Program Handbook for General Education Credentials

Section 3

Full Time Clinical Practice

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

Department of Learning and Teaching

60 West Olsen Road, #4100
Thousand Oaks, CA 91360
805/493-3421
FAX: 805-493-3924
EDTP 540/560/572 Full Time Clinical Practice

California Lutheran University is committed to providing reasonable aids and services to CLU students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973 and ADA of 1990 with its Amendments. Students can request needed accommodations for this course, or other non-classroom settings on campus, by contacting Disability Support Services (DSS). DSS is on campus at 3259 Pioneer Avenue in the Center for Student Success, and can be contacted at 805.493.3260 or DSS@callutheran.edu

Our Vision of Educator Preparation

The mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.

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

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

Program Outcomes

A: MAKE SUBJECT MATTER COMPREHENSIBLE TO STUDENTS
TPE 1: Specific Pedagogical Skills for Subject Matter Instruction

B: ASSESS STUDENT LEARNING
TPE 2: Monitoring Student Learning During Instruction
TPE 3: Interpretation and Use of Assessments

C: ENGAGE AND SUPPORTING STUDENTS IN LEARNING
TPE 4: Making Content Accessible
TPE 5: Student Engagement
TPE 6: Developmentally Appropriate Teaching Practices
TPE 7: Teaching English Learners

D: PLAN INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS
TPE 8: Learning about Students
TPE 9: Instructional Planning
Course Description

EDTP/ 540 Clinical Practice – Elementary (9 units)
Clinical Practice is a semester-long assignment in an elementary school classroom with a diverse student population. Its purpose is to develop classroom management and teaching strategies that foster academic achievement in all content areas for all students. Supervision is by a cooperating teacher and a university supervisor while working with individuals, small groups, and the entire class. Placement includes a four-week take-over of instruction. Concurrent with enrollment in EDTP 525 Teaching II: Advanced Planning and Methods for Content Standards – Elementary and EDTP 512: TPA Seminar II Elementary.

EDTP 560 Clinical Practice – Secondary (9 units)
Clinical practice is a semester-long assignment in a secondary school with a diverse student population. Its purpose is to develop classroom management and teaching strategies that foster academic achievement in all content areas for all students. Supervision is by a cooperating teacher(s) and university supervisor while working with individuals, small groups, and entire classes. Placement includes a four-week take-over of instruction.

Concurrent with enrollment is EDTP 535 Teaching II: Subject Specific Pedagogical Skills – Secondary and EDTP 514: TPA Seminar II Secondary

Prerequisites:
For multiple subject (elementary) students, with a grade of “B” or better in:
EDTP 520 Leadership and Law in Diverse Classrooms – Elementary;
EDTP 521 Literacy and Language in Diverse Classrooms – Elementary;
EDTP 522 Teaching I: Planning and Methods for Content Areas – Elementary;
EDTP 523 Introduction to Clinical practice (grade of “Pass”), and
Passage of TPA 1 and 2

For single subject (secondary) students, with a grade of “B” or better in:
EDTP 530 Leadership and Law in Diverse Classrooms – Secondary;
EDTP 531 Teaching I: Instructional Planning for Content Standards – Secondary;
EDTP 532 Literacy and Language in Diverse Classrooms – Secondary;
EDTP 533 Introduction to Clinical practice (grade of “Pass”), and
Passage of TPA 1 and 2
**Learning Outcomes and Objectives**

To become familiar with the role of teacher as
- a leader of a community of learners
- a member of a school community
- a member of the teaching profession

Candidates will demonstrate the ability to perform the following objectives in their clinical practice assignments in conjunction with the STRIVE statement, and Teaching Performance Expectations (TPEs).

All references to the California TPEs are at the “beginning teacher” level. The full time clinical fieldwork semester provides the Teacher candidate an opportunity to develop and implement lesson plans, unit plans and to co-teach with their cooperating teacher.

**Teacher Candidates will:**

1. Plan and implement lessons for four weeks of instruction (elementary) or four periods for four weeks (secondary).
   - **STRIVE**
   - TPE 1, 1A, 1B, 2, 3, 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10

2. Use teaching strategies that take into account the linguistic and cultural background of the students.
   - **STRIVE**
   - TPE 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10, 11

3. Evaluate and propose appropriate adaptations in instructional materials and methods for use with students with special needs or limited English proficiency.
   - **STRIVE**
   - TPE 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10, 11

4. Appropriately incorporate computer and technological adaptations into lessons and class management.
   - **STRIVE**
   - TPE 4

5. Analyze pupil and class progress data to evaluate the usefulness of theoretically based instructional systems.
   - **STRIVE**
   - TPE 2, 3, 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10

6. Analyze teaching style, philosophy, classroom organization, and schedule of activities.
   - **STRIVE**
   - TPE 4, 5, 6, 6A, 6B, 6C, 7, 8, 9, 10
7. Assess dynamics of a classroom group and design appropriate intervention.
   STRIVE
   TPE 11

8. Design a system of communication with parents.
   STRIVE
   TPE 3

9. Develop as a professional educator.
   STRIVE
   TPE 12, 13

Clinical Fieldwork Policies

School Selection

California Lutheran University has contractual relationships with several schools throughout Ventura County. Schools that are partnered with CLU for the purpose of providing candidates with a clinical field experience have been chosen with great care and meet a variety of criteria. These criteria include guidelines provided by the Commission on Teacher Credentialing (CTC), the National Council for Accreditation of Teacher Education (NCATE), and the Teacher Education Dept. of CLU. California Lutheran University selects all of its partner schools using a variety of criteria, including but not limited to:

- Schools that employ exemplary teachers and supportive school site leadership. This is determined by review of school data, APY report cards and interviews with site and district administrators.
- Schools that express an interest in working with teacher candidates using the PDS model or the co-teaching model. This is determined by discussion with teachers and presentations at staff meetings.
- Schools that are demographically diverse and include English learners, special needs students and those who are economically disadvantaged. This is done to comply with NCATE and CCTC guidelines and to provide our candidates experience in working with a variety of subpopulations. This is determined by evaluating annual demographic reports published by the CA Dept of Education.

Candidates may not arrange their own placements. Candidates may not be assigned to a school where they have family members working as teachers, Administrators or staff. CLU does not partner with every school within a school district. Our arrangements with individual districts may differ. Specific schools within a district may not be available for field placements each semester. Cooperating teacher availability may also vary by the semester.

Substituting During Clinical fieldwork

The intention of clinical fieldwork (student teaching) is to work under the direction of a Cooperating Teacher and a University Supervisor who will serve as a guide and mentor.
Our credential program fulfills CCTC requirements. Substitute teaching is only permitted when approved by a CLU Program Coordinator or Chairperson of the Department of Learning & Teaching. If approved, a teacher candidate may only substitute for his/her own Cooperating Teacher, and substituting may be for occasional and isolated days only. Substituting for other teachers disrupts the intention of the field placement and is not permitted. Substituting is not permitted if it will cause the teacher candidate to miss or be tardy for any course or seminar. Long term substituting is not permitted under any circumstances, whether it is for the teacher candidate's Cooperating Teacher or another teacher. Long term substituting does not comply with CCTC fieldwork policy. If approval has been granted to substitute, teacher candidates must follow school district requirements for application and obtain the appropriate CCTC-issued Substitute Permit.

**Attendance**

Teacher candidates in the full time clinical practice semester are in the field for five days per week all day. This semester’s experience is a “shadowing” model which means the candidate is expected to keep the same hours as the cooperating teacher they are assigned to. In a shadowing model, the candidates are expected to arrive and leave with the Cooperating Teacher as well as participate in all after school meetings and activities. This includes staff meetings, grade level meetings, department meetings, IEP meetings, parent conferences etc. Candidates are permitted to leave the site at an appropriate time to allow them to be to afternoon and evening classes on time.

In the event of personal illness or extreme emergency, the Cooperating Teacher and University Supervisor must be notified prior to the beginning of the day. The Teacher candidate must call each day they are absent prior to the beginning of the day. The principal or Coordinator for Candidate Placement may be notified if the Cooperating Teacher and/or University Supervisor cannot be reached. The first responsibility of the Teacher candidate is to obtain these phone numbers. The teacher candidate must make up any extended period of absence beyond two days.

The Teacher Candidate must be punctual in attendance and reliable in carrying out assigned or assumed responsibilities. He/she must log attendance in the Cal Lutheran attendance book. This log must be submitted at the end of the semester to the assigned University Supervisor.

**Dress Code**

While working at a school site as a teacher candidate, it is important to maintain a level of professionalism in appearance and attire. Dressing appropriately as a teacher is an important professional disposition that must be demonstrated while working in the P-12 environment. It is also important to keep in mind that extremes in personal appearance and attire can result in a distraction to P-12 students and hinder the learning process.
Acceptable attire for male Teacher Candidates:
- Business casual or "Docker" style slacks
- Long/short sleeved, collared dress shirt or collared "Polo" style shirt
- Jacket or tie optional
- Closed-toe shoes
- Hairstyles should be businesslike and neat. Facial hair must be neatly trimmed, of reasonable length, and clean

Acceptable attire for female Teacher Candidates:
- Business casual dress
- Long/short sleeved dress shirts / blouse with dress-casual skirt / pants
- Conservative hemline (not greater than four inches above the knee)
- Make-up, jewelry, hosiery, and accessories appropriate and in moderation
- Hairstyles businesslike and neat
- Closed-toe shoes

Unacceptable attire:
- Casual clothing such as short pants, sweat suits.
- Denim clothing that is faded, ripped, too tight or too loose
- Dresses or skirts with high slits
- Blouses or dresses with plunging necklines
- Dresses with spaghetti straps or sleeveless tops or see-through materials
- Extremes in makeup usage, jewelry or other accessories
- Hats or Headgear unless a job requirement or have religious significance to the wearer
- Flip-flops, open shoes, plastic foot wear, bedroom shoes and slippers

The Role of the Teacher Candidate

The teacher candidates operate in at least two major roles during their clinical practice semester. First, they are students because they are acquiring recognized attitudes and skills that are generally accepted as contributing to a teacher’s success in the classroom. Second, they are teachers because they are planning experiences for and directing the learning activities of others. Teacher candidates are expected to:

1. **Adhere** to the policies and procedures of the school and district where the teacher candidate is assigned.
2. **Recognize, respect** and make a serious effort to implement the feedback and suggestions of the cooperating teacher and the school administration.
3. **Maintain** a neat, clean, and appropriate professional appearance. Follow district guidelines for dressing appropriately.
4. **Locate** their own reliable source of transportation to and from their assigned school and arrive on time.
5. **Conduct** themselves in a professional manner at all times. Teacher candidates will keep confidences and respect the rights of others at all times.
6. **Maintain** a positive attitude and develop a positive learning environment for the students within the classroom and school setting.

7. **Follow** the calendar of the assigned school and comply with all school system and building regulations. This includes before and after school hours.

8. **Develop** detailed lesson plans approved by the cooperating teacher and reviewed regularly by the university supervisor.

9. **Bring** to the teaching experience competency in all areas of subject matter, an understanding of human growth and development, and teaching strategies and procedures that will enhance the teaching setting.

10. **Co-Teach** actively for the entire semester.

11. **Attend** and participate in all school site activities including meetings

12. **Be responsible**, courteous, and dependable.

13. **Work** with the cooperating teacher and university supervisor as a team in setting expectations and goals utilizing the “Timeline for Clinical practice Responsibilities”.

14. **Take** initiative in asking for suggestions and, having received them, either put them into practice or take the time to discuss them with the cooperating teacher. Recognize that the cooperating teacher is the final authority in the classroom.

**Statement on Academic Honesty**

The educational programs of California Lutheran University are designed and dedicated to achieve academic excellence, honesty and integrity at every level of student life. Part of CLU’s dedication to academic excellence is our commitment to academic honesty. Students, faculty, staff and administration share the responsibility for maintaining high levels of scholarship on campus. Any behavior or act which might be defined as “deceitful” or “dishonest” will meet with appropriate disciplinary sanctions, including dismissal from the University, suspension, grade F in a course or various forms of academic probation. Policies and procedures regarding academic honesty are contained in the faculty and student handbooks.

Plagiarism, cheating, unethical computer use and facilitation of academic dishonest are examples of behavior which will result in disciplinary sanctions. Plagiarism includes, but is not limited to:

- Word for word copying without using quotation marks or presenting the work as yours
- Using the ideas or work of others without acknowledgement
- Not citing quoted material. Candidates must cite sources for any information that is neither the result of original research or common knowledge.

**Classroom Involvement**

It is the responsibility of the Teacher Candidate to become actively involved in the classroom. There should be no reluctance to ask the Cooperating Teacher to be put to work. Experience has demonstrated that candidates who become actively involved in the classroom have more successful clinical fieldwork experiences. Enthusiasm and interest in the operation of the classroom provides a clear indication of commitment to the profession.
Lesson Planning

It is the candidate's responsibility to present his/her formal lesson plan to his/her Cooperating Teacher and supervisor at least two day prior to each day's lesson. Lesson plans must also be uploaded TaskStream. The Cal Lutheran Lesson Plan Template is available for electronic download on the Student Services section of the Graduate School of Education's website.

Reflective Journal

The candidate will keep a journal of his/her experiences in the field for each day in placement. The purpose of the Journal is to provide the candidate with an opportunity to respond to the activities and situations that occur during the fieldwork experience. These Journals are reviewed by the University Supervisor and are maintained in any format agreeable to both the University Supervisor and Candidate (electronic, email, spiral notebook etc.). Writing in the journal should be a catalyst for growth and focus on connections between theory and practice. The journal should not be a critique of the classroom or a chronological account of the day. Instead, it should be a recording of thoughts and feelings on specific classroom observations, teaching and other interactions. The journal may be used as a method of recording new insights gained and to ask new questions.

Evaluation

Evaluation for professional growth during clinical fieldwork:

• Is a continuous, ongoing process.
• Is a team effort in which the Teacher Candidate, Cooperating Teacher, and University Supervisor contribute in an atmosphere of open, constructive communication and reflection.
• Is directed toward self-evaluation by the Teacher Candidate. The Cooperating Teacher and University Supervisor contribute by helping the Teacher Candidate become consciously aware of instructional behavior and by discussing alternatives to that behavior.
• Includes an evaluation of your professional dispositions at the midterm and end of term in collaboration with the Cooperating Teacher. Professional behaviors have equal weight in the overall grading process.
• Includes an evaluation of your proficiency in the 13 Teaching Performance Expectations. The Cooperating Teacher and University supervisor is responsible to complete a midterm and final evaluation of the candidate. Collaboration with the University Supervisor is expected. The final evaluation is expected to be done as a conference with all three parties present (Candidate, Cooperating Teacher and Supervisor)
**Grading**

Introduction to Clinical Practice, EDTP 540/60, is a Pass/No Credit course. The grade will be based on performance in the field which includes proficiency in the 13 TPEs and demonstration of appropriate professional dispositions. A grade of no credit will be issued for such things as poor performance, poor attendance, inappropriate or nonprofessional behavior and absence of motivation and/or commitment. A grade of incomplete will be issued only in extenuating circumstances (illness, death in the family).

Candidates are expected to attain the level of Beginning Practice by their final evaluation. A score of 44 points or higher will be required to achieve a passing grade in EDTP 540/60. Both the Cooperating Teacher and University Supervisor will complete a final evaluation at a score of 44 or higher. If there is a disagreement between the University Supervisor and the Cooperating Teacher, the case will be reviewed by a committee that will consist of the Department of Learning & Teaching Chairperson, Coordinator for Candidate Placement, and a member of the faculty. This committee will make the final determination for the candidate’s grade. Options offered may include extending fieldwork, repeating certain activities or repeating the entire semester.

**Removal from Clinical Practice**

Clinical Practice will be terminated by the Coordinator of Candidate Placement or the Chair of the Dept. of Learning & Teaching if it is determined that the situation in a particular placement is not in the best interest of the K-12 students, Cooperating teacher, or the teacher candidate. Candidates who are not prepared, continually tardy, unfamiliar with subject matter, or behave in any manner that is deemed to be unprofessional may be grounds for removal and/or exit from the program. It is the desire of the Credential Program to create the opportunity for success during fieldwork; however, the candidate must accept responsibility for his/her own professional conduct. The professional behaviors listed on the professional dispositions evaluation should be used as the primary guide. The K-12 students at the site are the primary constituents and it is the policy of the Dept. of Learning & Teaching to insure that their safety and learning is never compromised.

**Role of the Cooperating Teacher**

The Cooperating Teacher can be a powerful force in encouraging self-evaluation and reflection by the Teacher Candidate. Cooperating Teachers are specifically encouraged to:

1. **Provide ongoing evaluation of the Teacher Candidate’s performance.**
   a. Clearly define the management and instructional requirements and expectations of the Teacher Candidate.
   b. Provide prompt feedback on specific strengths and weaknesses of daily lessons and procedures.
   c. Constructively critique every lesson plan at least one day prior to presentation and each unit plan at least one week before implementation.
d. Offer and/or demonstrate specific alternatives or additional suggestions for the Teacher Candidate to implement.

2. **Communicate the value of continuous self-evaluation.**
   a. Set an example by analyzing one’s own instruction in relation to the elements of effective teaching.
   b. Show willingness to accept comments or suggestions about one’s performance from building administrator and/or district supervisor.
   c. Acquaint the Teacher Candidate with district teacher evaluation procedures.

3. **Clinical Practice**
   a. Through the co-teaching model, develop and implement lessons and assessment collaboratively.
   b. Permit Teacher Candidate to plan and implement lessons for observation by University Supervisor.
   c. Permit Teacher Candidate to plan and takeover class for four-week period during the semester.

*The Co-Teaching Model*

In the past it was common for a teacher candidate to observe their cooperating teacher and then replicate what they did the next period or the next day. Though observing how a cooperating teacher implements lessons and manages a classroom is a key component of the field experience, this should not be all that takes place over the course of the placement. There is significant research to support the co-teaching model and CLU prefers this method be used for all clinical fieldwork. Cooperating Teachers will receive detailed information on this model each semester in the Cooperating Teacher Orientation workshop.

The idea behind co-teaching is a shift from this traditional style of fieldwork to one where the cooperating teacher and teacher candidate work collaboratively throughout the entire placement. It is expected that teacher candidates be proactive in working with K-12 students right from the beginning of the placement which requires immediate collaboration for both candidate and cooperating teacher.

In the co-teaching model, the candidate and cooperating teacher plan together and both have a role in the lessons that are taught. In the beginning of the placement it is only natural for the cooperating teacher to take the lead. As time goes on, the candidate should begin to take on more responsibility, but the cooperating teacher’s expertise is never absent from the process and they should always have a role. This transition will be different for every candidate based on their abilities and confidence levels.

In what was customarily called the candidate’s “take-over,” the cooperating teacher typically took on a passive role or no role in the delivery of instruction. In the co-teaching model, the candidate will take the lead during their take-over period, but will continue to plan in collaboration with the cooperating teacher who will also continue to have an active role in implementation of instruction.
**Role of the University Supervisor**

A University Supervisor is an additional provider of mentorship and support during the candidates clinical practice placements in the field. The supervisor will assist with reflective practice and provide evaluations of performance and professional dispositions.

The supervisor will visit the Teacher Candidate’s classroom at least eight (8) times during the semester. Six of these visits are formal observations of teaching. The Cooperating Teacher may choose to visit with the University Supervisor at that time. The main purpose for the visit is to observe the Teacher Candidate and to consult with the Cooperating Teacher.

The University Supervisor is responsible for observing the Teacher Candidate in the classroom, conferencing with the Teacher Candidate, helping the Teacher Candidate reflect and establish goals for improvement, and for evaluating clinical fieldwork performance. The length of each visit will vary depending upon the needs of the Teacher Candidate. The University Supervisor will complete observation forms each semester which provide feedback to the candidate on their performance.

**Problem Resolving Protocol**

<table>
<thead>
<tr>
<th>Teacher Candidate – Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
</tr>
</tbody>
</table>
| **Step 2** | **Cooperating Teacher** – Should contact the University Supervisor or the PDS Coordinator to express their concerns regarding the teacher candidate.  
**Teacher candidate** – Should contact the their supervisor or the CLU PDS Coordinator (if different) to express their concerns regarding the cooperating teacher |
| **Step 3** | If the issue cannot be resolved at Step 2 then:  
**PDS**: The Site PDS Coordinator and the CLU PDS Coordinator will meet to discuss the conflict  
**Partner School**: Supervisor will meet with the Coordinator of Candidate Placement to discuss the conflict and develop a plan of action |
| **Step 4** | Appropriate meetings will take place with stakeholders to implement and action plan for resolution |

<table>
<thead>
<tr>
<th>Teacher Candidate – University Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong></td>
</tr>
</tbody>
</table>
| **Step 2** | **University Supervisor** –  
**PDS**: Should contact the CLU PDS Coordinator to express their concerns regarding the teacher candidate.  
**Partner School**: Should contact the CLU Coordinator of Candidate Placement regarding teacher candidate  
**Teacher Candidate** – |
**PDS**: Should contact the CLU PDS Coordinator to express their concerns regarding the University Supervisor.

**Partner School**: Should contact the Coordinator of Candidate Placement to express their concerns regarding the University Supervisor.

<table>
<thead>
<tr>
<th>Step 3</th>
<th>PDS Coordinators or Coordinator of Candidate Placement will meet to discuss the issues and develop a plan of action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4</td>
<td>Appropriate meetings will take place with stakeholders to implement and action plan for resolution</td>
</tr>
</tbody>
</table>

**University Supervisor - Cooperating Teacher**

<table>
<thead>
<tr>
<th>Step 1</th>
<th>An attempt should always be made to work out any issues or concerns with one another prior to elevating it to the next level.</th>
</tr>
</thead>
</table>
| Step 2 | **Cooperating Teacher** –

**PDS**: Should contact the Site PDS Coordinator to express their concerns regarding the University Supervisor.

**Partner School**: Should contact the Coordinator of Candidate Placement regarding the University Supervisor.

**University Supervisor** –

**PDS**: Should contact the CLU PDS Coordinator to express their concerns regarding the cooperating teacher.

**Partner School**: Should Contact the Coordinator of Candidate placement to express their concerns regarding the cooperating teacher. |

<table>
<thead>
<tr>
<th>Step 3</th>
<th>PDS Coordinators or Coordinator of Candidate Placement will meet to discuss the issues and develop a plan of action.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step 4</td>
<td>Appropriate meetings will take place with stakeholders to implement and action plan for resolution</td>
</tr>
</tbody>
</table>

**Teacher Candidate Take-Over**

Candidates are required to take over as “teacher” for a minimum of four weeks during the semester. In the co-teaching model, this simply means that the candidate is responsible for the planning and primary delivery of instruction. The cooperating teacher still has a major role during this time and is included in all phases of planning and co-teaching. The school’s curriculum plan must be adhered to unless there is approval from the cooperating teacher to deviate from the school’s materials.

The take-over process is gradual and candidates should be fully prepared for each subject or period by the time they are planning and implementing the full day’s curricula. By the third week of placement, candidates should have a plan in place for gradual takeover with their cooperating teachers and supervisors. The “Timeline for responsibilities during clinical practice” form should be completed before the beginning of the fourth week of the semester and used as a tool to develop this plan. Elementary candidates are expected to
**RICA**

Multiple Subject (elementary) candidates are required to take and pass the RICA exam prior to being recommended for credential. The RICA exam measures the candidates’ skill level in teaching children how to read. Single Subject candidates are not required to take this exam. The RICA standards require that each Multiple Subject candidate in addition to the exam, demonstrate practice in the field for each of the RICA domains. The form below needs to be completed by the end of the program in order for the candidate to be recommended for credential. As you demonstrate each domain in practice in a classroom environment, your university supervisor or cooperating teacher should indicate such by initialing and dating in the corresponding column.
Department of Learning and Teaching Forms

Commonly used forms and handbooks during clinical practice can be found on the Department of Learning and Teaching Faculty and Student Resources page:

http://www.callutheran.edu/education/faculty/learning-and-teaching/

http://www.callutheran.edu/education/programs/learning-and-teaching/resources/