiple Subject Candidates:**

EDTP 512: Teaching Performance Assessment Seminar II – Elementary (1)
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience.

EDTP 525: Teaching II: Advanced Planning and Methods for Content Standards – Elementary (3)
An advanced course focusing on curriculum, planning, instruction, and assessment of diverse students in the California classroom. The integration of content areas through thematic teaching including design and implementation of unit and lesson plans, incorporation of modifications for students with special language and/or learning needs, cooperative learning, technology, and assessment of student learning.

EDTP 540: Full Time Clinical Practice (9)
Clinical Practice (teaching) completed under the guidance of an experienced resident teacher and University supervisor. Includes weekly seminar meetings. Prerequisites: Recommendation of Teacher Preparation faculty committee.

**Single Subject Candidates:**

EDTP 514: Teaching Performance Assessment Seminar II – Secondary (1 unit)
Students meet weekly alternating each week with whole group sessions and small group sessions. Whole group sessions will focus on the passage of the TPAs which is a requirement of the California Commission on Teacher Credentialing. Preparation, submission and assessment of TPA 3 and TPA 4 will take place during this course. Small group sessions on alternating weeks will be facilitated by the supervisor and focus on the student teaching experience.

EDTP 535: Teaching II: Advanced Planning and Methods for Content Standards – Secondary (3 units)
An advanced strategies methods course designed to integrate the theories underlying the pedagogical practices in the California classroom. Teacher candidates focus on advanced planning and teaching strategies for their specific content areas, and design and implement varied plans to assess student performance. Candidates learn to teach and reflect on curriculum-based subject matter content in relation to foundational knowledge.

EDTP 560: Full Time Clinical Practice (9 units)
Clinical Practice (teaching) completed under the guidance of an experienced resident teacher and University supervisor. Includes weekly seminar meetings. Prerequisites: Recommendation of Teacher Preparation faculty committee.
Program Completion

During the Full-time Clinical Fieldwork placement, the Cooperating Teacher and University Supervisor will both be required to provide each candidate with a Midterm Evaluation. The purpose of the Midterm Evaluation is to provide candidates with a picture of their performance and to establish specific goals for the remainder of the semester. A Final Evaluation will be completed by both the Cooperating Teacher and the University Supervisor.

Passage for consideration for credential requires:

- Development and implementation of lesson plans to cover a four-week take-over of instruction. (elementary candidates must take-over the full day and secondary candidates must take over a minimum of four periods per day).
- Successful completion of EDTP 525/535 with a grade of “B” or better
- Successful completion of EDTP 512/514 with a grade of “P” including submission and passing of CLUES D Assessment of Growth and Goals aligned to the conceptual framework STRIVE
- Successful completion of Student Teaching with a score of 44 points or better on the Final Evaluation
- Satisfactory evaluation of Professional Dispositions
- Successful completion of TPA3 and TPA4 with a score of “3” or better
- An academic exit interview which is held as a group on the final day of EDTP 512/514

Final Checklist for PRELIMINARY CREDENTIAL

NOTE: These Requirements have been fulfilled along the way and may not necessarily have been done in the order listed.

- Bachelor’s or higher degree
- Basic Skills Proficiency (passage) of CBEST
- U.S. Constitution
- Certificate of Clearance
- Subject Matter Competence (CSET exam or subject matter waiver)
- Negative TB Test
- CPR Certification
- RICA Exam (Multiple Subject Candidates Only)
- Successful completion of all coursework in the Teacher preparation program with grades of “B” or better, including passing all fieldwork assessments and Passage of all four TPAs
- Academic exit (final class of EDTP 512/14)

Credential applications will be accepted after all requirements have been met. For detailed information regarding the credential application process, go to www.callutheran.edu/soecredentials and follow the links to your specific program.