

DONNA FORD ATTALLAH
COLLEGE OF EDUCATIONAL STUDIES



Attallah College of Educational Studies

Teacher Education Program

Handbook 2024-25



CHAPMAN
UNIVERSITY

Attallah College of
Educational Studies

Table of Contents

Contents

I.	Welcome.....	8
	Conditions of Accuracy	10
	Teacher Education Mission & Vision Statement	11
II.	Overview of the Teacher Education Program.....	13
	Teacher Education Faculty Perspectives	15
	Teacher Education Program Curriculum	17
	Program Contact List & Support.....	18
	Teacher Education Faculty & Advising Roles.....	19
	Academic & Institutional Policies	20
	Dispositional Assessment	21
	Professionalism Standards.....	24
III.	Preparing & Registering for Classes.....	29
	First Steps to Becoming a Panther.....	30
	Student Center & Program Verification	31
	Petition to Transfer Coursework	32
	Testing Requirements.....	33
	Registering for Classes	35
	Tavera Enrollment	35
IV.	Program At-a-Glance	36
	MACI Elementary Education: Undergraduate.....	37
	MACI Secondary Education: Undergraduate	39
	MACI with Joint Multiple Subject and Education Specialist MMSN Credentials: 5th Year	41
	MACI with Joint Single Subject and Education Specialist MMSN Credentials: 5th Year	43
	Master of Arts in Teaching (MAT) with Multiple Subject Credential	45
	Master of Arts in Teaching (MAT) with Single Subject Credential	48
	Master of Arts in Teaching (MAT) with Single Subject Credential Music Emphasis	51
	Program At-a-Glance.....	52
	MA in Special Education.....	52
V.	Fieldwork, Fieldwork Hours, & Student Teaching	56
	Three Levels of Fieldwork	57
	CTC Policy on Fieldwork Hours	58
	How to Keep Track of Your Fieldwork Hours	61
	Student Teaching Resource Team	62
	MACI Student Teaching Resource Team	63

SPED Student Teaching Resource Team	64
MAT Early Fieldwork Team	65
MAT Student Teaching Resource Team.....	66
Geographic Location of Chapman University	67
Fieldwork in the Teacher Education Pathways.....	68
MACI Multiple Subject Teaching Residency.....	69
Multiple Subject	69
Co-Teaching/Solo Teaching.....	69
MAT Early Fieldwork	70
MAT Student Teaching	74
Single Subject	74
Multiple Subject	74
Co-Teaching/Solo Teaching.....	74
Education Specialist Student Teaching	75
Co-Teaching/Solo Teaching.....	75
English Learner Authorization.....	78
What Must be Completed to Apply for Student Teaching	79
Notification Of Placement.....	80
Internships	80
Student Teaching Placement Policy	81
Changes In Placement.....	81
Enrolling in Student Teaching	83
What Candidates Need to Know Before They Start Student Teaching.....	84
Getting Prepared for Student Teaching	85
Student Teacher’s Documents Requirements.....	86
Student Teacher Roles & Responsibilities.....	87
Student Teaching Tips.....	88
COVID Vaccination Statement	89
What Candidates Need to Know When They are on Site.....	91
Introduction To Student Teaching	92
Becoming Familiar with the TK-12 School	93
Detailed Timeline of Recommended Activities	94
Co-Teaching Model	96
Recommended & Required Co-Teaching or Solo Teaching Hours	97
Schedule & Time Commitment	99
Professional Dress for Teacher Candidates	101
California Standards for the Teaching Profession, Teaching Performance Expectations, & CalTPA.....	102
California Standards for the Teaching Profession (CSTP).....	103
Multiple & Single Subject Teaching Performance Expectations (TPEs).....	104
Education Specialist MMSN Teaching Performance Expectations (TPEs).....	110
Education Specialist ESN Teaching Performance Expectations (TPEs)	115
California Teaching Performance Assessment (CalTPA)	121
CalTPA Feedback Submission Dates.....	124
Procedures for Sharing CalTPA Work for Review.....	125
(Multiple and Single Subject Candidates)	126
Multiple or Single Subject CalTPA Cycle 2 Checklist	128
(Multiple and Single Subject Candidates)	128

	Education Specialist MNSN CalTPA Cycle 1 Checklist	130
	(Education Specialist MMSN Candidates).....	130
	Education Specialist MMSN CalTPA Cycle 2 Checklist.....	132
	(Education Specialist MMSN Candidates).....	132
	Education Specialist ESN CalTPA Cycle 1 Checklist	134
	(Education Specialist ESN Candidates)	134
	Education Specialist ESN CalTPA Cycle 2 Checklist	136
	(Education Specialist ESN Candidates)	136
	(Education Specialist ESN Candidates)	137
	CalTPA Required, Acceptable, & Unacceptable Support	138
	CalTPA Scoring & Condition Codes.....	140
	Additional Student Teaching Policies & Procedures	141
	School Site Issues or Emergencies.....	142
	Labor Disputes Policy	143
	Substitute Teaching Policy	144
	Student Teacher Attendance and Substitute Teaching Policy	145
	TEACHER EDUCATION PROGRAM SOCIAL MEDIA USE EXPECTATIONS	148
VI.	Internships	149
	Intern Credential Pathways	150
	Recommendation for the Intern Credential	151
	Professional Development Plan	152
	Intern Support & Supervision	153
	Single Subject Intern Early Completion Option.....	154
VI.	University Supervisor Information.....	155
	Overview for New and Returning University Supervisors	157
	Tips for Success for New University Supervisors.....	160
	Protocol for Addressing Candidate Concerns within the Placement.....	161
	Addressing Mentor Teacher Concerns	162
	Work Hours Expected of University Supervisors	163
	University Supervisor Time Reporting	164
	University Supervisor Mileage Reimbursement	165
	University Supervisor Timeline (MACI), Multiple Subject (Fall)	166
	University Supervisor Timeline (MACI) Education Specialist MMSN (Spring).....	167
	University Supervisor Timeline (MACI) Education Specialist MMSN (Spring).....	168
	University Supervisor Timeline (SPED Education Specialist MMSN or ESN (fall)	169
	Evaluation of University Supervisor	170
VII.	Mentor Teacher Information	171
	Evaluation of University Supervisor	172
	Mentor Teacher Compensation	173
	Role of Mentor Teacher: MAT	174
	Transferring Full Classroom Responsibilities to the Candidate – Student Teaching.....	175
	Formative & Summative TPE Evaluation Completed by Mentor Teacher	177
VIII.	Student Teaching/Teaching Residency Evaluation	178

	District Policies Regarding Conduct of Teacher Candidates	179
	Reflecting on Your Development as a Teacher	180
	Student Teaching Curriculum Plan	181
	Student Teaching Observation & Evaluation.....	182
	Pre-Observation Tasks.....	184
	Post-Observation & Assessment Conferences	185
	Process for When a Candidate Disagrees with Assessment Results	186
	Observation & Evaluation of Education Specialist Student Teaching/Teaching Residency	188
	Sample IEP-at-a-Glance	189
	Sample IEP GOAL MATRIX	190
	Education Specialist Formative E-Portfolio Assessment (MMSN)	191
	Education Specialist Formative E-Portfolio Assessment (ESN).....	192
	Education Specialist Student Teaching Final Summary	193
	Education Specialist Summative E-Portfolio Assessment (MMSN)	195
	Education Specialist Summative E-Portfolio Assessment (ESN).....	196
	Grades for Student Teaching/Teaching Residency	197
IX.	Program Completion Requirements	198
	Credential Completion Checklist.....	199
	What to do if you anticipate not meeting a credential deadline(s).....	201
	Master’s Degree Graduation Requirements.....	202
	Education Specialist Exit Interview & Individual Development Plan	203
X.	Other Policies	204
	Violation of Professionalism Standards.....	205
	Teacher Education Candidate Support Pathway	208
	Leave of Absence.....	209
	Withdrawal from Student Teaching	210
XI.	Key Terms & Abbreviations	211
XII.	Appendix.....	213
	Individual Development Plan (IDP).....	214
	Student Teaching Observation Report (MS/SS).....	219
	<i>Student Teaching Observation Report (EdSp MMSN)</i>	220
	Student Teaching Observation Report (EdSp ESN).....	221
	Preliminary Education Specialist.....	222
	Documentation of Behavior Intervention Process (BIP).....	222
	Preliminary Education Specialist.....	223
	Documentation of Assessment Administration	223
	IEP-AT-A-GLANCE (ESN ONLY)	224
	IEP GOAL MATRIX.....	225
	Paraeducators Schedule (ESN).....	226
	Education Specialist MMSN or ESN TPE Formative or Summative Assessment.....	227
	Credential Requirement Plan for Completion	228
	University Supervisor Feedback Survey	229
	University Supervisor Feedback Survey	232

Student Teaching Site Information Form.....	234
Table 15: MAT Single Subject: Intern Eligible Pre-Requisites.....	235
Table 16: Special Ed: Intern Eligible Pre-Requisites.....	236
Table 17: MAT Single Subject: Intern Eligible Co-Requisites	237
Table 18: Special Ed: Intern Eligible Co-Requisites.....	238
General Education TPE Candidate Self-Assessment	239
Candidate Support Plan	240
Student Teaching Site Information Form	241

List of Tables & Figures

Figure 1: California TPEs 6.1-6.7 Developing as a Professional Educator	24
Figure 2: Examples of Lifelong Learning	24
Figure 3: Examples of Demonstrating a High-Quality Work Ethic	25
Figure 4: Examples of Maintaining a Professional Code of Ethics	26
Figure 5: Three Levels of Fieldwork.....	54
Figure 6: Student Teacher Resource Team.....	55
Figure 7: MACI Student Teaching Resource Team	60
Figure 8: SPED Student Teaching Resource Team.....	61
Figure 9: MAT Early Fieldwork Resource Team	62
Figure 10: MAT Student Teaching Resource Team.....	63
Figure 11: Geographic Location of Chapman University.....	64
Figure 12: Co-Teaching Diagrams.....	87
Figure 14: Teacher Education Candidate Support Pathway	188
Table 1: MACI Elementary Education Undergraduate Program-At-a-Glance.....	35
Table 2: MACI Secondary Education Undergraduate Program-At-a-Glance.....	37
Table 3: MACI Joint Multiple Subject 5th Year Program-At-a-Glance	39
Table 4: MACI Joint Single Subject 5th Year Program-At-a-Glance	41
Table 5: MAT Multiple Subject Program-At-a-Glance	43
Table 6: MAT Single Subject Program-At-a-Glance.....	46
Table 7: MAT Music Program-At-a-Glance	48
Table 8: SPED Program-At-a-Glance	50
Table 9: Fieldwork in the Teacher Education Pathways	65
Table 10: English Learner Authorization.....	74
Table 11: Student Teaching Application Requirements	75
Table 12: Co-Teaching Strategies	91
Table 13: Recommended Co-Teaching or Solo Teaching Hours.....	88
Table 14: TPE Observation & Evaluation Rating Scale for General & Special Education	170
Table 15: MAT Single Subject Intern Eligible Pre-Requisites.....	245
Table 16: Special Education Intern Eligible Pre-Requisites	246
Table 17: MAT Single Subject Intern Eligible Co-Requisites.....	247
Table 18: Special Education Intern Eligible Co-Requisites	248

I. Welcome

Welcome from the Director of Teacher Education

Dear Teacher Educators,

On behalf of the Teacher Education Program, welcome to the 2024-25 academic year! You are beginning an exciting time in your preparation to become a teacher.

The mission of the Chapman's teacher education programs is to prepare reflective teachers who use integrated, developmentally appropriate, and critical pedagogies and are ready to collaborate within diverse educational communities. We believe in Changing Education, Changing the World.

This handbook contains all the important policies and procedures for the teacher preparation program in the Attallah College of Educational Studies. Our Teacher Education faculty and staff are strongly committed to your success. It is important that you schedule regular check-in times with your faculty advisor to discuss expectations, concerns, or questions. Please use all of the resources and support that are available to you.

I wish you the very best in your educational journey.

All the best,



Trisha Sugita, Ph.D.
Director of Teacher Education



Conditions of Accuracy & Conflict with Catalog Statement

Conditions of Accuracy

The information within this handbook is accurate as of the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. Students and others who use this handbook should be aware that the information changes from time to time at the sole discretion of Chapman University and that these changes may alter information contained in this handbook. More current and complete information may be obtained in the appropriate department, school, or administrative offices. The University reserves the right, at any time and without notice, to make any changes to all rules, policies, procedures, and any other information that pertains to students or to the institution including, but not limited to, admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation. This handbook does not constitute a contract or terms or conditions of a contract between the student and Chapman University.

IN CASES OF CONFLICT BETWEEN THE HANDBOOK AND GRADUATE CATALOG

The [Graduate Catalog](#) is considered the official representation of program requirements for all graduate programs at Chapman University. If a conflict between the information in this handbook and the Graduate Catalog arises, the information in the Graduate Catalog prevails.

Teacher Education Vision & Mission



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**

Teacher Education Mission & Vision Statement

VISION

Our vision is to develop reflective and transformative teachers capable of working collaboratively with children, youth, their families and communities for the sustainable well-being of educational, social, and ecological systems.

MISSION

The mission of the Teacher Education Program is to prepare reflective teacher-researchers who use integrated, developmentally appropriate, and critical pedagogies, and are ready to collaborate within diverse educational communities in order to lead us towards a more economically, socially, environmentally, and politically just world.

LEARNING OUTCOMES

Learning outcomes for the Teacher Education Program are the California Commission on Teacher Credentialing's (CTC) six [Teaching Performance Expectations](#) for Multiple- and Single-Subject Preliminary Credentials and six

Teaching Performance Expectations for Education Specialist Credentials.

II. Overview of the Teacher Education Program

Overview of the Teacher Education Program

The **Teacher Education Program at the Attallah College of Educational Studies** at Chapman University has been developed in agreement with standards set forth by the California [Commission on Teacher Credentialing](#) (CTC) and [Council for the Accreditation of Educator Preparation](#) (CAEP). The curriculum in each pathway is grounded in current research and scholarship.

The **Teacher Education Program** includes the following pathways:

- **[Master of Arts in Curriculum and Instruction \(MACI\)](#)** with Joint Multiple or Single Subject and Education Specialist Mild to Moderate Support Needs (MMSN) Preliminary Credential
- **[Master of Arts in Special Education \(MA SPED\)](#)** with Education Specialist MMSN or Extensive Support Needs (ESN) Preliminary Credential with option to earn a Joint Multiple Subject or Education Specialist ESN Preliminary Credential
- **Master of Arts in Teaching (MAT)** with [Multiple Subject](#) or [Single Subject](#) Preliminary Credential

RESEARCH BASE

Cochran-Smith, Carney, Keefe, Burton, Chang, Fernandez, Miller, Sanchez, and Baker (2018) argue that accountability in teacher education is characterized by both strong democracy and strong equity. To achieve the latter educator preparation programs must be closely connected to all education partners in mutually beneficial partnerships. Our mission, “to collaborate with individuals, families, communities, schools, and organizations toward an inclusive, equitable, and just world” draws on Cochran-Smith, Stern et al. (2016) and Cochran-Smith, Carney et al. (2018) in the respectful outreach we have developed to all our community groups. Not only does the Attallah College of Educational Studies seek to understand the needs of our community partners, but we also rely upon their expertise to help strengthen our programs. Our concept of collaboration and partnership with community education partners is informed by Goodlad’s (1993) early work with the National Network for Educational Renewal, but we take a critical approach to the nature of our partnerships so that both partners are equally well served. We take care to develop genuine, horizontal partnerships that are less university centric (Zeichner, 2016) and more respectful of creating space for learning from the community partners (Martin, Snow, Franklin Torrez, 2011) for the purpose of improving educator quality (Zimpher & Howe, 2005).

The Teacher Education Program employs research-based literature as a foundation across programs to guide the development and sustainability of authentic university-school partnerships that focus on bi-directional learning. Furthermore, all pathways (i.e., Multiple Subject, Single Subject, and Education Specialist) focus on social justice-oriented curriculum that prepares students to act as change agents as they develop their careers in the field of education.

Teacher Education Faculty Perspectives

Teacher Education Faculty Perspectives

Our Teacher Education faculty maintain a commitment to be leaders in theory, research, and pedagogical practice. We actively engage in research in pedagogical and learning and are involved in schools and communities. Below are some faculty perspectives on teaching, learning, and educational contexts:

“My overriding passion is teaching and the teaching profession. Education means access, and I strongly believe that all students need and deserve a high-quality education delivered by high-quality teachers. I am dedicated to helping teachers recognize that we teach people, not subjects. All students bring strengths into the classroom, and I seek to develop future teachers’ skills to leverage their students’ strengths to enhance learning. This same belief extends to the knowledge and experiences my teacher credential students themselves bring into the program. I leverage their knowledge and experience through engagement in activities such as the examination of artifacts of teaching, the development of instructional pieces to use with adolescent learners, and rigorous analysis of dilemmas of practice. Because learning is a social act, this work is best done collaboratively. Students require ample opportunities to discuss different approaches, to probe each other’s reasoning, to share various viewpoints, and to puzzle out answers to complex problems in a safe environment. The type of reflection I strive to develop in my students is grounded in the work of John Dewey and Ken Zeichner. It is a more robust and structured type of thinking based on evidence rather than the informal post-lesson ruminations that many associate with “reflecting back.” By apprenticing my students into rigorous analysis, they develop their skills to analyze the effectiveness of any instructional technique they seek to employ and any curriculum they utilize. Their learning, then, extends beyond the few weeks of my class and beyond the threshold of my classroom door.”

— Dr. Tara Barnhart (MAT)

“My teaching philosophy is based on learner-centered instruction and is guided by three perspectives. The first is a Vygotskian constructivist framework of social interaction with learning through guided support in the “zone of proximal development.” The second is a sociocultural perspective, in which a community of learners is created through individuals’ engagement in purposeful activity. I also recognize that each student is a multi-textured individual and I seek to bring their individual gifts and contributions into our learning environment. The third perspective is systemic sustainability education which views knowing and learning as dynamic and teaching as enlarging learners’ sense of self in the broader world. In my courses, I strive to model research-based instructional practices and strategies, collaborate with peers, engage in self-reflection, and pursue ongoing professional development. My teaching is both implicit through modeling and explicit in how I share my thinking process.”

— Dr. Margie Curwen (MAT)

Teacher Education Faculty Perspectives (continued)

“Special education teachers have a tremendous responsibility in providing intensive intervention and social-emotional support for students who are most at need. As an educator of future special education teachers, I am dedicated to providing a meaningful learning experience by equipping future educators with the most current research and evidence-based strategies for instruction. The goal of the program is to develop highly competent, student-centered, and strengths-based teacher candidates. With this in mind, I hope to inspire a spirit of curiosity and life-long discovery among the future leaders in Special Education.”

— Dr. Jennifer Kong (MA SPED)

Teacher Education Program Curriculum

Teacher Education Program Curriculum

Master of Arts in Curriculum and Instruction (MACI)

- [MACI with Joint Multiple Subject and Education Specialist MMSN Preliminary Credential](#)
- [MACI with Joint Single Subject and Education Specialist MMSN Preliminary Credential](#)

Master of Arts in Special Education (MA SPED)

- [Special Education, M.A., with Preliminary Education Specialist MMSN Credential](#)
- [Special Education, M.A., with Preliminary Education Specialist ESN Credential](#)
- [Special Education, M.A., with Joint Preliminary Education Specialist MMSN and ESN Credential](#)
- [Special Education, M.A., with Joint Preliminary Education Specialist MMSN and Multiple Subject Credential](#)

Master of Arts in Teaching (MAT)

- [MAT with Multiple Subject Credential](#)
- [MAT with Single Subject Credential](#)
- [MAT with Single Subject Music Credential](#)

Program Contact List & Support

Program Contact List & Support

ADMINISTRATIVE COORDINATOR

- Zac Graycen zgraycen@chapman.edu Reeves Hall 131
- Zac is the Administrative Coordinator for all MACI undergraduate and graduate teacher education candidates. He provides general program information on topics such as registration, graduate petitions, requests to meet with the Director of Teacher Education, admission status, course offering sequences, permission numbers for graduate TE classes, and general program questions.

FIELDWORK & CREDENTIAL MANAGER

- Stephanie Farrington sfarrington@chapman.edu (714) 516-5743 Reeves Hall 138
- Stephanie arranges fieldwork and student teaching placements for candidates in the MACI, SPED, and MAT pathways of the Teacher Education program.

CREDENTIAL SPECIALIST

- Leah Klingsporn credentials@chapman.edu (714) 628-7267 Reeves Hall 223
- Leah advises and assists candidates on teaching credential requirements outside of coursework (i.e., credential examinations, clearances, health testing, and other requirements that are fulfilled outside of Chapman coursework. She submits credential recommendations to the Commission on Teacher Credentialing (CTC).

Other Questions?

- Prerequisites: Check My.Chapman.edu evaluations for outstanding prerequisites as these are necessary for credential or master's degree conferral.
- Verify Program Enrollment: Check [Student Center](#) to confirm that you are enrolled in the correct program.
- Program Verification Instructions: At the [Student Center](#) index page, go to the section titled "Academic Profile" then choose "Program Evaluation." Choose the "Complete Version." This program evaluation is also useful to identify program requirements and the Required courses. If your program evaluation is not accurate, please contact your Faculty Advisor.

Teacher Education Faculty & Advising Roles

Teacher Education Faculty & Advising Roles

Administrative actions such as special permissions, course substitutions, petitions, and leaves of absence all must be approved by the Director of Teacher Education. Additionally, these persons assist students who have concerns with faculty/staff or program quality. To schedule an appointment, please contact the appropriate person using their contact information here.

DIRECTOR OF TEACHER EDUCATION

Trisha Sugita sugita@chapman.edu (714) 516-5966 Reeves Hall 137

Advisement is part of the personalized education at Chapman University. Candidates should meet with their faculty advisor at least twice each semester to plan for registration, student teaching, on-time degree completion, program updates, and professional mentoring. Your faculty advisor is your main point of contact for individualized support and mentoring. Mentorship advising is provided by full-time faculty whom you can meet with during office hours or contact via email. Active students may check My.Chapman to view who their assigned faculty advisor is. To schedule an appointment, please contact your faculty advisor.

TEACHER EDUCATION FACULTY ADVISORS

Master of Arts in Curriculum and Instruction (MACI)

• Dr. Jennifer Kong jekong@chapman.edu (714) 516-6122 Reeves Hall 136

Master of Arts in Teaching (MAT)

• Dr. Tara Barnhart tbarnhart@chapman.edu (714) 516-5874 Reeves Hall 139

• Dr. Margie Curwen mcurwen@chapman.edu (714) 628-2765 Reeves Hall 133

• Dr. Jamie Gravell Jgravell@chapman.edu Reeves Hall 134

Master of Arts in Special Education (MA SPED)

• Dr. Jennifer Kong jekong@chapman.edu (714) 516-6122 Reeves Hall 136

• Dr. Trisha Sugita sugita@chapman.edu (714) 516-5966 Reeves Hall 137

Academic & Institutional Policies

Academic & Institutional Policies

Current institutional policies may be found on the [Institutional Policies](#) Chapman webpage, including:

- [Graduate Catalogs](#)
- [Discrimination and Title IX](#)
- [Religious Accommodations Policy](#)
- [Sexual Misconduct, Sex Based/Gender Discrimination and Title IX](#)
- [Student Code of Conduct](#)
- [Integrity in Research Policy](#)
- [Inventions and Patents Policy](#)
- [Accessibility Policy \(Web and Electronic Resources\)](#)
- [Administering Online Surveys Involving Students, Faculty and Staff](#)
- [Computer and Acceptable Use Policy](#)
- [Copyrighted Works Policy](#)
- [Records Retention and Destruction Policy](#)
- [Reporting Misconduct](#)
- [Smoking Policy](#)
- [Student Privacy Policies \(FERPA\)](#)
- [Electronic Records Accessibility Policy](#)
- [Privacy Policy](#)

The [Academic and Enrollment Policies in the Graduate Catalog](#) includes the following university policies:

- [Academic Integrity](#)
- [Add/Drop/Withdrawal](#)
- [Degree Conferral and Commencement](#)
- [Grades/GPA/Incompletes](#)
- [Grade Reviews](#)
- [Leave of Absence](#)
- [Petitions and Appeals](#)
- [Probation and Dismissal](#)
- [Repeating Courses/Course Audits](#)
- [Thesis/Dissertation Committee and Comprehensive Exams](#)
- [Transfer Credits/Residency Requirements](#)

SCHOLARLY/ACTIVITY GRANTS statement: In line with Chapman University's commitment to the scholarly and creative activities of its graduate students, Scholarly/Creative Activity Grants and Conference Travel Grants are offered to all current graduate students. The Office of the Vice Provost for Graduate Education allocates scholarly/creative activity grant funds to each academic unit annually. Additional funds may be provided by the Dean's budget to supplement those from the Vice Provost. Reviews regarding the merit of, and decisions to, fund grant applications are solely the responsibility of the college faculty and administrators. The Attallah College of Educational Studies accepts applications for grant funds through college-specific links found at [Graduate Student Grants](#) on the Vice Provost's website.

Dispositional Assessment

Dispositional Assessment

Dispositions are defined as how values, commitments, and professional ethics manifest themselves in professional practice. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility, and social justice (NCATE, 2001). The California [Commission on Teacher Credentialing](#) (CTC) requires all teacher preparation programs assess candidates' educational dispositions as part of the screening process to enter and at regular intervals as they proceed through the program. The following dispositions are expected of candidates in the university classroom, in schools, and in the community (including online communities): oral communication, written communication, professionalism, positive and enthusiastic attitude, preparedness in teaching and learning, appreciation of and value for cultural and academic diversity, collaboration with education partners, self-regulation and initiative-taking, and social and emotional intelligence. Candidates' dispositions are measured by the Educator Disposition Assessment (Almerico, Johnston, & Wilson, 2017). For more information on this specific tool, including the rubric itself, please see your **Student Teaching & CalTPA Canvas Den**.

The Attallah College of Educational Studies expects all teaching credential candidates to adhere to professional dispositions associated with the California Teacher Performance Expectations (TPEs) regarding Professional, Legal, and Ethical Obligations. These dispositions are highlighted throughout the TPEs, and specifically articulated in TPE 6: Developing as a Professional Educator. Furthermore, all Teacher Education pathways require candidates to demonstrate the knowledge, skills, and dispositions outlined in the conceptual framework of the Attallah College of Educational Studies. Each candidate will be evaluated throughout the program on these dispositions by faculty and school personnel and will receive regular feedback on these dispositions.

If at any point there is some question in one or more of the foregoing areas, we may counsel you to undertake additional coursework or to rethink your decision to enter teaching. The job of an educator involves a balance of intellectual, emotional, social, and interpersonal skills. If there is cause for concern, an applicant may be counseled out of the credential program. Therefore, you should be aware that completion of coursework alone is not a guarantee of Chapman University's recommendation for a teaching credential.

Credential candidates are being prepared for the teaching profession and are intentionally working toward professional dispositions. Thus, all assignments submitted for coursework or fieldwork experiences must adhere to the professional dispositions' guidelines below. Assignments that do not adhere to professional expectations may automatically receive a failing grade. This includes assignments that contain inappropriate or unprofessional content, do not adhere to the respect for cultural differences or the beliefs of others, or cause the instructor and/or school personal concern regarding the candidate and their work with children and/or colleagues in the field. According to TPE 6.2, candidates must demonstrate, "the ability to recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues."

Dispositional Assessment (continued)

1. Demonstrate effective professional oral communication skills:

- Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar and word choice for the learning environment
- Varies oral communication as evidenced by encouraging participatory behaviors
- Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary
- Communicates respectfully and positively with all education partners as evidenced by fostering conventional responses in writing
- Demonstrates precise spelling and grammar in all written communication

2. Demonstrates effective written communication skills:

- Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses.
- Demonstrates precise spelling and grammar.

3. Demonstrates professionalism (Danielson: 4f; InTasc: 9o):

- Responds promptly to communications and submits all assignments
- Consistently exhibits punctuality and attendance
- Maintains professional boundaries of ethical standards of practice
- Keeps *inappropriate* personal life issues out of classroom/workplace
- Functions as a collaborative group member as evidenced by high levels of participation toward productive outcomes

4. Demonstrates a positive and enthusiastic attitude (Marzano: 29):

- Actively seeks solutions to problems without prompting or complaining
- Tries new ideas/activities that are suggested
- Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues

5. Demonstrates preparedness in teaching and learning (Danielson: 1e, 3e, 4a; InTasc: 3p)

- Accepts constructive feedback as needed
- Learns and adjusts from experience and reflection as evidenced by improvement in performance
- Comes to class planned and with all needed materials
- Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits

6. Exhibits an appreciation of and value for culture and academic diversity (Danielson: 1b, 2a, 2b; Marzano: 36, 56; InTasc: 2m, 2n, 2o, 3o, 9m, 10g)

- Embraces all *diversities* as evidenced by implementing *activities and behaviors* with goals of *total* inclusiveness through cultural, ethnic, and cognitive frames of reference
- Creates a *safe* classroom with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors

7. Collaborates effectively with stakeholders (Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1k, 3n, 3g, 70):

- Demonstrates flexibility as evidenced by providing considered responses and accepts majority consensus
- Maintains a respectful tone at all times, even during dissent as evidenced by not interrupting or talking over others

Dispositional Assessment (continued)

8. Demonstrates self-regulated learner behaviors/takes initiative (Danielson: 4e; Marzano: 57; InTASC: 9l, 9n, 10r, 10t):

- Recognizes own weaknesses as evidenced by seeking solutions before asking for support
- Researches and implements most effective teaching styles as evidenced by citing works submitted

9. Exhibits the social and emotional intelligence to promote personal and educational goals/stability (Marzano: 37, 38):

- Demonstrates appropriate maturity and self-regulation as evidenced by remaining calm when discussing sensitive issues
- Demonstrates perseverance and resilience (grit) as evidenced by tenacious and determined ability to persist through tough situations
- Demonstrates sensitivity to feelings of others as evidenced by compassionate and empathetic social awareness

Professionalism Standards

Professionalism Standards

As a teacher candidate, you are making the transition from student to professional educator. This transition is a critical element of your success. Whatever challenges and new situations you encounter in your student teaching experiences, you are a role model for the students in your class—just as their regular teacher is for them and just as your Mentor Teacher is for you. Teacher candidates are expected to provide a full and equal education for all students, shaped to meet their diverse needs. Your actions, words, and attitudes reflect the values of the school, your future profession, and your community. You are accountable to students, teachers, parents, school administrators, and various education partners in the school. You must act ethically and in accordance with the fundamental principles of the teaching profession.

As a developing educator, you are expected to “develop the characteristics of a professional and model professionalism every day” (Kramer, 2003, p. 22). A common definition of professionalism is “an ideal to which individuals and occupational groups aspire, in order to distinguish themselves from other workers” (Pratte & Rury, 1991, p. 60). Professionals, including professional educators, make decisions employing their training and expertise and take ownership of their growth and development (Darling-Hammond, Bullmaster, & Cobb, 1995; Grady, Helbling & Lubeck, 2008). Kramer (2003) explained teacher candidates demonstrate professional development as they take initiative with their teaching instead of waiting to be told what to do. During your time as a teacher candidate, you are expected to grow your professional skills and knowledge with your Mentor Teacher and University Supervisor’s support. Specifically, we expect Chapman teacher candidates to develop professionalism by growing as lifelong learners, demonstrating a high-quality work ethic, and maintaining a professional code of ethics. Each component is presented below.

Developing and Growing as a Lifelong Learner

Embedded in the rubrics and guidelines of all teacher education programs at Chapman are California Teacher Professional Expectations (TPEs) 6.1–6.7: Developing as a Professional Educator. These are shown in Figure 1. We expect our teacher candidates to grow and develop as lifelong learners, meaning they should seek opportunities to improve their teaching skills by soliciting and accepting constructive criticism. Teacher candidates understand that constructive criticism presents an opportunity to develop as learners. Research has demonstrated that highly effective teachers demonstrate a “commitment through positive emotional attachment to the work involved in teaching generally or to a specific act of teaching” (Crosswell & Elliott, 2004, p. 6). Further, teacher candidates who grow as lifelong learners continuously strive to improve their students’ learning outcomes as well as their own aptitudes and skills as developing teachers (Wong & Wong, 1998). According to Halpern (2014), becoming a better teacher means thinking about ways to use knowledge to create new knowledge. To become a successful lifelong learner, an educator must make meaning out of what is learned and identify how it can be used for personal or professional development. Figure 2 shows what Danielson (2002, 2008, 2013) identified as a few examples of an educator’s lifelong learning.

Professionalism Standards (continued)

Figure 1

California TPEs 6.1 - 6.7 Developing as Professional Educator

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Figure 2

Examples of Lifelong Learning

- | | |
|--|--|
| <ul style="list-style-type: none"> • Responds constructively to professional feedback • Seeks opportunities for professional development to develop content knowledge and pedagogical skills • Seeks opportunities to deepen knowledge that can influence the ability to develop positive relationships with students and families • Respects their role (e.g., the teacher candidate is not yet the Mentor teacher's colleague) | <ul style="list-style-type: none"> • Seeks out teaching feedback from their Mentor Teacher, University Supervisor, faculty advisor, and peers • Seeks clarification when needed • Seeks opportunities to attend conferences, seminars, and webinars that can have a positive impact on the development of teaching skills • Makes lesson connections to previous readings and research |
|--|--|

Demonstrating a High-Quality Work Ethic

We expect all teacher candidates to demonstrate a high-quality work ethic. Having a strong educator's work ethic involves upholding the school's values and goals by performing your job (student teaching) to the best of your ability. Demonstrating a high-quality work ethic includes being dependable daily and showing good judgment (in fieldwork, Early Fieldwork, and student teaching). Teacher candidates may demonstrate a high-quality work ethic by maintaining a professional attitude and appearance. Teacher candidates demonstrate their understanding of the significance of their role as teachers within the education community. Figure 3 provides examples of high-quality work ethic behaviors based on research conducted by Danielson (2013), Kramer (2003), and the National Council for Accreditation of Teacher Education (2001).

Professionalism Standards (continued)

Figure 3

Examples of Demonstrating a High-Quality Work Ethic

<ul style="list-style-type: none"> • Show up on time every day. • Tackle the tasks that must be completed to prepare, teach, review, and revise lessons for students each day. • Work through challenges. • Show up each workday prepared for the day ahead, including lesson planning, materials, and resources. • Respect your commitment when you make an appointment to meet with your cooperating teacher. 	<ul style="list-style-type: none"> • Complete assignments when expected. • Complete tasks efficiently. • Demonstrate professional use of digital tools and resources to support teaching and learning. • Communicate respectfully with your Mentor Teacher and University Supervisor (whether by telephone or email). • Arrange your schedule during fieldwork, Early Fieldwork, and student teaching so you are available for planning meetings or other teaching-related discussions with your cooperating teacher. Prioritize field experience.
--	---

Maintaining a Professional Code of Ethics

Teacher candidates should adhere to the moral and ethical standards expressed in the [California Commission on Teacher Credentialing: Educator Rules of Conduct and Responsibilities](#), the [California Teacher Association code of ethics](#), and the [Chapman code of ethics](#). This includes maintaining high standards of honesty, integrity, and confidentiality (Bream et al., 2006). This also includes culturally responsive teaching, meaning teacher candidates recognize the importance of including students' cultural references in all aspects of pedagogy that builds all students' learning capacity (Hammond, 2014; Ladson-Billings, 2009). Danielson (2013) has provided examples of maintaining a professional code of ethics as a teacher candidate (Figure 4).

Figure 4

Examples of Maintaining a Professional Code of Ethics

<ul style="list-style-type: none"> • Maintains confidentiality of student records, parent communication, and private professional communication • Adheres to ethical use of assessment to support teaching and learning • Produces original work and cites or references others' work appropriately 	<ul style="list-style-type: none"> • Demonstrates appropriate use of technology, email, and social media • Acts with fairness and understanding toward students and respects their dignity • Demonstrates culturally responsive teaching
--	---

Failure to fully comply with this policy may result in program probation or dismissal.

Please see Violation of Professionalism Standards on pages 185-188 in this handbook for further detail.

References

- Crosswell, L., & Elliott, R. (2004). Committed teachers, passionate teachers: The dimension of passion associated with teacher commitment and engagement. In AARE Conference 2004 (pp. 1–12). AARE.
- Darling-Hammond, L., Bullmaster, M. L., & Cobb, V. L. (1995). Rethinking teacher leadership through professional development schools. *The Elementary School Journal*, 96(1), 87-106.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Association for Super vision and Curriculum Development.
- Danielson, C. (2008). *The handbook for enhancing professional practice: Using the framework for teaching in your*

Professionalism Standards (continued)

school. Association for Supervision and Curriculum Development.

Professionalism Standards (continued)

- Danielson, C. (2013). The framework for teaching evaluation instruments, 2013 instructionally focused edition. Retrieved from <http://usny.nysed.gov/rttt/teachers-leaders/practic RUBRICS/Docs/danielson-teacher-rubric-2013-instructionally-focused.pdf>. April 10, 2021.
- Grady, M. P., Helbling, K. C., & Lubeck, D. R. (2008). Teacher professional since “A Nation at Risk.” *Phi Delta Kappan*, 89(8), 603–607.
- Halpern, D. F. (2014). *Critical thinking across the curriculum: A brief edition of thought & knowledge*. Routledge Press.
- Hammond, Z. (2014). *Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students*. Corwin Press.
- Kramer, P. A. (2003). The ABC’s of professionalism. *Kappa Delta Pi Record*, 40(1), 22–25.
- Ladson-Billings, G. (2009). *The dreamkeepers: Successful teachers of African American children*. John Wiley & Sons.
- National Council for Accreditation of Teacher Education. (2001). *Program standards for accreditation of schools, colleges, and departments of education*. NCATE.
- Pratte, R., & Rury, J. L. (1991). Teachers, professionalism, and craft. *Teachers College Record* 93(1), 59–72.
- Wong, H. K., & Wong, R. T. (1998). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications.

III. Preparing & Registering for Classes

First Steps to Becoming a Panther

First Steps to Becoming a Panther

Official Acceptance

- You will receive an official acceptance letter from the Office of Graduate Admission typically within two weeks from the date of your acceptance.
- You will then receive a letter from our Information Systems & Technology (IS&T) department that lists your Student ID Number and your Chapman username/password. [See User Guide for first-time setup](#). *You will use this username/password to register for classes online (see Registration below)*. Visit [PantherMail](#) for more information.

Conditional Students

Students admitted conditionally to the program need to submit official transcript(s) with their bachelor's degree to the Office of Graduate Admission. Failure to submit the required documents may prevent changing your admission from conditional to regular status and may jeopardize registration.

Obtaining Your Username/Password

If for some reason you do not receive a letter from IS&T within the first two weeks of your acceptance, or if you forgot your username/password, please call the Service Desk at (714) 997-6600.

Setting Up Your Panther Mail Email Account

Once you are admitted, all official Chapman email notifications from the Registrar, Admissions, and Attallah College of Educational Studies (including information on your specific registration date and time) will be sent to your Chapman email account.

Registration

- You will register online using [Student Center](#).
- If you have any questions, email the [Office of the Registrar](#) or call (714) 997-6701.

Financial Aid

All Financial Aid questions can be directed to the Office of Financial Aid: (714) 628-2730 or email [Graduate Financial Aid](#).

Business Office

All questions about billing and fees should be directed to the Student Business Office, (714) 997-6617.

Canvas

The Chapman University Canvas learning management system (LMS) serves as an online course component and virtual portal for program information. Access at [Chapman Canvas Page](#). Students receive log-in data upon admission to the University (for log-on assistance, please call the Chapman Service Desk at (714) 997-6600).

Student Center Online

Student Center & Program Verification

[Student Center](#) provides students web access to portions of their academic and financial records as well as the ability to register online. Students are issued a Student Center password upon admission. If you encounter technical difficulty, contact the IS&T Service Desk at (714) 744-7972 or servicedesk@chapman.edu. Students are encouraged to review their [Student Center](#) at least twice each term, before and after registration, to confirm the following:

Check Registration: Verify each term that you are registered for the correct course and section that matches the class you have been attending. If you notice a discrepancy on your [Student Center](#) after the add/drop deadline, changes may need to be made via petition but are not guaranteed. Contact teachereducation@chapman.edu as soon as possible so that your registration can be updated for grading purposes and degree conferral.

Confirm Course Location: Room assignments are subject to change. Please confirm the location of your course on the first day of the term by checking your [Student Center](#). Students will receive notice of room changes from either the faculty member teaching the course or the Registrar's Office.

Degree and Credential Evaluation: Students are encouraged to check their credential or degree program at the beginning and end of each semester to ensure they are on track with it. This can be found on the Program Evaluation screen in the [Student Center](#). The program evaluation serves as a reference for degree conferral only and students are encouraged to seek advisement in person for course sequence requirements.

To access the program evaluation, students may navigate to the [Student Center](#) page, locate the section titled, "Academic Profile" and choose "Program Evaluation." Students should select "Complete Version." The evaluation will load shortly.

Petition to Transfer Coursework

Petition to Transfer Coursework

--This must be done prior to registering for coursework--

Graduate Petition*

For all Attallah College of Educational Studies' petitions please contact the TE Administrative Coordinator at teachereducation@chapman.edu. Please click the following link to view the university policy regarding [Petitions and Appeals](#).

*Please be aware that submitting a petition does not necessarily guarantee that your request will be granted. The Office of the Registrar and/or Graduate Academic Council reviews the petition and makes the final decision. You may contact the Office of the Registrar, at (714) 997-6701, if you would like further explanation on the decision.

Petition to Transfer Graduate and Credential Degree Coursework

If you have completed coursework at another institution and believe there is a match to your program requirements, you may be able to petition to transfer course content and/or credit. If you need transfer petitions, call the Credential Specialist Leah Klingsporn at (714) 628-7267.

Petitions can take 1-2 weeks for turnaround.

Course Equivalency

Course equivalency is determined by the Credential Specialist and/or Director of Teacher Education. Please attach to the petition form the syllabus from the exact year and term that the course was taken. A course description is not sufficient. If you do not have a syllabus from the exact year and term, please contact the department at the institution where the course was taken. Students can transfer up to 6-9 units to a graduate program and no more than one-third of the required credential coursework.

Testing Requirements

Testing Requirements

Subject Matter Competency Review Policy

Applicants are provided detailed information via [website](#), information sessions and [application process](#) regarding Subject Matter Competency (SMC) requirements prior to application. Applicants must submit their SMC verification documentation as part of the application process. Once the application is complete, the credential specialist reviews all applicant documentation and prepares a draft verification response in Slate^[1]. Upon admissions, accepted candidates receive an official letter from Chapman University notifying them of their SMC status. The letter indicates if the candidate has satisfied the SMC requirement, or if they need provide additional information to satisfy SMC. If the candidate needs to provide more information, the letter will indicate what documentation is needed, the timeline required for submission and options to complete each outstanding requirement.

[1] Chapman's CRM tool

End of the Reading Instruction Competence Assessment (RICA)

The new state law ([Senate Bill 488](#)) passed in 2021 (Education Code §§44283, 44283.2, and EC 44259(b)(4)) mandated the California Commission on Teacher Credentialing (CTC) **discontinue** the [Reading Instruction Competence Assessment](#) (RICA) as the literacy assessment for teacher candidates as of June 30, 2025. As of that date, RICA will no longer be offered or accepted as evidence of meeting the literacy proficiency requirement for teacher candidates in California.

Therefore, **we recommend all Attallah College Multiple Subject¹ Teacher Education candidates enrolled in Teacher Education in the 2024-2025 academic year take the RICA exam immediately upon completion of TCHR 500/500L**. If candidates do not pass any portion of the RICA exam prior to June 30, 2025, state law mandates that beginning July 1, 2025, all candidates must pass the new Literacy Performance Assessment (LPA) that will be administered as cycle 2 of the CalTPA. As of July 1, 2025, the RICA will no longer be an option to any candidate.

Implementation of the Literacy Performance Assessment

Beginning July 1, 2025, the CTC will implement the new literacy performance assessment as cycle 2 of the CalTPA. The LPA is designed to evaluate candidates' knowledge and skills in literacy instruction. The new assessment aims to ensure that all teacher candidates possess the necessary competencies to effectively

teach literacy to students across diverse settings.

Key Points to Note:

1. **Transition Period:** During the 2024-25 academic year, candidates who have already taken the RICA and received a passing score will still be able to use it to meet the literacy performance requirement. Any candidate who does not complete all of their credential program requirements prior to July 1, 2025, will be required to take and pass the LPA.
2. **New Assessment Details:** Detailed information about the new literacy performance assessment, including registration, test format, content areas, and preparation resources, will be provided by your CalTPA support team and CTC. We strongly encourage all candidates to familiarize themselves with the new assessment requirements and prepare accordingly.
3. **Preparation Support:** To assist candidates in preparing for the new literacy performance assessment, the CalTPA support team will offer workshops, webinars, and resources to provide guidance, study materials, and practice opportunities. All candidates will receive updates and announcements via Canvas and Chapman email regarding CalTPA preparation support.
4. **Requirements Verification:** As part of the teacher credentialing process, candidates must provide proof of meeting the literacy performance requirement. Upon successful completion of the new literacy performance assessment, candidates should immediately submit their scores to Tevera where the Credential Specialist will verify them as part of your credential requirement. All candidates can check the progress of their verification through their Tevera account.

Important Steps:

- **Stay informed:** Regularly check your Canvas Den and email for updates and announcements regarding RICA and the new literacy performance assessment.
- **Prepare:** Utilize available resources and preparation support offered by Attallah to ensure you are well-prepared to pass the RICA.
- **Act: Schedule to take the RICA immediately upon completion of TCHR 500/500L so that you can make sure you have completed this requirement prior to the replacement of this exam.**

We understand that changes in assessment requirements can be challenging, but we are committed to supporting you throughout this transition. Should you have any questions or concerns, please do not hesitate to reach out to the Director of Teacher Education, Dr. Trisha Sugita @ sugtia@chapman.edu.

Information contained in this document is current as of April 27, 2024. This policy may change due to CTC or state updates/modifications to the existing law. Candidates are advised to check back for updates to this document regularly. Chapman University's degree requirements are subject to the current state laws and regulations that are in place at any time point during a student's enrollment, even if the state implements changes after a student enters their program.

Registration for Classes

Registering for Classes

Course Selection

Please refer to the suggested course sequence on the program sheet you received upon intake. If you have questions or need another program sheet, please consult with your faculty advisor.

Notification

An email is sent to Chapman student accounts each summer, fall, and spring term announcing the registration timeline. On the first day of registration, check My.Chapman to determine your assigned time slot for 'Registration Eligibility' under the 'Registration' index. Plan ahead by visiting the [Registrar's website](#) for dates and deadlines.

Check the [academic calendar](#) monthly to note deadlines and for planning.

Timelines

- Adding a Class: Course instructors are not able to add students to the roster officially. If you did not register for a course by the first week of classes and wish to add it officially, please visit the Office of the Registrar with an add slip signed by the course instructor.
- Drop Deadline: Deadlines for the drop period and official withdrawals are also posted at the Registrar's web site. To prevent unnecessary charges and to confirm your registration, check My.Chapman .
- Failure to Withdraw (FW): The FW stays on the transcript and is not factored into the GPA if the class is taken over and a grade above 'F' is earned.
- Incomplete (I): Courses must be completed within 1 year. Students do not need to re-register. See [Grades/GPA/Incompletes](#) to view the university policy.

Courses may not qualify for financial aid or program credit if they are not included in the catalog year that the student was admitted under or if a petition is required to have the desired class count for credit toward your pre-existing program requirement.

Tevera Enrollment

All students enrolled in Teacher Education (MACI or TCHR) courses (undergraduate or graduate) will need to purchase a subscription to Tevera at a cost of \$215 (a one-time fee). Subscription instructions will be provided on your class' Canvas site. The purpose of Tevera is to provide fieldwork clearance, credential requirements and evaluation, tracking of state required fieldwork hours, video capture for in the field observation, key assignment collection, and professional portfolio. The \$215 fee is a one-time, lifetime subscription that follows the teacher candidate after degree conferral.

IV. Program At-a-Glance

Program At-a-Glance

MACI Elementary Education: Undergraduate

MACI Elementary Education: Undergraduate

Table 1: MACI Elementary Education Undergraduate Program-At-a-Glance

Prerequisites	Credits	Fieldwork Hours
IES 102: Social Construction of Difference	3	
IES 204: Exploring Theories of Learning	3	
IES 205: Learning Across Boundaries	3	
IES 206: Schools in Society	3	
IES 240: Literature and Literacy: Children and Adolescents	3	
Prerequisites	15 credits total	0 hours total
<p>Credential Document Deadlines:</p> <ul style="list-style-type: none"> • Negative TB Test (October 15th of Junior Year) • Basic Skills Requirement (November 1st of Junior Year) • Certificate of Clearance (November 15th of Junior Year) 		
Fall Junior Year	Credits	Fieldwork Hours
IES 412: Teaching Writing K-12	3	
TCHR 409: Literacy and Learning: Pk-3	3	
TCHR 409L: Literacy and Learning: Pk-3	1	25
TCHR 471: Educating Diverse Learners in Inclusive Classrooms	3	15
Totals for Fall Junior Year	10 credits total	40 hours total
Advising Meeting date TBD		
<p>Credential Document Deadlines:</p> <ul style="list-style-type: none"> • U.S. Constitution Requirement (End of Junior Year)** 		
Spring Junior Year	Units	Fieldwork Hours
TCHR 311: T&L Math Concepts, Skills, & Critical Thinking	3	15
TCHR 312: Contextual T & L of Science (Science candidates only)	3	
TCHR 313: Teaching History for Diverse Learners (History candidates only)	3	15
IES 405: Inquiry, Evidence, & Decision-Making (IES Capstone; MS only)	3	

Totals for Spring Junior Year	12 units total	30 hours total
Advising Meeting date TBD		
Credential Document Deadlines:		
<ul style="list-style-type: none"> • Passing RICA scores (October 15th of Senior Year)** • Subject Matter Competency Requirement (SMCR; January 15th of Senior Year) 		

****Required notification to Credential Specialist of pass/fail for all required licensure exams**

Fall Senior Year	Units	Fieldwork Hours
TCHR 464: English Language Acquisition and Issues of Diversity	3	15
Totals for Fall Senior Year	3 units total	15 hours
Advising Meeting date TBD		
Spring Senior Year	Credits	Fieldwork Hours
IES 451: Educational Technology (also offered Interterm)	3	0
TCHR 431: Developing Effective Educational Environments	3	0
TCHR 493: Instructional Design and Assessment	3	0
IES 492: IES Senior Seminar Internship (IES Capstone)	3	60
Total for Spring Senior Year	12 credits total	60 hours
Advising Meeting date TBD		
Credential Document Deadlines: March 1st		
<ul style="list-style-type: none"> • CPR: Adult, Child, & Infant 		

Program At-a-Glance

MACI Secondary Education: Undergraduate

MACI Secondary Education: Undergraduate

Table 2: MACI Secondary Education Undergraduate Program-At-a-Glance

Prerequisites	Units	Fieldwork Hours
IES 102: Social Construction of Difference	3	
IES 204: Exploring Theories of Learning	3	
IES 206: Schools in Society	3	
IES 240: Literature and Literacy: Children and Adolescents (English candidates only)	3	
Prerequisites	12 units total	0 hours total
Credential Document Deadlines: <ul style="list-style-type: none"> • Negative TB Test (October 15th of Junior Year) • Basic Skills Requirement (November 1st of Junior Year) • Certificate of Clearance (November 15th of Junior Year) 		
Fall Junior Year	Credits	Fieldwork Hours
IES 412: Teaching Writing K-12	3	
TCHR 409: Literacy and Learning: Pk-3	3	
TCHR 409L: Literacy and Learning: Pk-3	1	25
TCHR 471: Educating Diverse Learners in Inclusive Classrooms	3	15
Total for Fall Junior Year	10 units total	40 hours total
Advising Meeting		
Credential Document Deadlines: <ul style="list-style-type: none"> • U.S. Constitution Requirement (End of Junior Year)** 		
Spring Junior Year	Credits ²	Fieldwork Hours
TCHR 311: T&L Math Concepts, Skills, & Critical Thinking	3	15
TCHR 312: Contextual T & L of Science (Science candidates only)	3	
TCHR 313: Teaching History for Diverse Learners (History candidates only)	3	15

Total for Spring Junior Year	9 credits total	30 hours total
Advising Meeting		
Credential Document Deadlines:		
<ul style="list-style-type: none"> • Passing RICA scores (October 15th of Senior Year)** • Subject Matter Competency Requirement (SMCR; January 15th of Senior Year) 		

****Required notification to Credential Specialist of pass/fail for all required licensure exams**

Fall Senior Year	Credits	Fieldwork Hours
TCHR 464: English Language Acquisition and Issues of Diversity	3	15
Total for Fall Senior Year	3 credits total	15 hours total
Spring Senior Year	Credits	Fieldwork Hours
IES 451: Educational Technology (also offered Interterm)	3	
TCHR 431: Developing Effective Educational Environments	3	
TCHR 493: Instructional Design and Assessment	3	
Total for Spring Senior Year	9 credits	
Advising Meeting		
Credential Document Deadlines: March 1st		
<ul style="list-style-type: none"> • CPR: Adult, Child, & Infant 		

Program At-a-Glance

MACI with Joint Multiple Subject and Education Specialist MMSN Credentials: 5th Year

(Total Fieldwork Hours – 1,250)

MACI with Joint Multiple Subject and Education Specialist MMSN Credentials: 5th Year

Admissions: Prior to 5th Year

- Completed Bachelor's Degree
- Academic screen of all MACI coursework and key assignment rubric scores
- Dispositional screening
- [Basic Skills Requirement](#) (BSR)
- [Subject Matter Competency Requirement](#) (SMCR)
- Active Certificate of Clearance
- Mandatory to list Chapman as your institution on all score reports (CBEST, CSET, and RICA)**

This year's concentration is building candidates' craft knowledge

Table 3: MACI Joint Multiple Subject 5th Year Program-At-a-Glance

*All required coursework will be completed concurrently within each term and in less than two academic years.

Summer	Units	Fieldwork Hours
TCHR 563: Literacy Interventions and Technology: Grades 4-8	3	15
TCHR 566: Assessment Practices in Special Education	3	15
Total for Fall 5th Year	6 units total	30 hours total
Fall	Units	Fieldwork Hours
TCHR 600: Proseminar	3	0
TCHR 550: Evaluating Teaching Performance Expectations	0	0
TCHR 506: Math Interventions	3	0
TCHR 582: Student Teaching: Elementary Education	3	490 minimum
Total for Fall 5th Year	8 units total	490 hours minimum
Advising Meeting		
Credential Process Meeting & Check-in		
Credential Document Deadlines:		
• Fall teaching residency permission slips for video recording students submitted to Tevera		

Master of Arts in Curriculum and Instruction MS 5th Year (continued)		
Interterm	Credits	Fieldwork Hours
TCHR 582: Student Teaching: Mild to Moderate Support Needs (MMSN) II	3	120
Total for Interterm 5th Year	3 credits	120 hours total
Credential Document Deadlines:		
<ul style="list-style-type: none"> Individual Development Plan (IDP) for general education teaching residency signed & uploaded to Tevera 		
Spring	Credits	Fieldwork Hours
TCHR 600: Proseminar	3	
TCHR 544: Legal Aspects of Special Education	3	
TCHR 590: Student Teaching: Education Specialist MMSN	3	490 minimum
Total for Spring 5th Year	9 credits total	490 hours minimum
Advising Meeting		
Credential Document Deadlines: Submit Cycle 1 by March 27, 2025 & Cycle 2 by May 15, 2025		
Passing scores on Education Specialist CalTPA Cycle 1 and Cycle 2		
Summer	Credits	Fieldwork Hours
TCHR 592: Student Teaching: Education Specialist MMSN	3	120
TCHR 575: Critical Analysis of Educational Practice (Demonstration of Mastery)	3	
Total for Summer 5th Year	6 units total	120 hours total
Advising Meeting		
Credential Document Deadlines:		
<ul style="list-style-type: none"> Successful course completion Spring teaching residency permission slips for video recording students submitted to Tevera. Successful completion of the final Individual Development Plan (IDP) including goals for general and special education and all required signatures for fall and spring. Total Minimum Program Fieldwork Hours: 1,250 		

****Required notification to Credential Specialist of pass/fail for all required licensure exams**

Program At-a-Glance

Master of Arts in Curriculum and Instruction (MACI) with Joint Single Subject and Education Specialist MMSN Credentials: 5th Year
(Total Fieldwork Hours – 1,250)

MACI with Joint Single Subject and Education Specialist MMSN Credentials: 5th Year

Admissions: Prior to 5th Year

- Completed Bachelor's Degree
- Academic screen of all MACI coursework and key assignment rubric scores
- Dispositional screening
- [Basic Skills Requirement](#) (BSR)
- [Subject Matter Competency Requirement](#) (SMCR)
- Active Certificate of Clearance
- Mandatory to list Chapman as your institution on all score reports (CBEST, CSET, and RICA)**

This year's concentration is building candidates' craft knowledge

Table 4: MACI Joint Single Subject 5th Year Program-At-a-Glance

*All required coursework will be completed concurrently within each term and in less than two academic years.

Summer	Credits	Fieldwork Hours
5th Year Orientation		
TCHR 563: Literacy Interventions and Technology: Grades 4-8	3	15
TCHR 566: Assessment Practices in Special Education	3	15
Total for Summer 5th Year	6 credits total	30 hours total
Fall	Credits	Fieldwork Hours
TCHR 600: Proseminar	3	0
TCHR 550: Evaluating Teaching Performance Expectations	0	0
TCHR 507: Math Interventions	3	0
TCHR 583: Student Teaching: Secondary Education	3	490 hours minimum
Total for Fall 5th Year	9 credits total	490 hours minimum
Advising Meeting		
Credential Process Meeting & Check-in		
Credential Document Deadlines:		
• Fall teaching residency permission slips for video recording students submitted to Tevera		

Master of Arts in Curriculum and Instruction SS 5th Year (continued)		
Interterm	Units	Fieldwork Hours
TCHR 583: Student Teaching: Secondary Education	3	120
Total for Interterm 5th Year	3 credits	120 hours total
Credential Document Deadlines:		
<ul style="list-style-type: none"> Individual Development Plan (IDP) for general education teaching residency signed & uploaded to Canvas 		
Spring	Units	Fieldwork Hours
TCHR 600: Proseminar	3	
TCHR 544: Legal Aspects of Special Education	3	
TCHR 590: Student Teaching: Mild/Moderate	3	490 minimum
Total for Spring 5th Year	6 credits total	490 hours minimum
Advising Meeting		
Credential Document Deadlines: Submit Cycle 1 by March 27, 2025 & Cycle 2 by May 15, 2025		
Passing scores on Education Specialist CalTPA Cycle 1 and Cycle 2		
Summer	Credits	Fieldwork Hours
TCHR 592: Student Teaching: Mild/Moderate	3	120
TCHR 575: Critical Analysis of Educational Practice (Demonstration of Mastery)	3	
Total for Summer 5th Year	6 credits total	120 hours total
Advising Meeting		
Credential Document Deadlines:		
<ul style="list-style-type: none"> Successful course completion Spring teaching residency permission slips for video recording students submitted to Tevera Successful completion of the final Individual Development Plan (IDP) including goals for general and special education and all required signatures for fall and spring. Total Minimum Program Fieldwork Hours: 1,250 		

****Required notification to Credential Specialist of pass/fail for all required licensure exams**

Program At-a-Glance

Master of Arts in Teaching (MAT) with Multiple Subject Credential

36 units credential core + 6 units advanced core = 42 units

(Total Fieldwork Hours – 695)

Master of Arts in Teaching (MAT) with Multiple Subject Credential

Credential Document Deadlines: Required for Admission

- [Basic Skills Requirement](#)

Credential Document Deadlines: August 29

- Certificate of Clearance (fingerprints & state application)
- TB Test
- CPR: Adult, Child, & Infant
- U.S. Constitution Requirement **
- Mandatory to list Chapman as your institution on all score reports (CBEST, CSET, and RICA)**

Table 5: MAT Multiple Subject Program-At-a-Glance

*All required coursework will be completed concurrently within each term and in less than two academic years.

Summer	Credits	Fieldwork Hours
TCHR 547: Theories of Learning and Development for Education	3	10
TCHR 500: Literacy and Learning PK-3	3	
TCHR 571: Introduction to Exceptional Learners	3	15
TCHR 550: Evaluating Teaching Performance Expectations	0	
Total for Summer	9 units total	25 hours total
Fall	Credits	Fieldwork Hours
TCHR 501: Language Acquisition for Elementary Settings	3	
TCHR 500L: Literacy and Learning PK-3 Tutoring	1	
TCHR 505: Literacy and Learning II: Grades 4-8	3	
TCHR 507: Designing Effective Learning Environments in Elementary Settings <i>**In classroom 12 hours per week minimum, Mon-Fri. Hours indicated above are included in the 140 hour count.</i>	3	

TCHR 568: Math Methods for Elementary Settings	3	
Totals for Fall	13 credits	168 hours minimum

Credential Document Deadlines: October 1 prior to Spring student teaching (March 1* prior to Fall student teaching)

- Passing score on RICA exam
- [Subject Matter Competency Requirement](#) (SMCR) must be demonstrated prior to daily whole class instruction responsibilities
- Fall Early Fieldwork [permission slips](#) for video recording students submitted to Tevera

Credential Document Deadlines: CalTPA Cycle 1 due in January

- Passing score on CalTPA Cycle 1

***Director of Teacher Education approval required**

****Required notification to Credential Specialist of pass/fail for all required licensure exams**

***Praxis: Students participate in a 25-hour praxis tutoring an elementary grade student under the supervision of faculty and reading supervisors**

Master of Arts in Teaching with Multiple Subject Credential (continued)		
Interterm	Credits	Fieldwork Hours
TCHR 521: Science Teaching and Learning in Elementary Settings*	2	
Total for Interterm	2 credits total	
Spring	Units	Fieldwork Hours
TCHR 579: Elementary Teacher Inquiry and VAPA	3	
TCHR 520: Teaching: History in Elementary Settings*	2	
TCHR 582: Student Teaching: Multiple Subject <i>In classroom full school day, five days per week</i>	6	490 minimum
Total for Spring	11 credits total	490 hours minimum

Credential Document Deadlines:

Passing Score on RICA Exam by March 1st

Submit CalTPA Cycle 2 by April

- Passing score on CalTPA Cycle 2
- Spring student teaching [permission slips](#) for video recording students submitted to Tevera
- Individual Development Plan (IDP) with required signatures uploaded to Tevera

Summer	Credits	Fieldwork Hours
MA Elective (choose 1): TCHR 570: Pedagogies for Social Change TCHR 543: Integrated Pedagogy Systems	3	

Thinking TCHR 654: Introduction to Educational Research TCHR 695: Special Topics		
TCHR 696: Master of Arts in Teaching Capstone Project	3	
Totals for Summer	6 credits total	
Demonstration of Mastery		

Program At-a-Glance

Master of Arts in Teaching (MAT) with Single Subject Credential

30 units credential core + 6 units advanced core = 36 units
(Total Fieldwork Hours – 695)

Master of Arts in Teaching (MAT) with Single Subject Credential

Credential Document Deadlines: Required for Admission

- [Basic Skills Requirement](#)

Credential Document Deadlines: August 29

- Certificate of Clearance
- TB Test results
- CPR: Adult, Child, & Infant
- U.S. Constitution Requirement **
- Mandatory to list Chapman as your institution on all score reports (CBEST and CSET)**

Table 6: MAT Single Subject Program-At-a-Glance

*All required coursework will be completed concurrently within each term and in less than two academic years.

Summer	Credits	Fieldwork Hours
TCHR 532 Content Literacy	3	25
TCHR 547: Theories of Learning and Development for Education	3	10
TCHR 571: Introduction to Exceptional Learners	3	15
TCHR 550: Evaluating Teaching Performance Expectations	0	
Total for Summer	9 credits total	50 hours total
Fall	Credits	Fieldwork Hours
TCHR 508: Designing Effective Learning Environments in Secondary Settings <i>**In classroom 10 hours per week minimum, Mon-Fri (2 periods per day) Hours indicated above are included in the 140 hour count.</i>	3	
TCHR 504: Language Acquisition for Secondary Settings	3	
TCHR 517: Secondary Subject Matter Methods: Math and Science OR TCHR 577: Secondary Subject Matter Methods: Social Studies and Language	3	

Arts		
Total for Fall Semester	9 credits	140 hours minimum

Credential Document Deadlines: October 1 prior to Spring student teaching (March 1* prior to Fall student teaching)

- [Subject Matter Competency Requirement](#) (SMCR) must be demonstrated prior to daily whole class instruction responsibilities

- Fall Early Fieldwork [permission slips](#) for video recording students submitted to Tevera

Credential Document Deadlines: CalTPA Cycle 1 due in January

Passing score on CalTPA Cycle 1

***Director of Teacher Education approval required**

****Required notification to Credential Specialist of pass/fail for all required licensure exams**

Interterm	Credits	Fieldwork Hours
TCHR 522: Educational Technology for Secondary Settings	3	
Total for Interterm	3 credits	
Spring	Credits	Fieldwork Hours
TCHR 589: Secondary Teacher Inquiry, Professionalism, and Wellbeing	3	
TCHR 583: Student Teaching: Single Subject <i>In classroom full school day, five days per week</i>	6	490 minimum
Total for Spring	9 credits total	490 hours minimum

Credential Document Deadlines: Submit CalTPA Cycle 2 by April 20, 2023

- Passing score on CalTPA Cycle 2
- Spring student teaching [permission slips](#) for video recording students submitted to Tevera
- Individual Development Plan (IDP) with required signatures uploaded to Tevera

Summer "Embodying Scholarship Focus"	Credits	Fieldwork Hours
MA Elective (choose 1): TCHR 570: Pedagogies for Social Change TCHR 543: Integrated Pedagogy Systems Thinking TCHR 654: Introduction to Educational Research TCHR 695: Special Topics	3	
TCHR 696: Master of Arts in Teaching Capstone Project	3	

Total for Summer	6 credits total	0 hours total
Demonstration of Mastery		

*Subject to change

Program At-a-Glance

Master of Arts in Teaching (MAT) with Single Subject Credential Music Emphasis

34 units credential core + 6 units advanced core = 40 units
(Total Fieldwork Hours – 695)

Master of Arts in Teaching (MAT) with Single Subject Credential Music Emphasis

Credential Document Deadlines: Required for Admission

- [Basic Skills Requirement](#)

Credential Document Deadlines: August 29

- Certificate of Clearance
- Negative TB Test results
- CPR: Adult, Child, & Infant
- U.S. Constitution Requirement **
- Mandatory to list Chapman as your institution on all score reports (CBEST, CSET, and RICA)**

Table 7: MAT Music Program-At-a-Glance

*All required coursework will be completed concurrently within each term and in less than two academic years.

Summer	Credits	Fieldwork Hours
TCHR 532: Content Literacy	3	25
TCHR 547: Theories of Learning and Development for Education	3	10
TCHR 571: Introduction to Exceptional Learners	3	15
Total for Summer	9 credits total	50 hours total
Fall	Credits	Fieldwork Hours
MUS 533: Foundations of Music Education <i>**In classroom 10 hours per week minimum, Mon-Fri (2 periods per day) Hours indicated are included in the 140 hour count.</i>	3	
MUS 534: Managing School Programs	3	
TCHR 532: Content Literacy	3	
TCHR 550: Evaluating Teaching Performance Expectations	0	
Total for Fall	9 credits total	140 hours minimum

Credential Document Deadlines: October 1 prior to Spring student teaching (March 1* prior to Fall student teaching)

- [Subject Matter Competency Requirement](#) (SMCR) must be demonstrated prior to daily whole class instruction responsibilities
- Fall Early Fieldwork [permission slips](#) for video recording students submitted to Tevera

Credential Document Deadlines: Submit CalTPA Cycle 1 by January

- Passing score on CalTPA Cycle 1

*Director of Teacher Education approval required

**Required notification to Credential Specialist of pass/fail for all required licensure exams

Spring	Credits	Fieldwork Hours
TCHR 589: Secondary Teacher Inquiry, Professionalism, and Wellbeing	3	0
TCHR 583: Student Teaching: Single Subject (8 weeks) AND MUS 583: Student Teaching: Single Subject, Music (8 weeks) <i>In classroom full school day, five days per week</i>	3	490 minimum
Total for Spring	12 credits total	490 hours minimum

Credential Document Deadlines: Submit CalTPA Cycle 2 by April

- Passing score on CalTPA Cycle 2
- Spring student teaching [permission slips](#) for video recording students uploaded to Tevera
- Individual Development Plan (IDP) with required signatures uploaded to Tevera

Summer	Credits	Fieldwork Hours
MA Elective (choose 1): TCHR 570: Pedagogies for Social Change TCHR 543: Integrated Pedagogy Systems Thinking TCHR 654: Introduction to Educational Research TCHR 695: Special Topics	3	
MUS 689C: Master of Arts in Teaching Capstone	3	
Total for Summer	6 credits total	0 hours total

Demonstration of Mastery

Program At-a-Glance

MA in Special Education

Education Specialist Mild to Moderate Support Needs (MMSN)
 Extensive Support Needs (ESN) Credential
 (Total Fieldwork Hours 700)

MA in Special Education with Joint Education Specialist MMSN and ESN Credential
 MA in Special Education with Joint Education Specialist MMSN and Multiple Subject Credential
 (Total Fieldwork Hours 1190)

Year One

Credential Document Deadlines: August 29 (all SPED candidates)

- Certificate of Clearance; TB Test
- U.S. Constitution Requirement **
- CPR: Adult, Child, and Infant
- [Basic Skills Requirement](#)
- Mandatory to list Chapman as your institution on all score reports (CBEST, CSET, and RICA)**

Table 8: SPED Program-At-a-Glance

Summer	Credits	Fieldwork Hours
TCHR 500: Literacy and Learning I: Grades PK-3	3	
TCHR 563: Literacy Interventions & Technology: 4-8 -OR- TCHR 559: Advanced Behavioral and Communication Supports for students with Extensive Support Needs	3	15
TCHR 566: Assessment Practices in Special Education	3	15
Total for Summer	9 credits total	30 hours total
Fall	Credits	Fieldwork Hours
TCHR 571: Introduction to Exceptional Learners	3	
TCHR 500L: Literacy and Learning I: Grades PK-3 Tutoring	1	
TCHR 509: Designing Effective Learning Environments for Special Education Settings <i>**In classroom 12 hours per week minimum, Mon-Fri. Hours indicated are included in the 168 hour count.</i>	3	
TCHR 562: Differentiating Curriculum and Instruction: Math/Science -OR- TCHR 558: Curriculum and Instruction for Students with Extensive Support Needs	3	

TCHR 564: ELD for Exceptional Learners	3	
TCHR 550: Evaluating Teaching Performance Expectations	0	
	13 credits total	168 hours total
Credential Document Deadlines: March 1st		
<ul style="list-style-type: none"> • Student Teaching Online Application; RICA • Subject Matter Competency Requirement (SMCR) met prior to daily whole class instruction responsibilities 		

***Praxis: Students participate in a 25-hour praxis tutoring an elementary grade student under the supervision of faculty and reading supervisors**

Interterm*	Credits	Fieldwork Hours
TCHR 521: Science Teaching and Learning in Elementary Settings	2	0
Total for Interterm	2 credits	

*Interterm is only for the joint MM and Multiple Subject credential

Spring*	Credits	Fieldwork Hours
TCHR 544: Legal Aspects in Special education	3	
TCHR 520: Teaching: History in Elementary Settings	2	
TCHR 590/592 Student Teaching MM -or- TCHR 591/593 Student Teaching ESN	3	
TCHR 595: Education Specialist Proseminar	3	
Total for Spring	11 credits total	490 hours total

*Joint MM and Multiple Subject will follow the spring sequence below.

Summer	Credits	Fieldwork Hours
TCHR 603: Special Education Capstone	3	
TCHR 654: Introduction to Educational Research	3	
Total for Summer	6 credits total	

Exit Interview & IDP Review

<p>Credential Document Deadlines: October 1st</p> <ul style="list-style-type: none"> • CSET or equivalent scores for your subject area (spring student teaching)** • RICA Exam (spring student teaching)** <p>Credential Document Deadlines: Prior to Credential Recommendation</p> <ul style="list-style-type: none"> • Passing scores on Education Specialist CalTPA Cycle 1 and Cycle 2 • Fall student teaching permission slips for video recording students submitted to Tevera • Individual Development Plan (IDP) with required signatures uploaded to Tevera 		
<p>Spring Joint MMSN & Multiple Subject or MMSN & ESN ONLY</p>		
	Units	Fieldwork Hours
TCHR 579: Elementary Teacher Inquiry and VAPA (Joint Multiple Subject candidates only)	2	0
TCHR 582: Student Teaching II: Multiple Subject	6	490 minimum
	11 units total	490 hours minimum
<p>Fall Joint MMSN & Multiple Subject or MMSN & ESN ONLY</p>		
	Credits	Fieldwork Hours
TCHR 544: Legal Aspects in Special Education	3	
TCHR 590/592 Student Teaching MM -or- TCHR 591/593 Student Teaching ESN	3	
TCHR 595: SPED Proseminar	3	
Total for Fall	9 credits total	0 hours total
<p>Credential Document Deadlines:</p> <ul style="list-style-type: none"> • Spring student teaching permission slips for video recording students submitted to Tevera • Final Individual Development Plan (IDP) with goals & required signatures for both placements uploaded to Tevera 		

****Required notification to Credential Specialist of pass/fail for all required licensure exams**

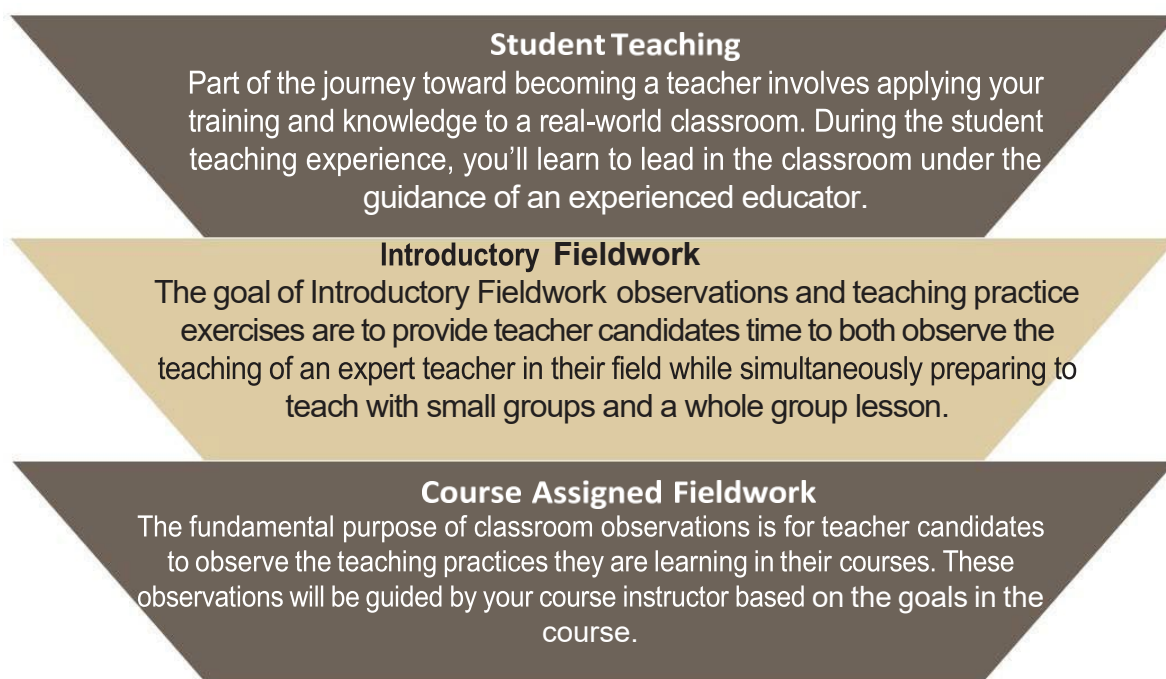
V. Fieldwork, Fieldwork Hours, & Student Teaching

Three Levels of Fieldwork

Three Levels of Fieldwork

Fieldwork, also known as clinical practice, is required by the California Commission on Teacher Credentialing (CTC) of all preliminary multiple- and single-subject candidates and education specialist candidates. Fieldwork consists of three levels of development: Student teaching, Early Fieldwork (MAT only), and Course Assigned Fieldwork. Prior to any fieldwork placements candidates must have completed the Certificate of Clearance; TB Test; and CPR Test

Figure 5: Three Levels of Fieldwork



In addition, as of August 1, 2023, there are new requirements to teach TK in California. Eligibility to teach TK (which is not the same thing as credentialing) is dependent on candidates having 24 credit hours in early childhood education and/or child development. Transcripts noting these hours, or the possession of an ECE permit, must be provided to Chapman or else we will not place the candidate in TK for fieldwork after Aug 1, 2023. We will not place a student in TK for fieldwork if the 24 credit hours will not be complete by the end of the semester in which the fieldwork is occurring. Please see the [list](#) of applicable Chapman courses and submit your transcripts for review to the credential specialist using the [ECE Review Form](#).

CTC Policy on Fieldwork Hours

CTC Policy on Fieldwork Hours


Traditional Student Teaching Candidates. If a non-intern credential candidate is employed by a district/school they may be permitted to complete their fieldwork experience at the site that they are employed. Candidates must not “double dip” meaning that candidates must not count hours that they are working for the school in a different capacity for their fieldwork hours. Candidates who are employed by school districts, for example as instructional aides, may complete fieldwork hours at their school site, provided they do so outside of district-contracted paid hours.

University Intern Credential Candidates. The only exception to this policy is when a candidate holds a university approved paid internship with a school district that includes a signed and executed Internship Agreement between Chapman University’s Attallah College of Educational Studies and the district in which the candidate is placed as an intern. All University Intern Credential’s must meet both CTC and Chapman University’s Attallah College of Educational Studies requirements. In such cases, the candidate completes a paid internship instead of student teaching or teaching residency.

CTC’s Guidance on Clinical Practice and Supervision of Preliminary Multiple and Single Subject Teaching Candidates Section II. B. 5. states, “Candidate observations of classroom teaching may or may not qualify toward the 600 hours. Only those that are intentionally designed by the program, occur in placements that are selected or approved by the program, and are for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice may qualify as part of the 600 hours.” (Note: Attallah College’s Teacher Education Program requires more than 600 hours of fieldwork.)

Fieldwork Hour Requirements for Courses. In addition, candidates may not count the same fieldwork hours for two different courses unless these hours are intentionally codesigned by course faculty and accounted for at the program level. For example, hours completed for TCHR 507 may not be used to count for another course, such as TCHR 500. For total fieldwork hours required each term, please see “Program-At-a-Glance” sheets for MACI, SPED, and MAT on pages 31-42 of the Teacher Education Handbook. Please note that all Attallah College teacher candidates’ hours are reported and approved via Tevera as this is part of the evidence used to demonstrate to the state of California’s CTC of candidates’ diverse and significant fieldwork experiences over the arc of the credential program. These hours are a state requirement necessary for the authorization of all preliminary teaching credentials.

District/School Employee (non-Intern). If a candidate is employed by a district while they are working toward a credential, fieldwork hours must be accumulated outside of their contract hours with their district.



One of the foundations of teacher education program is fieldwork including the mentorship during student teaching. Fieldwork is threaded throughout our entire program. It provides candidates with an opportunity to observe and apply what they have learned in their courses and importantly to learn from exemplary TK– 12 classroom teachers. Also, the fieldwork trajectory provides the setting for the candidate resource team to ensure the candidate is on an appropriate growth path toward becoming an effective teacher. All candidate's field placements must specifically match his/her credential objective.

All candidates working towards a multiple or a single subject credential in California must complete at least 600 hours of field work. The field work can only be accomplished while you are enrolled in a credential program, and it must be completed over the duration of your program. The basic requirements for fieldwork hold true whether you are a traditional student teacher, a student teacher under contract (intern credential), although there are additional requirements if you are a student teacher under contract, or an employee at a school site (non-intern position).

It is the expectation of CTC that fieldwork experiences evolve over the course of the program, increasing in responsibility as the candidate moves closer to completion of the preparation program and licensure. Clinical experience can encompass a wide variety of activities that range from observation of veteran teachers modeling good practice in instruction, to beginning practice using various teaching strategies in diverse settings, to assuming full responsibility for students in the classroom, and demonstrating pedagogical competence.


The 600 hours of supervised clinical practice is required of all candidates, regardless of pathway and occur throughout each candidate's preparation program ("across the arc of the program").

Placements must be selected to provide the candidate with experiences that allow him or her to practice and acquire the knowledge and skills included in the TPEs.

Clinical Experiences must be under the guidance and supervision of a district employed mentor teacher, veteran practitioner, program supervisor and/or course instructor. Hours of instruction by a candidate in a classroom where the district employed supervisor/master teacher is not present may qualify toward the 600 hours as long as these hours of instruction are prepared with and guided by one or more designated supervisors selected and approved by the program for the purpose of supervision (Co-teacher, mentor, university supervisor, faculty, etc.) and are followed by designated time for reflection. This guidance and supervision may occur in person or via technology assisted communication.

The CTC has deemed the following activities as approved fieldwork activities:

- Guided and supervised teaching including whole class instruction, small groups, and other direct contact with students, including solo teaching,
- Co-planning time, with veteran practitioners for lessons that the candidate will deliver,
- Working with veteran practitioners, grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students
- Time working with professional learning communities, grade level and department meetings.



Candidate observations of classroom teaching may or may not qualify toward the 600 hours. Only those that are intentionally designed by the program, occur in placements that are selected or approved by the program, and are for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice may qualify as part of the 600 hours.

Among activities that should not be included in the 600 hours are general lesson planning done independently by the candidate, or hours spent supervising extracurricular activities. In addition, mock instruction or observation of fellow candidates (and without TK-12 students) as part of a course would not qualify as part of the required 600 hours.

Each program pathway has designed fieldwork hours to best serve teacher candidates in their chosen pathway. All teacher candidates begin with observations and progress toward solo teaching as an emerging student teacher.

How to Keep Track of Your Fieldwork Hours

How to Keep Track of Your Fieldwork Hours

To meet CTC requirements for the preliminary credential, candidates must complete clinical practice experiences during the arc of the program and record the hours using Tevera. Clinical practice experiences include, “supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching” (Standard 3).

Candidates in the teacher education programs at Chapman University will use Tevera to log their fieldwork and student teaching/teaching residency hours. Information on how to use Tevera will be provided to candidates, Mentor Teachers, Faculty, and University Supervisors prior to or at the beginning of the fall and spring terms.

Approval of Hours

- Candidates are responsible for recording their daily fieldwork and student teaching hours. Mentor Teachers will approve hours weekly.
- MAT Early Fieldwork instructors will confirm total Early Fieldwork hours with Mentor Teachers at the end of the fall term.
- University Supervisors will confirm total student teaching/teaching residency hours with Mentor Teachers at the end of each term.

Student Teaching Resource Team

Student Teaching Resource Team

The Field Experience Team consists of the teacher candidate, Fieldwork and Manager, University Supervisors, Mentor Teachers, host school and district, and course instructor.

Figure 6: Student Teaching Resource Team

Fieldwork Manager. The Fieldwork Manager is available to support all teacher candidates with questions related to Early Fieldwork and student teaching placements. The Fieldwork Manager contacts school districts to request Early Fieldwork and student teaching placements within schools that meet CTC diversity requirements. The Fieldwork Manager is the liaison between the Teacher Education Program and the school districts. The Fieldwork Manager works with host/mentor teachers and university supervisors to support teacher candidates' success.

University Supervisor. University supervisors work with mentor teachers and the Fieldwork Manager to support teacher candidates while in the field during student teaching. They complete formative and summative evaluations of candidates' professional dispositions and progress toward mastery of the TPEs. They communicate with the Fieldwork Manager when there are concerns about a candidate's progress in the field. University supervisors attend monthly meetings with the Fieldwork Manager.

Host/Mentor Teachers. The host/mentor teacher opens their classroom to the candidate within the host school. The teacher candidate is under the host/mentor teacher's direct supervision, as a guest in the classroom.

Host Schools and Districts. Host schools and districts may require additional documentation or requirements (e.g., personal protective equipment) prior to opening their school site to the teacher candidate. It is the teacher candidate's responsibility to check with the school or district to determine if there are any additional requirements to participate in field experiences at a specific school site.

Course Instructor. Field experience assignments (i.e., fieldwork) are embedded in classes throughout the program, including Early Fieldwork courses. Course instructors are the first source of information about field experience requirements.

MACI Student Teaching Resource Team

MACI Student Teaching Resource Team

Figure 7: MACI Student Teaching Resource Team

The Teacher Education Fieldwork Manager is your “first point of contact” with all logistical questions about your residency experience., Please contact Stephanie via Email: sfarrington@chapman.edu or phone call 714-516-5743.

Your University Supervisor is the person you contact for questions or issues regarding your teaching performance. This person observes you and supports your growth in pedagogical skills during student teaching through formative and summative observations and feedback. This person is also in ongoing contact with your Mentor Teacher and. Your University Supervisor is selected to support you and is a credentialed expert with extensive experience and knowledge in the field. You will be notified of your University Supervisor prior to the start of the semester. If you are concerned about your University Supervisor, please contact Stephanie Farrington.

Your Mentor Teacher will be your guide daily in the classroom. You will work closely with your Mentor Teacher growing your teaching skills. Your Mentor Teacher has a credential in your content area, experience teaching in TK-12, and has been selected to be a mentor for you by the school site leadership, district administrators, and Chapman University. You will be notified of your Mentor Teacher in August. If you have a concern about your Mentor Teacher, please contact your university supervisor.

Your MACI 600 Proseminar instructor has deep experience teaching and mentoring candidates and will help you build and hone the skills you need to be a successful teacher. The proseminar instructor will provide you support weekly with lesson planning, questions about classroom management, and other student teaching issues.

SPED Student Teaching Resource Team

SPED Student Teaching Resource Team

Figure 8: SPED Student Teaching Resource Team

The Teacher Education Fieldwork Manager is your “first point of contact” with all logistical questions about your residency experience. Please contact Stephanie Email: sfarrington@chapman.edu or phone call at 714-516-5743

Your University Supervisor is the person you contact for questions or issues regarding your teaching performance. This person observes you and supports your growth in pedagogical skills during student teaching through formative and summative observations and feedback. This person is also in ongoing contact with your Mentor Teacher Fieldwork Manager. Your University Supervisor is selected to support you and is a credentialed expert with extensive experience and knowledge in the field. You will be notified of your University Supervisor prior to the start of the semester. If you have a concern about your University Supervisor, please reach out to Stephanie Farrington

Your Mentor Teacher will be your guide daily in the classroom. You will work closely with your Mentor Teacher growing your teaching skills. Your Mentor Teacher has a credential in your content area, experience teaching in TK-12, and has been selected to be a mentor for you by the school site leadership, district administrators, and Chapman University. You will be notified of your Mentor Teacher in August. If you have a concern about your Mentor Teacher, please contact your university supervisor.

Your fieldwork instructor has deep experience teaching and mentoring candidates and will help you build and hone the skills you need to be a successful teacher. The fieldwork instructor will provide you support weekly with lesson planning, questions about classroom management, and other student teaching issues.

MAT Early Fieldwork Resource Team

MAT Early Fieldwork Team

Figure 9: MAT Early Resource Team

The Teacher Education Fieldwork Manager is your “first point of contact” with all logistical questions about your Early Fieldwork experience. Please contact Stephanie via E-Mail : Sfarrington@chapman.edu or phone call 714-516-5743.

Your Mentor Teacher will be your guide daily in the classroom. You will work closely with your Mentor Teacher growing your observation, reflection, and teaching skills. Your Mentor Teacher has a credential in your content area, experience teaching in TK-12, and has been selected to be a mentor for you by the school site leadership, district administrators, and Chapman University. You will be notified of your Mentor Teacher prior to the start of the semester. If you have a concern about your Mentor Teacher, please contact your university supervisor.

Your fieldwork instructor has deep experience teaching and mentoring candidates and will help you build and hone the skills you need to be a successful teacher. The fieldwork instructor will provide you support weekly with lesson planning, questions about classroom management, and other student teaching issues.

MAT Student Teaching Resource Team

MAT Student Teaching Resource Team

Figure 10: MAT Student Teaching Resource Team

The Teacher Education Fieldwork Manager, Stephanie is your “first point of contact” with all logistical questions about your residency experience. Please contact Stephanie via Email: Sfarrington@chapman.edu or phone call 714-516-5743.

Your University Supervisor is the person you contact for questions or issues regarding your teaching performance. This person observes you and supports your growth in pedagogical skills during student teaching through formative and summative observations and feedback. This person is also in ongoing contact with your Mentor Teacher. Your University Supervisor is selected to support you and is a credentialed expert with extensive experience and knowledge in the field. You will be notified of your University Supervisor before the semester starts. If you have a concern about your University Supervisor, please reach out to Stephanie Farrington

Your Mentor Teacher will be your guide daily in the classroom. You will work closely with your Mentor Teacher growing your teaching skills. Your Mentor Teacher has a credential in your content area, experience teaching in TK- 12, and has been selected to be a mentor for you by the school site leadership, district administrators, and Chapman University. You will be notified of your Mentor Teacher before the semester starts. If you have a concern about your Mentor Teacher, please contact your university supervisor.

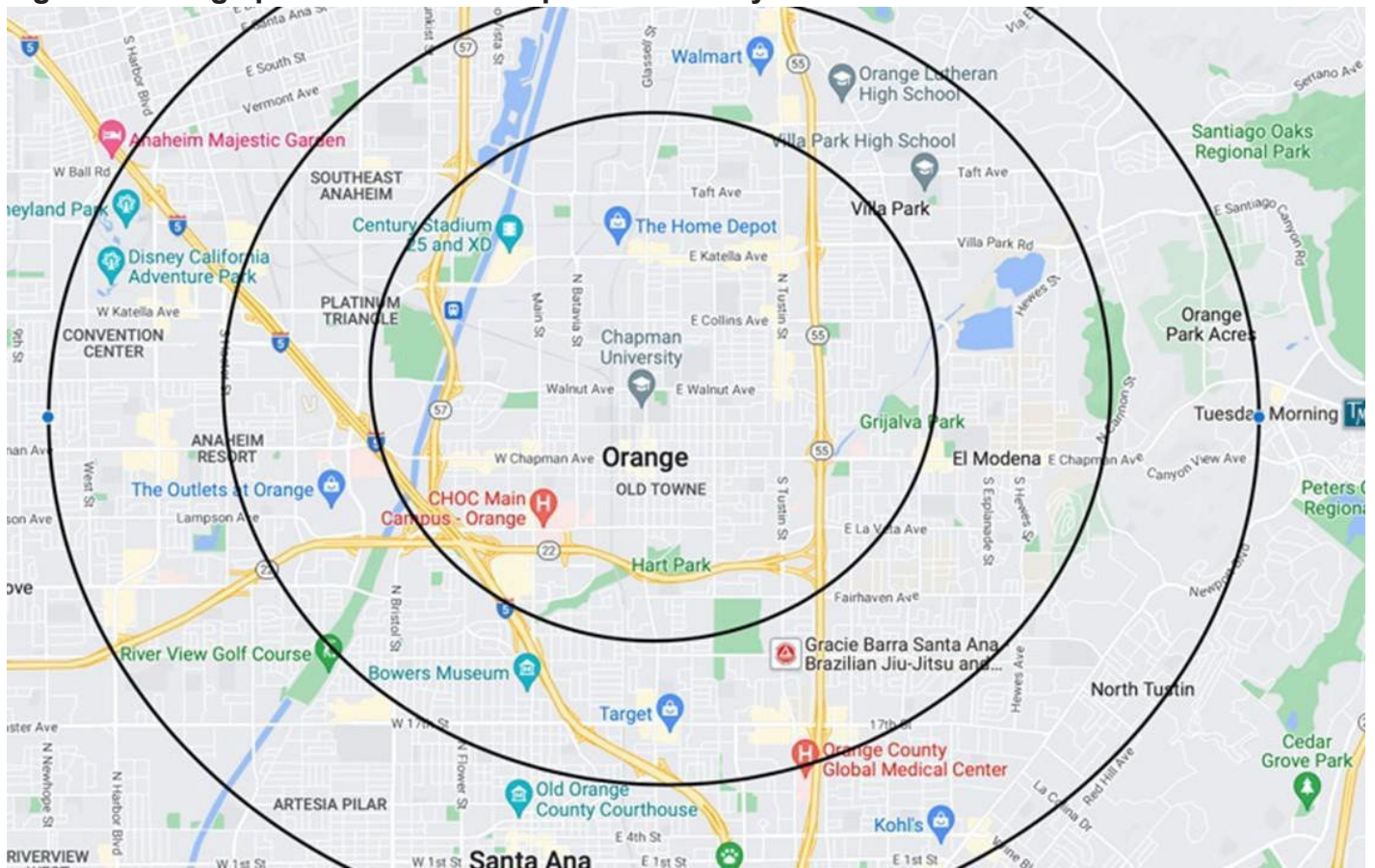
Your fieldwork instructor has deep experience teaching and mentoring candidates and will help you build and hone the skills you need to be a successful teacher. The fieldwork instructor will provide you support weekly with lesson planning, questions about classroom management, and other student teaching issues.

Geographic Location of Chapman University

Geographic Location of Chapman University

Fieldwork and student teaching placements at school sites are made in consideration of the geographic location of Chapman University.

Figure 11: Geographic Location of Chapman University



Fieldwork in the Teacher Education Pathways

Fieldwork in the Teacher Education Pathways

The student teaching/teaching residency experience provides the opportunity to practice your knowledge and skills in a host school as a guest and as an apprentice in a Mentor Teacher’s classroom. During this experience, the candidate is expected to be a teacher and learner. The candidate will always be expected to display a professional disposition and should develop a positive working relationship with the assigned school staff, faculty, parents/guardians, and administrators. It is important to consider that the Mentor Teacher’s overriding concern will always be the health and welfare of the TK-12 students. The candidate must abide by all school policies applying to the Mentor Teacher at the school site.

Table 9: Fieldwork in the Teacher Education Pathways

MACI Pathway	MAT Pathway	SPED Pathway
Fieldwork completed prior to admission to 5th year	Fieldwork completed as part of coursework requirements - Summer & Fall Terms	Fieldwork completed as part of coursework requirements - Summer and Fall terms
Multiple Subject teaching residency - Fall/Interterm rotation	Introduction to fieldwork - Fall Term	Introduction to fieldwork: Education Specialist (MMSN or ESN)
Education Specialist MMSN teaching residency - Spring/Summer rotation	Student teaching - Spring Term	Student teaching-Spring Term

MACI Multiple Subject Teaching Residency

MACI Multiple Subject Teaching Residency

The Multiple Subject teaching residency experience for MACI candidates consists of the following:

- Candidates are required to student teach from the first day of school until the last day of school. They must be present during union contract hours and attend all school district professional development (PD) days.
- The Fall & Interterm rotation of teaching residency includes at least eight (8) University Supervisor observations during the Fall semester and two (2) University Supervisor observations during Interterm.
- The Spring & Summer rotation of teacher residency includes at least eight (8) University Supervisor observations during the Fall semester and two (2) University Supervisor observations during Summer.
- The student teaching assignments should be completed in a classroom setting that meets the Commission on Teacher Credentialing (CTC) diversity requirements.
- If a teacher candidate is teaching full-time under contract in a public school, the candidate must receive prior approval from the Director of Teacher Education to complete student teaching as an Intern in that paid position. Approval is obtained via petition.
- A placement may be changed, lengthened, or shortened based upon the joint recommendation of the University Supervisor, school principal, Mentor Teacher, and the Attallah College of Educational Studies Leadership Team.

Multiple Subject

The student teaching experience for a Multiple Subject credential additionally consists of the following:

- Multiple Subject candidates will have one placement for and another placement for student teaching to gain experience in lower **grades (TK-2)** and **upper grades (3-6)**.

Co-Teaching/Solo Teaching

- The teaching residency experience for *MACI candidates placed in the Orange Unified School District* will be based on the co-teaching model.
 - » Minimum number of co-teaching hours: 163
 - » Recommended number of co-teaching hours: 195-325
- For placements at all other districts, candidates must have at least five (5) weeks of solo teaching.

MAT Early Fieldwork

MAT Early Fieldwork

Candidates in all Teacher Education pathways will complete the Introduction to Student Teaching hours the semester prior to student teaching. Teacher candidates are placed in school sites to complete all necessary fieldwork currently with coursework. The expected outcomes of the experience include:

1. Observing the application of learned theory to practice in the classroom setting;
2. Develop a professional lens on the ability to reflect, judge, reason, react and make decisions when met with particular educational situations;
3. Gain insights through experience which further the development of theory and inform practice as a future teacher;
4. Develop skills, poise, and confidence in teaching/facilitation necessary for a successful career in education;
5. Analyze and reflect on a personal commitment to and potential for the teaching profession;
6. Apply new strategies and/or methods learned in courses;
7. Collect notes and experiences through observation as areas of discussion in courses;
8. Reflect on culture as reflected in the classroom, school, and community;
9. Reflect on practices used by the Mentor Teacher to include ALL students in the learning process.
10. Understand the role of the family.

Early Fieldwork Support Team

Chapman students are supported through interaction with the following individuals:

1. Mentor Teacher(s) at the school(s)
2. Fieldwork Instructors
3. Attallah College of Educational Studies' Leadership Team (this includes, but is not limited to, the Associate Dean of Graduate Education, the Director of Teacher Education, and the Fieldwork Manager).

SCHEDULE & ABSENCES

Candidates are expected to work with the Mentor Teacher to develop a consistent schedule for observation. Should a candidate need to be absent due to illness or emergency, they must contact the Mentor Teacher as soon as possible, and no later than when they were expected at the school site. **No more than three (3) absences** are allowed during the fieldwork Early Fieldwork, and candidates must make up the hours missed

Early Fieldwork (continued)

EARLY FIELDWORK TCHR (TCHR 507, 508 or 509)

Each teacher candidate will be placed in the Early Fieldwork course with several other peers. Candidates will teach and record a lesson as practice for CalTPA Cycle 1 and submit the video to their Early Fieldwork instructor. This will serve as the Early Fieldwork instructor's "observation". Course time will be held on the Chapman University campus per the Class Schedule.

Multiple Subject candidates are required to be at the school site for a minimum of 12 hours per week, Monday-Friday during Weeks 2-16 of the Fall term. Single subject candidates will complete a minimum of 10 hours per week, Monday-Friday, and will be placed in at least two periods per day. Multiple Subject candidates enrolled in programs within are required to complete clinical practice experiences as part of their preparation for teaching. The multiple subject student teaching experience will include a placement in an appropriate setting ensuring candidates will spend 8 weeks in the lower grades (TK-3) and 8 weeks in the upper grades (4-8). Education Specialist candidates (including interns) will be provided the opportunity to work with students in both upper and lower grades, if necessary, to ensure candidates may be assessed in TPE 7. Additionally, these placements must allow candidates to focus on foundational literacy skills and additional cross cutting themes in literacy. Candidates will practice assessment that is grounded in an understanding of the ELA/ELD framework and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy.

Candidates may also count co-planning and lesson reflection with the Mentor Teacher toward their fieldwork hours. Teacher candidates are required to maintain a fieldwork log (via Tevera) throughout the Early Fieldwork term and should ask their Mentor Teacher to approve it on a weekly basis. *Note: Candidates may not double-up on Early Fieldwork hours in any given week in order to decrease the total number of weeks of fieldwork. Candidates may not end Early Fieldwork early (i.e., before the end of Week 16).*

CONTINUITY OF HOURS

Once the candidate has begun the Early Fieldwork hours in a classroom, their ongoing presence at the site is expected. It is critical the hours requirement is met each week, as the program and California Commission on Teacher Credentialing (CTC) requires a minimum of 600 hours over the course of the program. Candidates must notify their Early Fieldwork Instructor once they have 140 hours of Early Fieldwork approved by the MT. However, candidates must continue fieldwork at the Early Fieldwork school site until the end of Week 16. Candidates may not end Early Fieldwork early. Teacher candidates are to have no more than three absences in the Early Fieldwork term, which should be due only to illness or an emergency. The Mentor Teacher counts on attendance, so it is critical the candidate is present for the expected hours each week. Arriving late or leaving early is not acceptable and in situations where it is unavoidable, you should always notify the Mentor Teacher out of professional courtesy.

RESPONSIBILITIES

The position of the teacher candidate in the classroom should mimic that of a cooperative co-worker who expects duties to increase as time progresses over the course of the semester. Being enthusiastic and engaged in the classroom is key to the experience's overall success.

ENGAGING CLASSROOM OPPORTUNITIES: PARTICIPATION WITHIN THE FIELDWORK PLACEMENT

Teacher candidates should be highly involved in the classroom and school community during the Early Fieldwork experience. Appropriate activities include working directly with TK-12 students in one-on-one or small group situations, lesson reflection with the Mentor Teacher, and the following co-teaching strategies: One Teach/One Observe, One Teach/One Assist, Station Teaching, and Supplemental Teaching.

The following questions are posed as possible observation cues to guide your focus in observing the classroom environment:

Transitions:

How do teachers proactively prepare for transitions? What techniques are used to move learners from one activity to the next or one area to another? How do teachers coax any stragglers or support learners who find it difficult to transition? Share specific examples of songs, finger plays, and other transition strategies that are used. These routines will be extremely helpful as you move into student teaching!

Environment:

How does the environment support the development, play, and learning of the students? What learning areas do you see? What are some of the typical materials present and how do they connect to developmentally appropriate practices (DAP)? What role does the layout of the room play? Are there any environmental challenges you note?

Routines:

What are some of the typical routines of the day? How do these routines support development, play, and learning? Are the routines consistent? Why does consistency matter? Do you note an element of flexibility? What is the significance of routines?

Individualizing and Differentiation:

How do teachers meet individual needs of learners? How do teachers differentiate instruction and/or expectations for and with learners? Please share specific examples.

Teaching Strategies/Techniques:

What teaching strategies/techniques are used at large group? Small group? Choice time? Outside time? Which appear to be the most effective? Why?

Curriculum Development & Implementation:

How is curriculum developed? How do the teachers organize it? What mechanisms do teachers use to take ideas and insights from their thought processes to paper and then to the reality of the classroom? Why do they plan and do what they do? What connections to DAP do you note within curriculum?

Group Time:

How do teachers maintain the flow of a group time? How do they actively involve the learners? How do they regroup to rally student attention if it wanders? When do they decide to abandon group time and shift gears moving on to something else? Please share specific examples.

Families:

What do you notice about the conversations and interactions between families and the teacher? How does the teacher communicate with parents/guardians?

MAT: Student Teaching

MAT Student Teaching

The student teaching experience for MAT multiple and single subject credential candidates consists of the following:

- Candidates are expected to teach during the 16-week Chapman semester.
- The student teaching assignments should be completed in a classroom setting that meets the Commission on Teacher Credentialing (CTC) diversity requirements.
- If a teacher candidate is teaching full-time under contract in a public school, the student must receive prior approval from the Director of Teacher Education to complete student teaching as an intern in that paid position. Approval is obtained via petition.
- A placement may be changed, lengthened, or shortened based upon the joint recommendation of the University Supervisor, school principal, Mentor Teacher, and the Teacher Education Leadership Team.

Single Subject

The student teaching experience for a Single Subject credential additionally consists of the following:

- Three classes with two preparations (e.g., two World History and one U.S-History or two preparations if a block schedule is used).
- The remaining time (periods) at the school must be used for preparation and conferencing with the Mentor Teacher, University Supervisor, faculty, administration, students and/or parents/guardians.

Multiple Subject

The student teaching experience for a Multiple Subject credential additionally consists of the following:

- Multiple Subject student teaching should be at a grade level different from those experiences in previous fieldwork (e.g., Early Fieldwork).

Co-Teaching/Solo Teaching

- The student teaching experience for *MAT candidates placed in the Orange Unified School District* will be based on the co-teaching model.
 - » Minimum number of co-teaching weeks: 5 weeks
 - » Recommended number of co-teaching weeks: 6-10 weeks
 - » For placements at all other districts, candidates must have at least five (5) weeks of solo student teaching during the term.

Education Specialist: Student Teaching

Education Specialist Student Teaching

OVERVIEW OF TRADITIONAL STUDENT TEACHING

You will be registered for 3 units of TCHR 590 and 3 units of TCHR 592 if you are in the Mild to Moderate Support Needs (MMSN) Education Specialist credential program. If you are in the Extensive Support Needs (ESN) Education Specialist credential program you will register for 3 units of TCHR 591 and 3 units of TCHR 593. Registration for student teaching will be completed by the Fieldwork and Assessment Manager prior to the beginning of the semester. It is the Candidate's responsibility to check their program evaluation to ensure appropriate enrollment in the 590 series.

The TE Fieldwork Manager, with the Director of Teacher Education, arranges for your student teaching placement. Your input concerning your student teaching location is always considered. Mentor Teachers, schools and districts must be approved in accordance with Chapman University program standards. We make every attempt to consider commuting, childcare, family responsibilities, etc. when deciding on your placement, but our primary goal is to ensure you have a successful experience.

Student teaching assignments are made in public schools. Student teaching in an alternative program that meets qualifying guidelines may be considered (contact the TE Fieldwork and Assessment Manager for additional information about these requirements). In addition:

1. Student teaching must be completed in a diverse school setting relative to all of the following:
 - Race, ethnicity of the students
 - Numbers of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy.
 - Languages spoken by the students, including English learners.
 - The inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e., student study team and individualized education program processes.
2. Special Education student teaching is a minimum of a 16-week experience at a grade level different from the majority of the candidates' previous experiences (e.g., course fieldwork, through employment as an instructional assistant, volunteer work).
3. You must have the equivalent of full teaching responsibility of the total class, all day, for at least 4 weeks.
4. Although each placement is scheduled for 16 weeks, it may be changed or lengthened, based upon the recommendation of the Mentor Teacher, University Supervisor and/or the action of the Director of Teacher Education.
5. Students teaching may occur in an online or hybrid setting due to circumstances beyond Chapman's control, such as a state or national emergency.

Co-Teaching/Solo Teaching

- The student teaching experience for *Education Specialist candidates placed in the Orange Unified School District* will be based on the co-teaching model.
- For placements at all other districts, candidates must have at least five (5) weeks of solo student teaching per placement/term.

Education Specialist: Student Teaching (continued)

OVERVIEW OF STUDENT TEACHING ON AN INTERNSHIP CREDENTIAL

You will be registered for 3 units of TCHR 590 and 3 units of TCHR 592 if you are in the MMSN Education Specialist credential program. If you are in the ESN Education Specialist credential program, you will be registered for 3 units of TCHR 591 and 3 units of TCHR 593. Please note that we highly recommend that Interns take 3 units during the spring terms and 3 units during the fall term (i.e., TCHR 590 or 591 in fall; TCHR 592 or 593 in spring). Registration for student teaching will be completed by the Fieldwork and Assessment Manager prior to the beginning of the semester. It is the Candidate's responsibility to check their program evaluation to ensure enrollment in the 590 series.

The candidate's support team will consist of:

1. Support Provider assigned to the Intern by the district or charter school.
2. University Supervisor assigned by Chapman University
3. Faculty Advisor
4. The Fieldwork Manager
5. The Director of Teacher Education

As an Intern, you will be expected to complete all duties required of any paid teacher. See school principal and district/charter school for more information.

Mentor Teacher

Your Mentor Teacher will be asked to complete 6 formal evaluations throughout your student teaching placement, and a final summative evaluation at the conclusion of your student teaching. The formative and summative evaluations will be reviewed with you. After review, the evaluations you will need to upload to your E-Portfolio. The summative evaluation also serves as a letter of recommendation for your placement file and the basis of your grade. Other observation and evaluation forms may be handwritten.

University Supervisor

Your University Supervisor will provide valuable guidance. Your University Supervisor works cooperatively with your Mentor Teacher to maintain high professional standards while giving you support and help. Please note, state or national emergencies (e.g., COVID-19), University Supervisors may complete all observations online through GoReact. This will require lessons and assessment delivery to be recorded and uploaded to the GoReact site. More information will be provided on the delivery and use of GoReact during Student Teaching Orientation.

Your University Supervisor will meet with you prior to your first assignment. During each 16-week placement, your University Supervisor will visit about every other week and observe you. Your University Supervisor may ask you to critique your lesson and will give you a copy of the narrative critique written by them during the lesson. They will be available for a conference whenever possible and always at your request. Strengths and weaknesses of the lesson and suggestions for improvement will be included in your University Supervisor's observations and evaluations. Copies of all University Supervisor observations and evaluations will be discussed and debriefed with you. In addition, you are required to participate in a formal assessment, data collection for a Behavior Intervention Plan, and an observation of an IEP meeting. In addition, your University Supervisor will complete a summative evaluation report at the end of your student teaching experience.

Collaboratively, your University Supervisor and Mentor Teacher will complete your formative Key Assignment TPE e-Portfolio grid at the end of your placement.

Principal

The principal can help you in becoming an integral part of the school community. By becoming an active member of the school's teaching staff, you can participate in many worthwhile activities such as grade-level meetings, faculty meetings, and in-service sessions. These activities will broaden your understanding of the teaching profession and allow you to network. The principal may observe you.

Teacher Education Fieldwork Manager

The Fieldwork Manager, with the Director of Teacher Education, is responsible for your student teaching placement and for approving other teaching experiences. They coordinate all aspects of your student teaching experience. The TE Fieldwork and Assessment Manager is the appropriate person to contact if you have concerns about your placement, your Mentor Teacher, University Supervisor, or your experience. They can make suggestions for helping the situation. Should you have problems or concerns about your experience you first should speak to your Mentor Teacher. If you are unable to solve your problems, talk to your University Supervisor. If you are unable to reach a satisfactory solution, talk to the TE Fieldwork and Assessment Manager. If you are still unable to reach a satisfactory solution, contact the Director of Teacher Education.

E-Portfolio

At the conclusion of student teaching, you will be responsible for uploading all observation forms and assessments to your E-Portfolio.

Student Teaching Application

English Learner Authorization

All Teacher Education Program pathways at Chapman University include English learner authorization as part of Preliminary Multiple Subject, Single Subject, and Education Specialist Credential preparation. Please see table below for more information.

Table 12: English Learner Authorization

English Learner Authorization	Prepares candidates to support students' English language acquisition as well as access to academic content across the curriculum.	Coursework requirements fully integrated into the curriculum in all credential pathways.
--------------------------------------	--	--

The California Commission on Teacher Credentialing (CTC) website provides the following information on [English learner authorization](#):

“California statute requires that every teacher who provides instructional services to an English Learner be authorized to provide specialized instruction for those learners. This instruction would either 1) help the learners to understand instruction that is taught only in English, 2) help the learners develop their ability to listen, speak, read and write in English, 3) be provided in the learners' primary language as English is acquired, or 4) be taught in a language other than English for those learners in a dual immersion program. These are more commonly referred to as English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), also referred to as 'integrated' language development, and bilingual instruction.”

Student Teaching Application

What Must be Completed to Apply for Student Teaching

Teacher candidates are responsible for applying for student teaching. The application for student teaching must be completed in the semester prior to the one in which student teaching is to begin. Once completed, the candidate's application will be reviewed and approved by the Credential Specialist prior to advancement to student teaching. Additional information may be requested, and the Director of Teacher Education may attach conditions to a candidate's advancement or deny advancement to student teaching. Additionally, course instructors and faculty advisors are frequently consulted as to the readiness of the candidate to begin student teaching. Professional dispositions will also be considered as part of the readiness for student teaching.

Table 13: Student Teaching Application Requirements

MACI Pathway	MAT Pathway	SPED Pathway
Due: March 1 of Senior Year	Due: October 1	Due: October 1
Step 1: Submit student teaching application in Tevera	Step 1: Submit student teaching application in Tevera	Step 1: Submit student teaching application in Tevera
Required Documents: <ul style="list-style-type: none"> • Negative TB Test • Completed Bachelor's Degree • GPA 3.0 or above in Chapman credential courses • Basic Skills Requirement • Subject Matter Competency • Dispositional Screening (EDA) • Certificate of Clearance, Emergency Permit, or Substitute Teaching Permit • CPR 	Required Documents: <ul style="list-style-type: none"> • Negative TB Test • GPA 3.0 or above in Chapman credential courses • Basic Skills Requirement • Subject Matter Competency • Certificate of Clearance, Emergency Permit, or Substitute Teaching Permit • CPR • US Constitution • Passing score on • Reading Instruction Competency Assessment Requirement 	Required Documents: <ul style="list-style-type: none"> • Negative TB Test • Basic Skills Requirement • Subject Matter Competency • Certificate of Clearance, Emergency Permit, or Substitute Teaching Permit • CPR • US Constitution • GPA 3.0 or above in Chapman credential courses • Passing score on • Reading Instruction Competency Assessment Requirement
<ul style="list-style-type: none"> • Step 2: Your application is reviewed by the Credential Specialist to ensure all requirements for your pathway have been met. • Once your student teaching application has been approved, your Tevera site will be updated. 	<ul style="list-style-type: none"> • Step 2: Your application is reviewed by the Credential Specialist to ensure all requirements for your pathway have been met. • Once your student teaching application has been approved, your Tevera site will be updated. 	<ul style="list-style-type: none"> • Step 2: Your application is reviewed by the Credential Specialist to ensure all requirements for your pathway have been met. • Once your student teaching application has been approved, your Tevera site will be updated.
<ul style="list-style-type: none"> • Step 3: Your name and information will be sent for placement. 	<ul style="list-style-type: none"> • Step 3: Your name and information will be sent for placement. 	<ul style="list-style-type: none"> • Step 3: Your name and information will be sent for placement.

Student Teaching Application (continued)

PLACEMENT REQUESTS

The Fieldwork Manager oversees all student teaching placements. The primary goal of student teaching is to ensure each candidate has a successful student teaching experience by working in the best schools available. All placements must be made in schools that meet CTC's diversity requirements (see page 74). Candidates are not allowed to complete student teaching in TK-12 schools they attended as students. Since these placements are formal agreements between Chapman and the school district, **candidates may NOT make their own arrangements**. As part of the student teaching application, candidates may request placement at one or more districts. Candidates may not request specific school sites or Mentor Teachers. Student input concerning commuting and other logistical concerns are taken into consideration. If a candidate must be provided with accommodations (e.g., if the candidate must access the school via public transportation), the candidate should bring this to the attention of the Fieldwork Manager prior to starting the placement process. Whenever possible, teacher candidates are placed in clusters at specific school sites to form a professional learning community.

ADA accommodation - if the candidate requires ADA accommodation to perform fieldwork, they must make the Fieldwork Manager aware in writing immediately upon intake into the program and also notify the DSO so we can be sure to secure an appropriate placement.

Golden State Teacher Grantees should consider when requesting fieldwork placements their obligation to teach in California priority schools upon graduation. They should consult the publicly-available California priority school list and are advised to choose districts with a high likelihood of future employment, as fieldwork is their networking opportunity and "audition" for future employment.

Notification Of Placement

All traditional student teaching candidates will receive their placement information via email from the Fieldwork Manager approximately two weeks prior to the start of the term.

Internships

All intern student teachers (SPED, single subject only) are student teachers who are offered full-time employment by a school. Students who have been hired as an intern should make an appointment with the Director of Teacher Education, the Credential Specialist, and the Fieldwork Manager as soon as they are offered a contract by a district.

Candidates must submit a completed Verification of Employment (VOE) form to the Credential Specialist so the Internship Agreement can be processed: Generally, once a candidate is offered a contract with a district, the district wants the candidate to begin their internship immediately. Chapman University will work as expeditiously as possible to fulfill their part of this cooperative venture.

However, candidates should be aware that because of the protocols that need to be followed under state law, at times this process can take some time. Legally, Candidates cannot be enrolled in student teaching or begin teaching, until the agreement, verification of employment, and filing of the intern credential is completed.

Student Teaching Placement Policy

Student Teaching Placement Policy

Diversity of Placements

Chapman University is committed to supporting diverse learning environments. Chapman utilizes California's unduplicated pupil count list. Per requirement of the Commission on Teacher Credentialing (CTC), student teaching must be completed in a diverse school setting relative to all of the following:

1. Race, ethnicity of the students
2. Numbers of students from families below the federal poverty level, number or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio-economic income ranges
3. Languages spoken by the students, including English learners
4. The inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e., Student Study Team (SST) and Individualized Education Program (IEP) processes

Additionally, all placements are made in schools/districts with which Chapman University has an executed fieldwork agreement on file. The conditions and requirements of each fieldwork partner are outlined in this agreement with the University. For all of these reasons, the determination of where a Chapman candidate will be placed for fieldwork is at the sole discretion of the program. Chapman candidates must be prepared to accept placements where available and should not engage in conversations on their own with any school/district regarding potential student teaching/ teaching residency placements.

General Education Placements

Student teaching assignments are made in public schools. Student teaching in a special education classroom is not acceptable for the Preliminary Multiple or Single Subject Credential. Student teaching in a continuation school, ROP Program, or a court school may be considered for the Preliminary Multiple or Single Subject Credential.

Determination of appropriateness will be made by the Fieldwork Manager.

Transportation to/from the School Site

Transportation to and from fieldwork placements is at the expense of the candidate throughout the entirety of the program.

Candidates who rely on public transportation must note this on their fieldwork applications. Every effort will be made to accommodate those who rely on public transportation with fieldwork sites within reasonable walking distance of bus/train stops; however, determination of available placement sites is completely at the discretion of the school districts.

Changes In Placement

In the case of a health emergency, the school setting in which you are placed may be altered at any time during the academic year and student teaching may be finished in a hybrid or fully online model.

The candidate will mimic the setting of the Mentor Teacher, including attending an empty classroom alongside the MT if the TK-12 students remain in a distance learning setting.

CTC requires that all candidates be supervised by a qualified Mentor Teacher throughout the student teaching experience. If a Mentor Teacher will be out of the classroom for illness, leave, etc. for more than five (MACI) or four (MAT, SPED) days during the term, the candidate will be moved to a new placement for the remainder of the term.

Enrolling in Student Teaching

Enrolling in Student Teaching

Once candidates have completed all required coursework and completed all educator credential requirements, they will need to enroll in student teaching. All candidates will need to enroll in the following student teaching depending on your credential pathway.

MAT: Spring TCHR 582 (Multiple Subject) or TCHR 583 (Single Subject)

MACI: Fall TCHR 582 (Multiple Subject) or TCHR 583 (Single Subject)

Interterm TCHR 582 (Multiple Subject) or TCHR 583

(Single Subject) Spring TCHR 590 & 592 (MMSN)

SPED: Spring TCHR 590 (MMSN I) & TCHR 592 (MMSN II) or TCHR 591 (ESN I) & TCHR 593 (ESN II)

Spring TCHR 582 (Multiple Subject) or TCHR 591 (ESN I) or TCHR 593 (ESN II)

Below are the steps to enrolling in student teaching:

1. Complete all student teaching requirements
2. Submit the Student Teaching Application in your **Tevera** account.
3. (due October 1 for Spring student teaching; due March 1 for Fall student teaching)
4. Once the candidate's program evaluation has been reviewed and approved by the Credential Analyst, the Field- work Manager will issue a permission number.
5. Once you receive your permission number, please enroll in the correct course (see above) for your credential pathway.
 - For Interterm and Spring, candidates register for the course in November.
 - For Summer, candidates register in April.
 - For Fall, candidates register in June.

What Candidates Need to Know Before They Start Student Teaching

Getting Prepared for Student Teaching

Getting Prepared for Student Teaching

An important attitude to cultivate as you embark on this adventure is one which Gilligan (1982) refers to as the “ethic of caring.” The “ethic of caring” is an attitude that requires responsible behavior. Your student teaching experiences should “evolve around caring about instruction, the curriculum, student learning, and the needs of individuals in the classroom” (Rogers & Webb, 1991, p. 174).

Caring teachers are sensitive to children’s needs and interests and make decisions about children and their educational needs based on what Holt calls “loving the student as learner” (1970, p. 66). The ethic of caring emphasizes responsibilities and relationships rather than rights and rules. As you enter these new experiences, try to perceive each child as the “apple of someone’s eye.” Each child is precious, each child needs to be nurtured, cared for, and given the best opportunity possible to develop their potential.

Self-check

Before starting your student teaching, please consider the following:

1. Your attitude about voice, diversity, equity, and social justice needs to be clear. You must be willing to work with a variety of students. You must believe all TK-12 students can learn and succeed.
2. Your subject matter knowledge, use of California content standards, and lesson planning skills need to be honed to perfection. Each time your University Supervisor visits, you will be asked to provide a **written lesson plan** for the teaching you are doing during their visit. The format for the plan will vary depending upon the type of lesson you are conducting; however, the plan must specify:
 - Why* you have chosen to do this particular lesson
 - What* you expect the children to learn (the learning objectives based on the standards)
 - How* you plan to conduct the lesson
 - Where* you will be during this lesson
 - An evaluation/assessment component which examines whether or not the learning objectives were met.
3. Review of various models of teaching (e.g., direct instruction, concept attainment, generative strategies) and classroom organizational strategies (e.g., cooperative learning, team teaching, cross-age tutoring, contracts) as well as curricular integration techniques such as thematic units and projects.
4. You are encouraged to work with a variety of teaching/learning activities, materials, and grouping modes.
5. An effective classroom management plan needs to be established. Whatever systems you use, it needs to employ positive behavioral support strategies. It needs to encourage/teach appropriate/new behaviors. Building meaningful, caring, and trusting relationships with students, and utilizing age appropriate, engaging, and relevant teaching and learning strategies encourages positive behavior in a classroom.

Student Teacher's Documentation Requirements

Student Teacher's Documents Requirements

Teacher candidates submit the following via the means indicated:

1. Permission slips: These forms are required to ensure parents give permission for their children to participate in your TPA. Due before students are video-recorded for University Supervisor observations and/or CalTPA. **TEVERA**
2. [Mentor Teacher Feedback Survey](#): This is the form that student teachers complete providing feedback to Chapman about their experience working with their mentor teacher. **TEVERA**
3. [University Supervisor Feedback Survey](#). This is the form that student teachers complete providing feedback to Chapman about their experience working with their University Supervisor. **TEVERA**
4. [Individualized Development Plan \(IDP\) form](#): The (IDP) should be a co-construction of student teachers and their resource team. The IDP is embedded within student teaching portion of the teacher education program(s) and due at the end of student teaching. The IDP is used to inform the development of the initial Induction Learning Plan (ILP) as outlined and required in Preliminary Credential Program Standard 6¹. Please [click here](#) to see what the IDP looks like. **TEVERA**
5. Mentor teacher approved student teaching hours (via Tevera): As described on page 49 all student teachers are required to track hours via Tevera and have those hours approved by their mentor teacher on a weekly basis. **TEVERA**
6. [Summative E-Portfolio MMSN](#) or ESN. This e-portfolio contains teacher candidate's evidence of to document your mastery of each Teacher Performance Expectations as well as provide you with a professional tool to use for future professional growth. **SUBMIT AT EXIT INTERVIEW**
7. **Program Feedback Survey**: Provide feedback on your Chapman Teacher Ed experience

University Supervisors submit the following:

1. Student Teaching Observation Report: [General Education](#), [MMSN](#), and [ESN](#) candidates receive written formative feedback from their University Supervisors on their progress toward the TPEs. **GOREACT**
2. Student Teaching Evaluation Report - Formative: US provides formative feedback to [Gen Ed](#), [MMSN](#), or [ESN](#) candidate on their progress toward the TPEs. **TEVERA**
3. Student Teaching Evaluation Report - Summative: US provides summative feedback to [Gen Ed](#), [MMSN](#), or [ESN](#) candidate on their progress toward the TPEs. **TEVERA**
4. **Education Disposition Assessment**: Formative and Summative feedback for Gen ED, MMSN, or ESN

Mentor Teachers submit the following via the means indicated:

1. Informal check-ins. MTs provide updates on how candidates twice during the term. **TBA**
2. Formative TPE Evaluation: MTs provide formative feedback to candidates on their progress toward meeting the TPEs. **TEVERA**
3. Summative TPE Evaluation: MTs provide summative feedback to candidates on their progress toward meeting the TPEs. **TEVERA**
4. **Education Disposition Assessment**: Formative and Summative feedback for Gen ED, MMSN, or ESN.

¹*Induction Individual Development Plan* Before exiting the preliminary program, candidates, district-employed supervisors, and program supervisors collaborate on an individual development plan (IDP) consisting of recommendations for professional development and growth in the candidate's clear program. The plan is a portable document archived by the preliminary program and provided to the candidate for transmission to the clear/induction program.

Student Teacher Roles & Responsibilities

Student Teacher Roles & Responsibilities

As a student teacher, you must be aware that professional responsibility is fulfilled in terms of tasks accomplished, not hours spent. The Teaching Performance Expectations (TPEs) should guide your application of teaching throughout your student teaching. You must be prepared to spend as much time as is necessary to complete your tasks.

Successful completion of the student teaching assignment must be your first priority. These responsibilities may include attending parent conferences, Back to School Night, Open House, school events, outdoor education, parent-teacher conferences, etc. In addition to the criteria upon which the student teacher will be evaluated, there are many items of information that will facilitate a successful, realistic, and complete student teaching experience. Please read the following:

Student teachers...

- Communicate their ability and willingness to work with all students and the firm belief that all students can learn and succeed; the candidate assists each student to become a confident and independent learner.
- Assist the Mentor Teacher in preparing materials, identifying students' needs, and evaluating students' work. The candidate should carefully observe and prepare to assume all aspects of the responsibilities performed by the Mentor Teacher including duties such as yard/bus duty, committee participation, IEPs (as appropriate and with the proper permission), etc.
- Schedule regular weekly conferences with the Mentor Teacher (or district support provider if you are an intern). The schedule should be determined early in the assignment.
- Submit instructional plans to the Mentor Teacher. The plans should be formulated in advance to allow for suggestions or revisions.
- Assume a major teaching role as soon as the student teacher is ready to do so.
- Practice various models of teaching (e.g., direct instruction, cognitive development, cooperative learning, generative strategies) and all classroom organizational strategies (e.g., team teaching, cross-age tutoring, contract).
- Arrive at school 30 minutes before start of the day and 30 minutes afterwards.
- Work with a variety of teaching/learning activities, materials, and grouping modes. The student teacher is also expected to use the various resources at the school, e.g., Title I, special education, media center, bilingual materials.
- Attend to individual students and their needs, seeks to understand students, develops strategies to provide for individual difference including gender, development, culture, race, special needs, and celebrates diversity.
- Develop skills in dealing with behavioral diversity and creates a respectful classroom environment that values each individual's experiences, voice, and contribution. The student teacher develops rapport with students and creates a classroom environment that promotes respect.
- Apply appropriate assessment methods in evaluating the students.
- Engage in self-review and reflection, seeks suggestions for improvement from the Mentor Teacher and student teaching University Supervisor, accepts constructive criticism gracefully, and implements suggestions.
- Cooperate with faculty members and participates in faculty meetings, parent conferences, staff development, Back to School Night, Open House, field trips and other school functions.

Student Teaching Tips

Student Teaching Tips

Student teaching is an activity that will take a great deal of time and energy. Your responsibilities as a teacher are fulfilled when tasks are accomplished, not when the bell rings. Please consider the following:

1. Professional responsibility is fulfilled in terms of tasks accomplished, not in terms of hours spent at school. You need to spend as much time as necessary to complete tasks that accompany your teaching responsibilities. Your student teaching assignment must be your first priority.
2. In the first few weeks, try to make extensive observations of other classrooms in the school to see a variety of teaching styles, grade levels, classroom management techniques, instructional methods, and evaluation approaches.
3. During the observation before you take major responsibility for the class, assist your Mentor Teacher in preparing materials, identifying student needs, and evaluating students' work. You should also observe and prepare to assume the responsibilities performed by your Mentor Teacher including yard duty and supervision.
4. You are expected to request a regular time for daily and/or weekly conferences with your Mentor Teacher: the schedule should be agreed upon early in the assignment.
5. Throughout your assignment, you will be devoting attention to individual pupils and their needs as you develop strategies to address individual differences. You can use this diversity and the breadth of your students' experiences to stimulate student interest and motivation.
6. You will want to develop skills in classroom management. You will have students with a wide range of behaviors and you will need to channel those behaviors into appropriate ones. This can be done by creating a respectful classroom environment that values each individual's experiences, voice, and contribution. You should develop good rapport with your students as you create a classroom environment that promotes mutual respect.
7. Effective communication is extremely important in human relationships and classrooms are no exception. You will want to strive for clarity in communication.
8. Remember the importance of assessing learning in a real-life context and evaluate the progress of individual students toward clear and reasonable learning goals in an authentic manner.
9. Helping students become critical thinkers is important. You need to facilitate the integration of new learning with prior learning, the evaluation of information, analytical thinking, and the reaching of sound conclusions.
10. An attribute of excellent teachers is to be reflective. To be a reflective practitioner, you must engage in self-review and reflection. Seek suggestions for improvement, accept constructive criticism gracefully, and attempt to implement their suggestions.
11. As a student teacher, you are considered an ex-officio faculty member and as such you have the opportunity (and obligation) to participate in faculty meetings, parent conferences, staff development, back to school night, field trips, and after school activities and events.
12. Parents play a very important role in the education of their children. As a student teacher, you should consider participating in parent conferences, home visits, PTA meetings, newsletters, journals, and phone conferences.
13. Do not forget student information is confidential information and must not be discussed without authorization.

COVID Vaccination Statement

COVID Vaccination Statement

Please visit [this page](#) of the Chapman University CU SafelyBack website for updated information on Resources for COVID-19 Vaccinations. **Please be sure to enter your COVID vaccination information as soon as you are fully vaccinated (currently voluntary).** The link to Chapman's COVID-19 Vaccine Registration form can be found at [Covid 19 Vaccine Registration or Vaccine Declination](#).

Each fieldwork site (school, school district, community or clinical setting) determines its own placement eligibility criteria related to the types of health documentation that are required for Chapman students completing fieldwork at their site. This documentation may include, but is not limited to, proof of negative TB test and immunizations, including the COVID-19 vaccine.

While Chapman University, as of the date of distribution of this document, will permit individuals to file a personal declination for the COVID-19 vaccine, students who are required to participate in clinical, education or other fieldwork placement as part of their academic program must understand that sites that allow unvaccinated individuals may not be available and without completing the clinical or fieldwork placements, students may not be able to complete their program or may be delayed in completing their program or licensure/credential requirements.

Please note that all candidates must have a daily CLEAR message from Chapman University to access TK-12 school sites for fieldwork and student teaching/teaching residency.

Student Organizations

Student Organization

Student CTA

Student California Teachers Association (SCTA) is for anyone aspiring to be a teacher, school librarian, social worker, psychologist, school nurse, or college faculty member. Student CTA serves as the collective voice for aspiring educators and advocates for what we believe to be fair and just, not only for ourselves, but for our future students. The mission is guided by our four core values - *teacher quality, community outreach, diversity, and advocacy*. You may learn more at [SCTA](#).

What Candidates Need to Know When They are on Site

Introduction to Student Teaching

Introduction To Student Teaching

Student teaching is often considered the highlight of the Teacher Education Program. This is the time that the candidates have the opportunity to bring together their knowledge and skills from coursework to practice under the guidance of an expert educator. This time will be spent building your teaching practices in a whole class setting. Teacher candidates are guests of the school in which they are placed.

In the next sections, we explain

- ways to familiarize yourself with the school
- a timeline of recommended activities
- a co-teaching model
- required co-teaching hours
- student teaching schedule and time commitment

Becoming Familiar with the TK-12 School

Becoming Familiar with the TK-12 School

Although you have spent many years in schools, you may not be familiar with the support resources available in schools. Talk to your Mentor Teacher and University Supervisor about these resources. They can introduce you to appropriate personnel and acquaint you with various procedures and let you know what materials are available. The school may have a handbook for students and for teachers.

You also need to meet the following personnel:

1. Principal
2. Assistant principal (who is often responsible for discipline)
3. Office staff
4. Adaptive physical education specialist
5. Custodians
6. General and special education teachers
7. Librarian, or library clerk
8. Occupational therapist
9. Orientation and mobility specialist
10. Physical therapist
11. School counselor(s)
12. School nurse or nurse's aide
13. School psychologist
14. Speech therapist

In addition, you need to investigate:

1. The media center
2. Resources for English Language Learners
3. Bilingual materials
4. Curriculum guides
5. Back to School Night (BTSN)/Open House
6. Parent/teacher conferences
7. Faculty meetings
8. Procedures for conducting field trips
9. Grade level expectations
10. Child/study procedures
11. RTI procedures
12. District/school/grade level rubrics
13. Video recording protocol
14. School activities (before and after school)

Detailed Timeline of Recommended Activities

Detailed Timeline of Recommended Activities

The following is a more detailed timeline of recommended activities for the transition to teaching residency/student teaching. The timeline should be completed in consultation with the Mentor Teacher.

First Week

Observing:

- Observe the Mentor Teacher teaching a lesson. Have a conference prior to the lesson to focus the observation.

Managing:

- Identify students by name
- Learn daily schedules
- Become familiar with the school building
- Discuss with Mentor Teacher the rules and regulations of the classroom
- Maintain classroom rules while working with students
- Manage several class routines such as taking attendance, making school announcements, and dismissing class
- Meet the other teachers, attend meetings, introduce yourself to other school staff (e.g., custodian, office administrators, instructional assistants, food staff)
- Plan for the second week with your Mentor Teacher

Second Week

Managing:

- Continue managing classroom routines
 - » Maintain classroom rules while teaching
 - » Assist Mentor Teacher in planning lessons for class activities
- Plan lessons for one class period with guidance of Mentor Teacher
 - » Plan small group lessons for one or two periods
 - » Learn to use equipment and materials
 - » Prepare materials needed for instruction
- Assist Mentor Teacher
- Teach individual students
 - » Teach one or two small groups or whole class
- Assist Mentor Teacher in grading and analyzing student work
- Grade and analyze student work for lessons taught

Third and Fourth Weeks

Managing:

- Maintain classroom rules while teaching
- Manage most classroom routines
- Develop long range plans for the remainder of the assignment and discuss with your Mentor Teacher and University Supervisor

Detailed Timeline of Recommended Activities (continued)

Lessons:

- Plan lessons for entire class activity
 - » Submit detailed lesson plans to the Mentor Teacher and University Supervisor

Preparing:

- Prepare a bulletin board to correspond with relevant activity
 - » Prepare materials for small group and whole class lessons
- Teach several lessons to the entire class
 - » Teach small groups
- Evaluate students on their work and provide feedback
- Discuss formative evaluation with Mentor Teacher and sign off

Fifth and Sixth Weeks

- Observing and Preparing to Teach:
 - » Continue observing the Mentor Teacher
- This may vary according to the individual, but you should be planning for and actively teaching for at least half of the day. The Mentor Teacher should be gradually releasing responsibility of the class instruction and management to you. You should have well developed plans that have been submitted in advance to the Mentor Teacher.

Seventh through 16th Weeks (or 20 Weeks Interterm/Summer for MACI)

- You should have the experience of being the teacher for at least five full weeks. The Mentor Teacher should allow you to plan and teach the entire day (a minimum of three periods for single subject candidates). You should discuss your plans with your Mentor Teacher before you assume full responsibility.

Co-Teaching Model

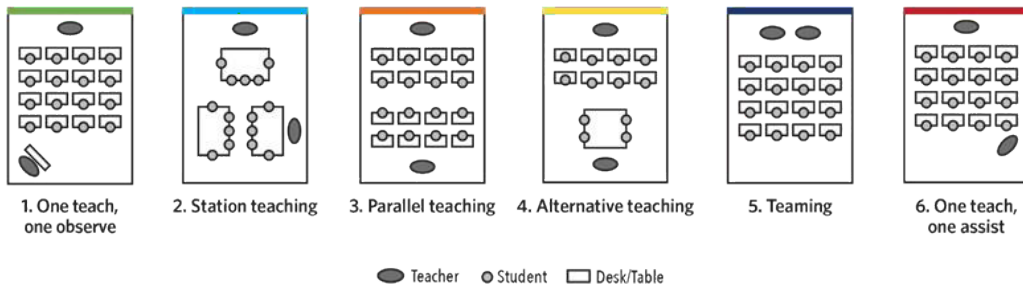
Co-Teaching Model

The co-teaching model can be used during student teaching/teaching residency to provide effective learning experiences for you and your TK-12 students. The chart below lists the six co-teaching strategies and the diagram what each configuration looks like in a classroom. For a concise explanation of the six co-teaching strategies, see [Friend, Cook, Hurley-Chambelain, & Shamberger \(2010\)](#).

Table 12: Co-Teaching Strategies

Co-teaching Strategies		
<p>One teach, one observe</p> <ul style="list-style-type: none"> • MT teaches whole class, candidate gathers information • Candidate teaches whole class, MT gathers information <p>One teach, one assist</p> <ul style="list-style-type: none"> • MT leads instruction while candidate circulates among students offering assistance • Candidate leads instruction while MT circulates among students offering assistance 	<p>Station teaching</p> <ul style="list-style-type: none"> • Students rotate through at least three stations: MT and candidate provide instruction at one station each while other students work independently at the other station(s) <p>Alternative teaching</p> <ul style="list-style-type: none"> • MT works with most students while candidate works with a small group • Candidate works with most students while MT works with a small group 	<p>Parallel teaching</p> <ul style="list-style-type: none"> • MT and candidate provide instruction to half of the class each at the same time and with the same materials <p>Team teaching</p> <ul style="list-style-type: none"> • MT and candidate teach the whole class, equally dividing the teaching and assessment responsibilities

Figure 12: Co-Teaching Diagrams



Recommended & Required Co-Teaching or Solo Teaching Hours

Recommended & Required Co-Teaching or Solo Teaching Hours

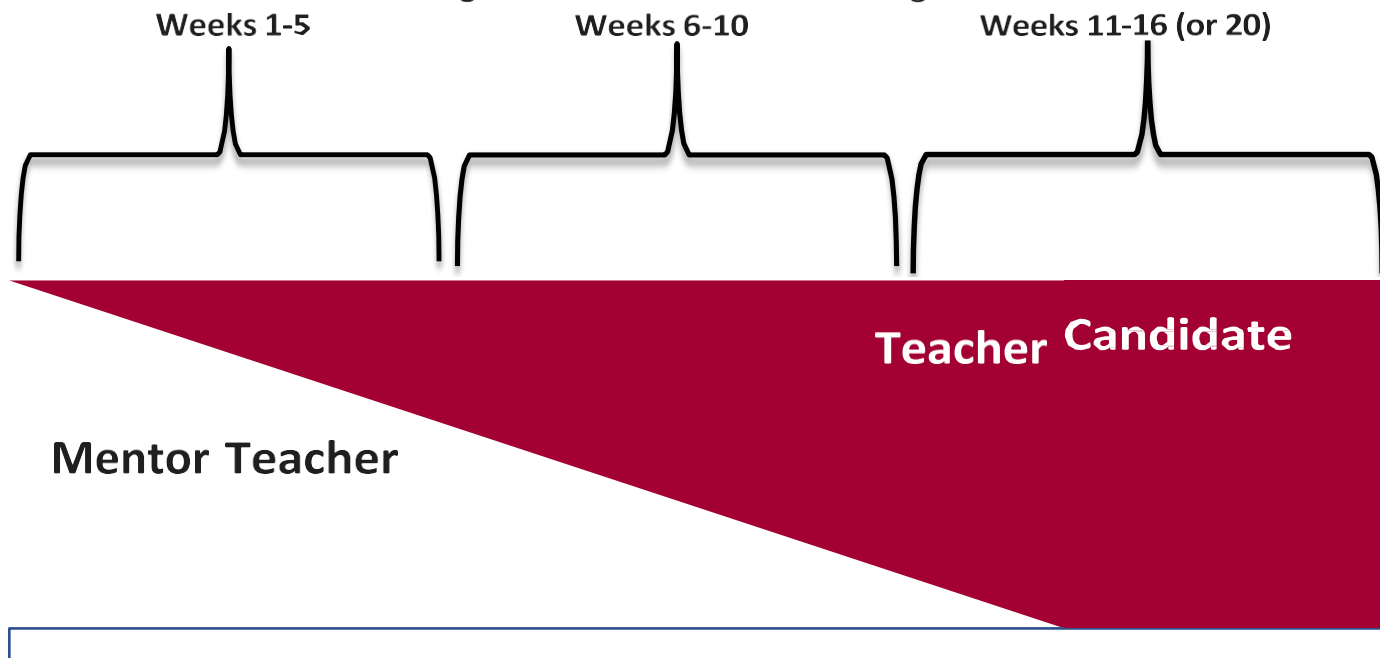
The diagram below represents the transition of instructional leadership from the Mentor Teacher to the Teacher Candidate during the 16-week student teaching or 20-week teaching residency experience. As can be seen from the diagram, primary responsibility for teaching and learning shifts from the Mentor Teacher to the Teacher Candidate as the term/rotation progresses, culminating with a minimum of five (5) weeks of solo teaching. The white bar at the bottom of the diagram represents the continued Mentor Teacher’s presence and support during solo teaching. Recognizing that each candidate has an individual progression, the recommended number of hours of co-teaching or weeks of solo teaching are listed below, with required hours and weeks noted in parentheses.

Table 13: Recommended Co-Teaching or Solo Teaching Hours

	Weeks 1-5	Weeks 6-10	Weeks 11-16 (or 20)
Co-Teaching	20 hours per week recommended (15 hours/week required)	20 hours per week recommended (15 hours/week required)	6-10 weeks recommended with candidate as lead teacher (5 weeks required)
Planning, grading/analyzing student work, BTSN, grade/department meetings, etc.	20 hours per week recommended	20 hours per week recommended	6-10 weeks recommended with candidate as lead in planning, grading/analyzing student work (5 weeks required)
Solo teaching			6-10 weeks recommended (5 weeks required)

Recommended & Required Co-Teaching or Solo Teaching Hours

Figure 13: Gradual Induction Diagram



Schedule & Time Commitment

Schedule & Time Commitment

Teacher candidates will adhere to the school district's calendar during student teaching. The teacher candidate should create and maintain a consistent attendance schedule agreed upon and approved by both the Mentor Teacher and University Supervisor. Any changes in the schedule must be made with the consent of all parties.

- In case of absence or tardiness, due to illness or emergencies, the teacher candidate must inform both the Mentor Teacher and University Supervisor as far ahead of time as possible.
- The teacher candidate should share the school calendar and classroom schedule with the University Supervisor.
- The teacher candidate is expected to spend considerable time in planning and preparation and in acquainting themselves with the school community and its resources.
- Candidates must report to and remain at the school for the same contractual hours as the Mentor Teacher. Moreover, the teacher candidate is expected to arrive 30 minutes before the start of the school days for early planning and preparation and remain for 30 minutes after the school day in accordance with the Mentor Teacher's preference.
- Candidates should expect to spend an additional two hours outside of the school day on planning, grading student work and/or preparing materials.

Absence Policy

University Attendance Policy: Please read the University policy regarding attendance on [this page](#).

Teaching residency/student teaching is considered a full-day job. Teacher candidates are required to be punctual and consistent in their attendance at the TK-12 school site. In case of an unavoidable absence due to illness or emergency, the candidate must inform the Mentor Teacher — before school begins — and the University Supervisor. The candidate must take all instructional plans and materials to the school if needed. Time logs will be reviewed by the Fieldwork and Assessment Manager at the end of the semester to ensure all candidates meet the attendance requirements as well as CTC's minimum number of fieldwork hours required for each preliminary credential.

Maximum Number of Absences

- MAT: **Three absences** are allowed per term for fall Early Fieldwork and spring student teaching.
- SPED: **Three absences** are allowed per term. Should your absences exceed three days per term or 6 days within the entire school year, your assignment will be extended.
- MACI: Teaching residency rotations are Fall/Interterm and Spring/Summer. **Four absences** are allowed per rotation. Should your absences exceed four days per rotation or 8 days within the entire school year, your assignment will be extended.

Excessive (more than listed), prolonged absences, or multiple late arrivals to the school site may likely result in the candidate not receiving credit for the Early Fieldwork or student teaching course.

In the situation that a candidate is required (for documented health reasons) to miss school days beyond those allowed by the program, candidates are to notify the Fieldwork Manager immediately. The University will review the situation and determine next steps.

Student Teaching Interns

Students doing their student teaching while on an internship credential must follow school procedures for reporting absences. Interns should follow the absence requirements to the expectations of the school site administrator.

Continuity in Student Teaching

Once the candidate has begun a student teaching assignment, they will be expected to complete it. Changes of assignment are not made except under unforeseeable circumstances (e.g., COVID, MT illness) or extreme cases of incompatibility, as determined by the district, principal, Mentor Teacher, Chapman University Supervisor, candidate, and members of the Attallah College of Educational Studies leadership team.

If difficulties arise, it is important you attempt to solve those differences with the person closest to the situation. For example, if you have a conflict with your Mentor Teacher, first talk to your Mentor Teacher. If that does not solve the problem, then talk to your University Supervisor. The University Supervisor may then talk to the Mentor Teacher separately or in a joint meeting with you. If you still feel a satisfactory resolution has not been reached, you can talk to the Fieldwork and Assessment Manager and/or the Director of Teacher Education. In the event you experience serious problems within your student teaching placement, you may be asked, in collaboration with your Mentor Teacher and/or University Supervisor, to devise and implement an action plan for improving the situation. Your plan will then be monitored by the University Supervisor. Support plans may include potential extension of the student teaching assignment past the end date for your pathway or repeating of student teaching in the next available term.

Professional Dress for Teacher Candidates

Professional Dress for Teacher Candidates

Teacher candidates are expected to dress professionally for fieldwork and student teaching. It is important for candidates to set a desirable example for TK-12 students in their appearance and grooming. Candidates also interact frequently in professional settings with parents/guardians, school and district administrators, colleagues on campus, and other teachers. Teacher candidates are role models at school and in the community. Thus, fieldwork and student teaching may be thought of as both a job and as a daily job interview. In fact, when asked about a professional dress among teacher candidates, one school district recommended, “Dress as if you want to be hired.”

Candidates are recommended to align their appearance and grooming with district guidelines and the culture of the school site they are assigned to. Jeans without holes and “spirit wear” such as school t-shirts and university sweatshirts may be appropriate at some sites, especially on Fridays and designated “spirit days.” When in doubt, please ask your school site administrator what is expected in terms of professional dress and appearance. It is also a good idea to ask to see the dress and grooming guidelines for the district.

Collared shirts, blouses, and khaki or chino pants are considered appropriate. When wearing a dress or skirt it is important to keep in mind appropriate length, especially in classrooms where students sit on the carpet. Clothing should fit properly and not be too tight or revealing. Undergarments should not be visible and shirt lengths must cover the stomach and back. It is important to wear comfortable, well-fitting, close-toed shoes because you will be on your feet all day. Flip flops are not appropriate. Sweatpants, yoga pants, shorts, and spaghetti straps are also not appropriate.

**California Standards for the Teaching Profession, Teaching Performance Expectations,
& CalTPA**

California Standards for the Teaching Profession (CSTP)

California Standards for the Teaching Profession (CSTP)

<p>11 Using knowledge of students to engage them in learning</p> <p>12 Connecting learning to students' prior knowledge, background, life experiences, and interests</p> <p>13 Connecting subject matter to meaningful, real-life contexts</p> <p>14 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p>15 Promoting critical thinking through inquiry, problem solving, and reflection</p> <p>16 Monitoring student learning and adjusting instruction while teaching</p>	<p>21 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p>22 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p>23 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.</p> <p>24 Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p>25 Developing, communicating, and maintaining high standards for individual and group behavior</p> <p>26 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p>27 Using instructional time to optimize learning</p>
<p>31 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p>32 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p>33 Organizing curriculum to facilitate student understanding of the subject matter</p> <p>34 Utilizing instructional strategies that are appropriate to the subject matter</p> <p>35 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p>36 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p>41 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p>42 Establishing and articulating goals for student learning</p> <p>43 Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p>44 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p>45 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<p>51 Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p>52 Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p>53 Reviewing data, both individually and with colleagues, to monitor student learning</p> <p>54 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p>55 Involving all students in self-assessment, goal setting, and monitoring progress</p> <p>56 Using available technologies to assist in assessment analysis, and communication of student learning</p> <p>57 Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p>61 Reflecting on teaching practice in support of student learning</p> <p>62 Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p>63 Collaborating with colleagues and the border professional community to support teacher and student learning</p> <p>64 Working with families to support student learning</p> <p>65 Engaging local communities in support of the instructional program</p> <p>66 Managing professional responsibilities to maintain motivation and commitment to all students</p> <p>67 Demonstrating professional responsibility, integrity, and ethical conduct</p>

Multiple & Single Subject Teaching Performance Expectations (TPEs)

Multiple & Single Subject Teaching Performance Expectations (TPEs)

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) ADOPTED JUNE 2016

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. The full document can be accessed at [California Teaching Performance Expectations](#).

TPE 1: Engaging and Supporting All Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi- Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all student
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: (a) appropriate use of instructional technology, including assistive technology; (b) applying principles of UDL and MTSS; (c) use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; (d) appropriate modifications for students with disabilities in the general education classroom; (e) opportunities for students to support each other in learning; and (f) use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

TPE Domain 7: Effective Literacy Instruction for All Students

7.1 Plan and implement evidence-based literacy^{1,2} instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning

Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies, 4 inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.⁵

7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 Foundational Skills.⁶ Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions,

including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Education Specialist MMSN

Teaching Performance Expectations (TPEs)

Education Specialist MMSN Teaching Performance Expectations (TPEs)

PUBLISHED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) FEBRUARY 2020

Each domain of the Mild to Moderate Support Needs TPEs begins with the Universal TPEs (U) followed by the program specific Mild to Moderate Support Needs TPEs (MM). Candidates in the preliminary program will need to meet both the Universal and Mild to Moderate Support Needs TPEs prior to being recommended for a credential.

TPE 1: Engaging and Supporting All Students in Learning

MMSN Candidates will:

- U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- U1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
- MM1.1 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
- MM1.2 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
- MM1.3 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
- MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
- MM1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.
- MM1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.
- MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

Education Specialist MMSN TPEs (continued)

TPE 2: Creating and Maintaining Effective Environments for Student Learning

MMSN Candidates will:

- U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
- MM2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.
- MM2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.
- MM2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
- MM2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- MM2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
- MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
- MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- MM2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- MM2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
- MM2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
- MM2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

Education Specialist MMSN TPEs (continued)

TPE 3: Understanding and Organizing Subject Matter for Student Learning

MMSN Candidates will:

- U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
- U3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- U3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
- MM3.1 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).
- MM3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.
- MM3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

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

MMSN Candidates will:

- U4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- U4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - » appropriate use of instructional technology, including assistive technology.
 - » applying principles of UDL and MTSS.
 - » use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
 - » appropriate modifications for students with disabilities in the general education classroom.
 - » opportunities for students to support each other in learning; and
 - » use of community resources and services as applicable.
- Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- U4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- MM4.1 Demonstrate the ability to use assistive technology, augmentative and alternative communication (AAC) including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
- MM4.2 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
- MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

Education Specialist MMSN TPEs (continued)

- MM4.4 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.
- MM4.5 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).
- MM4.6 Coordinate, collaborate, co-teach, and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.
- MM4.7 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

MMSN Candidates will:

- U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
- MM5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
- MM5.2 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
- MM5.3 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
- MM5.4 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
- MM5.5 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
- MM5.6 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

Education Specialist MMSN TPEs (continued)

• TPE 6: Developing as a Professional Educator

- MMSN Candidates will:
- U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
- MM6.1 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
- MM6.2 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
- MM6.3 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment and education in the lives of individuals with disabilities.
- MM6.4 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
- MM6.5 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
- MM6.6 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.
- MM 7.1 Apply the knowledge of students' assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction; formulate and implement individualized intervention for students in need of Tier 3 intensive intervention; and frequently monitor students' progress in literacy development.
- MM 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, reading specialists, speech-language therapists, school psychologists, other professionals) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
- MM 7.3 Collaborate with other service providers (e.g., general education teachers, speechlanguage therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or nonclassroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
- MM 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).
- MM 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

Education Specialist ESN Teaching Performance Expectations (TPEs)

Education Specialist ESN Teaching Performance Expectations (TPEs)

PUBLISHED BY THE CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC) FEBRUARY 2020

Each domain of the Extensive Support Needs TPEs begins with the Universal TPEs (U) followed by the program specific Extensive Support Needs TPEs (EX). Candidates in the preliminary program will need to meet both the Universal and Extensive Support Needs TPEs prior to being recommended for a credential.

TPE 1: Engaging and Supporting All Students in Learning

ESN Candidates will:

- U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- U1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
- EX1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.
- EX1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.
- EX1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.
- EX1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.
- EX1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.
- EX1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
- EX1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
- EX1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
- EX1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
- EX1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.
- EX1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

Education Specialist ESN TPEs (continued)

TPE 2: Creating and Maintaining Effective Environments for Student Learning

ESN Candidates will:

- U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
- EX2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.
- EX2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
- EX2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.
- EX2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- EX2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.
- EX2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.
- EX2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
- EX2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
- EX 2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
- EX 2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- EX 2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- EX2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
- EX2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
- EX2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

Education Specialist ESN TPEs (continued)

TPE 3: Understanding and Organizing Subject Matter for Student Learning

ESN Candidates will:

- U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
- U3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- U3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.
- EX3.1 Demonstrate a depth of knowledge and skills, including the use of assistive technology, in the teaching of strategies for early literacy skills, reading, writing, math, and science, that ultimately enable students with extensive support needs to access the academic core curriculum.
- EX3.2 Identify and utilize curricula and evidence-based instructional strategies that meet the diverse learning characteristics of students with extensive support needs across an array of environments and activities.
- EX3.3 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).
- EX3.4 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.
- EX3.5 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

Education Specialist ESN TPEs (continued)

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

ESN Candidates will:

- U4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- U4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - » appropriate use of instructional technology, including assistive technology.
 - » applying principles of UDL and MTSS.
 - » use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
 - » appropriate modifications for students with disabilities in the general education classroom.
 - » opportunities for students to support each other in learning; and
 - » use of community resources and services as applicable.
- U4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- U4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- EX4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.
- EX4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.
- EX4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
- EX4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.
- EX4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.
- EX4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).
- EX4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.
- EX4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

Education Specialist ESN TPEs (continued)

TPE 5: Assessing Student Learning

ESN Candidates will:

- U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
- EX5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.
- EX5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.
- EX5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
- EX5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
- EX5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
- EX5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
- EX5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

Education Specialist ESN TPEs (continued)

TPE 6: Developing as a Professional Educator

ESN Candidates will:

- U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
 - U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
 - U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
 - U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
 - U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
 - U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
 - U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
 - EX6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.
 - EX6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.
 - EX6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
 - EX6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.
 - EX6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
 - EX6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
 - EX6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.
- EX 7.1 Apply the knowledge of student's assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students' progress in literacy development.
- EX 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
- EX 7.3 Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
- EX 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).
- EX 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.
- EX 7.6 Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.
- EX 7.7 Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

California Teaching Performance Assessment (CalTPA)

California Teaching Performance Assessment (CalTPA)

The Teaching Performance Assessment (TPA) is required by the State of California Commission on Teacher Credentialing (CTC) for candidates seeking a **preliminary Multiple- or Single-Subject or Education Specialist** teaching credential. At Chapman University, candidates complete the California Teaching Performance Assessment (CalTPA), which includes two instructional cycles.

California law mandates that to earn a preliminary credential ALL teacher candidates must pass the TPA¹. The CalTPA is a performance assessment that requires candidates to complete two cycles of assessment and teaching. Information regarding CalTPAs is provided during an orientation and over workshops and online resources throughout the program.

All Teacher Education candidates will enroll in TCHR 550: Evaluating Teaching Performance Expectations during the fall semester of the academic year that they complete student teaching. TCHR 550 is a pass/no-pass course can only be passed by earning a passing score on both cycles the CalTPA. Additionally, students may not apply for degree conferral until TCHR 550 has been passed. Once students are enrolled in this course, they will be allotted 1 voucher code per cycle of the CalTPA (2 cycles required). Students have 12 months from the date of enrollment in TCHR 550 to earn a passing score.

CalTPA Secondary Passing Standards Information

To allow teacher preparation programs to recommend candidates who have met all other credential requirements and demonstrated competence across all Teaching Performance Expectations (TPEs) but scored just below the standard error of measurement (SEM) the Commission-adopted passing standard on their CalTPA to be recommended for a credential, the California Commission on Teacher Credentialing (CTC) has approved a “Secondary Passing Standard”. This policy is based on Education Code §44320.2(e)(2).

Minimum Requirements:

1. The candidate must have scored within -1.0 (negative 1.0) SEM* of the Commission-approved passing standard for that CalTPA and must have no more than one score of 1 on any TPE on the CalTPA.
2. The candidate must submit documented evidence of competency in all current Teaching Performance Expectations (TPEs) domains for the credential sought.

** A standard error of measurement (SEM) is not equal to 1 point below the passing standard. The standard error of measurement is determined by the CTC for each CalTPA administration and will vary over time. The teacher preparation program is provided with the SEM for each CalTPA administration and will communicate to any candidate who fails the TPA whether they are eligible*

for Secondary Passing Standard consideration for that TPA administration date.

To recommend a candidate¹ for a preliminary credential using the Secondary Passing Standard, the candidate must complete the [Secondary Passing Standard form](#) and submit it to the CalTPA Coordinator at Chapman University. The CalTPA Coordinator will verify that all four of the following conditions have been met:

1. The candidate is currently enrolled in the program.
2. The candidate has met all other current credential requirements, including passing the Reading Instruction Competence Assessment (RICA) for Multiple Subject and Education Specialist candidates.
3. The candidate scored within -1.0 SEM of the adopted passing standard for the appropriate, currently approved versions of the CalTPA.
4. The candidate has provided the Attallah College CalTPA Coordinator the following **two** pieces of evidence that, together with the TPA results, demonstrate the candidate has documented competency in **all** domains of the Teaching Performance Expectations (TPE) for the credential sought. The candidate will use the TPA score as their foundational evidence and must use the following two pieces of evidence to demonstrate competency in TPE areas scored below passing on the CalTPA.
 - a. A score of 3 or greater on the Summative Mentor Teacher Evaluation.
 - b. A score of 3 or greater on the Summative University Supervisor Evaluation.

Once the CalTPA Coordinator has determined that all four of the above conditions have been met, they will sign off on the Secondary Passing Standard Form. Additionally, the CalTPA Coordinator will document the candidate's recommendation via the Secondary Passing Standard on the on the Candidate's IDP and the form will be forwarded to the Attallah Credential Analyst. Only after this process is complete may the program recommend² the candidate for a preliminary credential using the Secondary Passing Standard.

Education Code sec. 44320.2(e)(3) and the Commission's adopted program standards require teacher education programs to work with candidates to develop an Individual Development Plan (IDP) which will be used by the candidates during their induction programs to develop an Individual Learning Plan (ILP) that identifies areas for continued support and professional growth. It is the Commission's intent that there be a strong link between the IDP and ILP. The IDP should be informed, at least in part, by candidate performance on a Commission-approved teacher performance assessment. Following a credential recommendation made based on the Secondary Passing Standard, the teacher preparation program must work with the candidate to develop an IDP that reflects consideration of their CalTPA performance and the candidate's documentation relied upon in making the determination to recommend the candidate for a credential using these new permissions approved by the Commission.

Candidates who do not pass either cycle must retake it until they pass. If a candidate does not pass a cycle and

has used the allotted vouchers, the candidate is responsible for following [Pearson](#)'s policies and requirements to register for (cost \$150) and retaking the exam. If a candidate does not pass both CalTPA cycles by Pearson's reporting window of May 2024, or submits a cycle for assessment during the June, or July 2024 exam submission dates, the candidate will not have their degree conferred until August 31. Candidates do not pass both cycles of the CalTPA by the last [Pearson submission date](#) (July 2023), will earn a "no pass" in TCHR 550 and must re-enroll in TCHR 550 the following academic year to retake remaining cycles.

Please see your pathway's CalTPA and Fieldwork Canvas Den for all Pearson CalTPA [submission and results dates](#).

Additionally, is available to support you as you prepare your CalTPA cycle submissions. Please see the Student Teaching & CalTPA Canvas Den for more information on signing up

¹There are two approved versions of the TPA the EdTPA and the CalTPA. Chapman University uses the CalTPA.

CalTPA Feedback Submission Dates

CalTPA Feedback Submission Dates

Candidates are not required to submit their CalTPA work to for feedback before they submit to Pearson. Candidates who wish to receive formative feedback on their CalTPA video clips and materials must submit their work via the CalTPA and Fieldwork Canvas Den according to the schedule below. Please allow one week from the *due date* to receive feedback. For example, if you submit your work by November 3, please allow until November 10 to provide feedback. If one week has passed and you have not yet received feedback, please email directly to inquire about the status of your work. See Canvas Den for 2023-24 submission.

Procedures for Sharing CalTPA Work for Review

Procedures for Sharing CalTPA Work for Review

Cycle 1 Video Clips

- Step 1: As soon after recording as possible, select three video clips and upload them to GoReact. Be sure to follow the directions for clip length and candidate & students visible & heard per the Assessment Guide.
- Step 2: Complete the [CalTPA Cycle 1 Video Clips Self-Assessment](#). Based on those results,
 - ◇ choose one or more different clips from what you have already recorded OR
 - ◇ record a new lesson
- Step 3: Annotate the video clips according to the Level 3 criteria on Rubrics 1.5 and 1.6.
- Step 4: Check GoReact for feedback from
- Step 5: If after one week you have not yet received feedback, email

Cycle 1 Templates and Instructional Materials

- Step 1: Complete the [CalTPA Cycle 1 Candidate Self-Assessment](#) and revise work if needed.
- Step 2: No later than 2 weeks prior to the Pearson due date, upload your completed templates and instructional materials to the appropriate assignment in the CalTPA Canvas Den.
- Step 3: If after one week you have not yet received feedback, email

Cycle 2 Video Clips

- Step 1: As soon after recording as possible, select four video clips per the Assessment Guide and upload them to GoReact. Be sure to follow the directions for clip length and candidate & students visible & heard per the Assessment Guide.
- Step 2: Annotate the video clips according to the Level 3 criteria on Rubrics 2.3, 2.4, 2.5, 2.6, and 2.7.
- Step 3: Complete the [CalTPA Cycle 2 Video Clips Self-Assessment](#). Based on those results,
 - ◇ choose one or more different clips from what you have already recorded OR
 - ◇ record one or more new clips
- Step 4: Check GoReact for feedback.
- Step 5: If after one week you have not yet received feedback, email.

Cycle 2 Templates, Blank Copies of Assessment, Rubrics, Student Samples, Follow Up Video Clip

- Step 1: Complete the [CalTPA Cycle 2 Candidate Self-Assessment](#) and revise work if needed.
- Step 2: No later than 2 weeks prior to the Pearson due date, upload your completed templates, blank copies of each assessment, blank rubrics, student work samples with completed rubrics, and the Follow Up Video Clip to the appropriate assignment in the CalTPA Canvas Den.
- Step 3: If after one week you have not yet received feedback, email.

Multiple or Single Subject CalTPA Cycle 1 Checklist
(Multiple and Single Subject Candidates)

Step 1: Plan

- Download and read the entire Cycle 1 Assessment Guide and all templates
- Choose one (1) class for the Cycle 1 lesson
- Begin learning about the students in your class
- Obtain permission to video record students for CalTPA from all parents/guardians
- Choose three (3) focus students (e.g., one EL, one student with IEP/504/GATE, one student with challenges inside or outside of school)
- Complete the **Getting to Know Your Students** template
- Talk to your Mentor Teacher about a topic for a lesson plan you might teach for Cycle 1
- Discuss with your MT how you might engage students in higher order thinking during the lesson
- Based on topic selected, choose CA content & ELD standards; write content-specific learning and language goals based on the standards selected, and choose assessment(s) for lesson
- Use backwards planning to choose UDL strategies, adaptations & accommodations, student activities & groupings, and instruction that will support all students in achieving the learning goals
- Complete the **Lesson Plan** template
- Complete the **Lesson Plan Rationale** template
- Gather Related **Instructional Resources & Materials** (cite sources)

Step 2: Teach and Assess

- Practice teaching & recording a lesson or part of a lesson (not the Cycle 1 lesson)
- Review the video from your practice lesson; reflect upon what you and students learned
- Teach and record your Cycle 1 lesson; immediately save your recording
- One the day of the lesson, watch your Cycle 1 video and complete the CalTPA Cycle 1 Candidate Video Clips Self-Assessment; re-record lesson if necessary
- Choose three (3) video clips per the Assessment Guide directions; upload clips to GoReact
- Note: Candidate and students (plural) must be visible and heard in all video clips
- Annotate the three (3) video clips using the five (5) required Annotation Titles

Step 3: Reflect

- Reflect on what you (the teacher) learned in planning and teaching this lesson
- Reflect on how this lesson supported, engaged, and challenged the whole class and three focus students.
- Complete the **Reflection on What You Learned** template

Step 4: Apply

- Identify evidence of student learning collected during the lesson
- Based on what students learned or did not yet learn during the lesson, determine next steps for learning (e.g., reteach, extend, or move on to next topic)
- Complete the **Application of What You Learned** template

Complete the Cycle 1 Candidate Self-Assessment

- Revise your work according to the self-assessment results

Submit Cycle 1 Work Review

- No later than two (2) weeks prior to the Pearson due date, submit your Cycle 1 work via the CalTPA Canvas Den

Final Revisions

- Revise Your Cycle 1 work based on Laurie's Feedback

Submit to Pearson by 11:59pm on the Due Date

- Upload final versions of all templates, materials, and video clips to the Pearson system
- Use the Pearson Video Annotation Tool to create annotations for each video clip
- Double-check that everything was uploaded correctly
- Download the annotations from Pearson before you submit
- Submit

Cycle 1 Results

- Pearson will send your score report to you via email by 10:00pm of the scoring cycle return date (usually 3 weeks after the scoring cycle submission date)

Multiple or Single Subject CalTPA Cycle 2 Checklist
(Multiple and Single Subject Candidates)

Step 1: Plan

- Download and read the entire Cycle 2 Assessment Guide and all templates
- Choose one (1) class for the Cycle 2 lessons
- Begin learning about the students in your class & send permission letter home with students
- Complete the **Contextual Information** template
- Obtain permission to video record students for CalTPA from all parents/guardians
- Talk to your Mentor Teacher about a topic for a 3-5 lesson plan sequence you might teach for Cycle 2
- Discuss with your MT how you might engage students in higher order thinking during the lessons
- Based on topic selected, choose CA content & ELD standards and write content-specific learning goals and language goals based on the standards selected
- Create or adapt three (3) required assessment(s) for the learning segment (i.e., informal assessment, student self-assessment, and formal assessment); cite sources
- Develop or adapt a blank copy for each required assessment; create or adapt a rubric for the student self-assessment and the formal assessment; cite sources
- Use backwards planning to choose UDL strategies, adaptations & accommodations, student activities & groupings, and instruction that will support all students in achieving the learning goals
- Complete the **Learning Segment** template
- Complete the **Assessment Descriptions** template

Step 2: Teach and Assess

- Teach and record your Cycle 2 lessons; immediately save each recording
- Assess student learning during and after each lesson; complete the **Analysis of Informal and Student Self-Assessments** template
- After each lesson, complete the last box corresponding to that lesson in the Learning Segment template
- Choose four (4) video clips per the Assessment Guide directions & upload the clips to GoReact
- Note: Candidate and students (plural) must be visible and heard in all video clips
- Annotate the four (4) video clips using the five (5) required Annotation Titles

Step 3: Reflect

- Score the formal assessment responses (products, processes, or performances) using the formal assessment rubric (include content-specific feedback for each student)
- Choose three (3) student samples (i.e., meets goals, exceeds goals, and does not yet meet goals)
- Complete the **Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students** template; cite previous steps

Step 4: Apply

- Use your analyses of evidence of student learning from the lessons to plan a follow-up activity
- Complete the **Next Steps for Learning and Re-Teaching or Extension Activity** template; cite previous steps
- Teach and record follow-up activity; immediately save recording; candidate & students must be visible
- Select one video clip from the follow-up and annotate it using the required annotation title

Submit Cycle 2 Work for Review

- No later than two (2) weeks prior to the Pearson due date, submit your Cycle 2 work via the CalTPA Canvas Den.

Final Revisions

- Revise Your Cycle 2 work based on Laurie's Feedback

Submit to Pearson by 11:59pm on the Due Date

- Upload final versions of all templates, three (3) student samples with completed rubrics & feedback, blank copies of required assessment & corresponding rubrics, and video clips to the Pearson system
- Use the Pearson Video Annotation Tool to create annotations for each video clip
- Double-check that everything was uploaded correctly
- Important: Download your annotations from the Pearson system before you submit**
- Submit

Cycle 2 Results

- Pearson will send your score report to you via email by 10:00pm of the scoring cycle return date (usually 3 weeks after the scoring cycle submission date)

Education Specialist MNSN CalTPA Cycle 1 Checklist
(Education Specialist MMSN Candidates)

Step 1: Plan

- Register for the correct Cycle 1 assessment using the voucher provided by Attallah College
- Read the entire Cycle 1 Assessment Guide and all templates
- Choose one (1) class or small group for the Cycle 1 lesson
- Begin learning about the students in your class or group
- Obtain permission to video record students for CalTPA from all parents/guardians
- Choose three (3) focus students with IEPs (e.g., one EL, one student with academic/physical/behavioral goals, one student with challenges inside or outside of school)
- Complete the **Getting to Know Your Students** template
- Talk to your Mentor Teacher about a topic for a lesson plan you might teach for Cycle 1
- Collect signed permission letters from parents/guardians
- Talk to your Mentor Teacher about a topic for a literacy OR math lesson plan you might teach for Cycle 1
- Based on topic selected, choose CA content & ELD standards; write content-specific learning and language goals based on the standards selected, and choose assessment(s) for lesson
- Use backwards planning to choose UDL strategies, adaptations & accommodations, student activities & groupings, and instruction that will support all students in achieving the learning goals
- Complete the **Lesson Plan** template, cite UDL principals used and how you facilitated support personnel
- Complete the **Lesson Plan Rationale** template, including additional support personnel for students
- Gather Related **Instructional Resources & Materials** (cite sources)

Step 2: Teach and Assess

- Practice teaching & recording a lesson or part of a lesson (not the Cycle 1 lesson)
- Review the video from your practice lesson; reflect upon what you and students learned
- Teach and record your Cycle 1 lesson; immediately save your recording
- One the day of the lesson, watch your Cycle 1 video and complete the CalTPA Cycle 1 Candidate Video Clips Self-Assessment; re-record lesson if necessary
- Choose three (3) video clips per the Assessment Guide directions
- Note: Candidate and students (plural) must be visible and heard in all video clips
- Annotate the three (3) video clips using the five (5) required Annotation Titles

Step 3: Reflect

- Reflect on what you (the teacher) learned in planning and teaching this lesson
- Reflect on how this lesson supported learning for the whole class or group and the three focus students
- Complete the **Reflection on What You Learned** template (cite evidence from Steps 1 and/or 2)

Step 4: Apply

- Identify evidence of student learning collected during the lesson
- Based on what students learned or did not yet learn during the lesson, determine next steps for learning (e.g., reteach, extend, or move on to next topic)
- Complete the **Application of What You Learned** template (cite evidence from Steps 1, 2, and/or 3)

Complete the Cycle 1 Candidate Self-Assessment Google Form

- Revise your work according to the self-assessment results

Submit Cycle 1 Work for Review

- No later than two (2) weeks prior to the Pearson due date, submit your Cycle 1 work the CalTPA Canvas Den

Final Revisions

- Revise Your Cycle 1 work based on Feedback

Submit to Pearson by 11:59pm on the Due Date

- Upload final versions of all templates, materials, and video clips to the Pearson system
- Use the Pearson Video Annotation Tool to create annotations for each video clip
- Double-check that everything was uploaded correctly
- Important: Download your annotations from the Pearson system before you submit**
- Submit

Cycle 1 Results

- Pearson will send your score report to you via email by 10:00pm of the scoring cycle return date (usually 3 weeks after the scoring cycle submission date)

Education Specialist MMSN CalTPA Cycle 2 Checklist
(Education Specialist MMSN Candidates)

Step 1: Plan

- Download and read the entire Cycle 2 Assessment Guide and all templates
- Choose one (1) class or small group for Cycle 2. You must work with students who have IEPs.
- Begin learning about the students in your class & send permission letter home with students
- Complete the **Contextual Information** template
- Obtain permission to video record students for CalTPA from all parents/guardians
- Talk to your Mentor Teacher about a series of 3-5 literacy or math lessons you might teach for Cycle 2
- Discuss with your MT how you might engage students in age and/or developmentally appropriate higher order thinking skills during the lessons
- Based on topic selected, choose CA content & ELD standards and write content-specific learning goals and language goals based on the standards selected
- Create or adapt three (3) required assessment(s) for the learning segment (i.e., informal assessment, student self-assessment, and formal assessment); cite sources
- Develop or adapt a blank copy for each required assessment; create or adapt a rubric for the student self-assessment and the formal assessment; cite sources
- Use backwards planning to choose UDL strategies, adaptations & accommodations, student activities & groupings, and instruction that will support all students in achieving the learning goals
- Complete the **Learning Segment** template; cite UDL strategies for each lesson
- Complete the **Assessment Descriptions** template; cite UDL strategies for each assessment

Step 2: Teach and Assess

- Teach and record your Cycle 2 lessons; immediately save each recording
- Assess student learning during and after each lesson; complete the **Analysis of Informal and Student Self-Assessments** template
- After each lesson, complete the last box corresponding to that lesson in the Learning Segment template
- Choose four (4) video clips per the Assessment Guide directions & upload the clips to GoReact
- Note: Candidate and students (plural) must be visible and heard in all video clips
- Annotate the four (4) video clips using the five (5) required Annotation Titles

Step 3: Reflect

- Score the formal assessment responses (products, processes, or performances) using the formal assessment rubric (include content-specific feedback for each student)
- Choose three (3) student samples (i.e., meets goals, exceeds goals, and does not yet meet goals)
- Complete the **Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students** template; cite previous steps

Step 4: Apply

- Use your analyses of evidence of student learning from the lessons to plan a follow-up activity
- Complete the **Next Steps for Learning and Re-Teaching or Extension Activity** template; cite previous steps
- Teach and record follow-up activity; immediately save recording; candidate & students must be visible
- Select one video clip from the follow-up and annotate it using the required annotation title

Submit Cycle 2 Work for Review

- No later than two (2) weeks prior to the Pearson due date, submit your Cycle 2 work via the CalTPA Canvas Den

Final Revisions

- Revise Your Cycle 2 work based Feedback

Submit to Pearson by 11:59pm on the Due Date

- Upload final versions of all templates, three (3) student samples with completed rubrics & feedback, blank copies of required assessment & corresponding rubrics, and video clips to the Pearson system
- Use the Pearson Video Annotation Tool to create annotations for each video clip
- Double-check that everything was uploaded correctly
- Important: Download your annotations from the Pearson system before you submit**
- Submit

Cycle 2 Results

- Pearson will send your score report to you via email by 10:00pm of the scoring cycle return date (usually 3 weeks after the scoring cycle submission date)

Education Specialist ESN CaITPA Cycle 1 Checklist (Education Specialist ESN Candidates)

Step 1: Plan

- Register for the correct Cycle 1 assessment using the voucher provided by Attallah College
- Download and read the entire Cycle 1 Assessment Guide and all templates
- Choose students from your caseload for the Cycle 1 lesson
- Begin learning about the students in your caseload
- Obtain permission to video record students for CaITPA from all parents/guardians
- Choose three (3) focus students with IEPs (e.g., one EL, one student with academic/physical/behavioral goals, one student with challenges inside or outside of school)
- Complete the **Getting to Know Your Students** template
- Collect signed permission letters from parents/guardians
- Talk to your Mentor Teacher about a topic for a lesson plan you might teach for Cycle 1
- Talk to your Mentor Teacher about a topic for a literacy OR math lesson plan you might teach for Cycle 1
- Based on topic selected, choose CA content & ELD standards; write content-specific learning and language goals based on the standards selected, and choose assessment(s) for lesson
- Use backwards planning to choose UDL strategies, adaptations & accommodations, student activities & groupings, and instruction that will support all students in achieving the learning goals
- Complete the **Lesson Plan** template, cite UDL principals used and how you facilitated support personnel
- Complete the **Lesson Plan Rationale** template
- Gather Related **Instructional Resources & Materials** (cite sources)

Step 2: Teach and Assess

- Practice teaching & recording a lesson or part of a lesson (not the Cycle 1 lesson)
- Review the video from your practice lesson; reflect upon what you and students learned
- Teach and record your Cycle 1 lesson; immediately save your recording
- One the day of the lesson, watch your Cycle 1 video and complete the CaITPA Cycle 1 Candidate Self-Assessment Video Clips Google form; re-record lesson if necessary
- Choose three (3) video clips per the Assessment Guide directions
- Note: Candidate and students (plural) must be visible and heard in all video clips
- Annotate the three (3) video clips using the five (5) required Annotation Titles

Step 3: Reflect

- Reflect on what you (the teacher) learned in planning and teaching this lesson
- Reflect on how this lesson supported learning for the whole class or group and the three focus students.
- Complete the **Reflection on What You Learned** template (cite evidence from Steps 1 and/or 2)

Step 4: Apply

- Identify evidence of student learning collected during the lesson
- Based on what students learned or did not yet learn during the lesson, determine next steps for learning (e.g., reteach, extend, or move on to next topic)
- Complete the **Application of What You Learned** template (cite evidence from Steps 1, 2, and/or 3)

Complete the Cycle 1 Candidate Self-Assessment Google Form

- Revise your work according to the self-assessment results

Submit Cycle 1 Work for Review

- No later than two (2) weeks prior to the Pearson due date, submit your Cycle 1 work via the CalTPA Canvas Den

Final Revisions

- Revise Your Cycle 1 work based on Feedback

Submit to Pearson by 11:59pm on the Due Date

- Upload final versions of all templates, materials, and video clips to the Pearson system
- Use the Pearson Video Annotation Tool to create annotations for each video clip
- Double-check that everything was uploaded correctly
- Important: Download your annotations from the Pearson system before you submit**
- Submit

Cycle 1 Results

- Pearson will send your score report to you via email by 10:00pm of the scoring cycle return date (usually 3 weeks after the scoring cycle submission date)

Education Specialist ESN CalTPA Cycle 2 Checklist
(Education Specialist ESN Candidates)

Step 1: Plan UPDATE FOR ESN

- Download and read the entire Cycle 2 Assessment Guide and all templates
- Choose one (1) class or small group for Cycle 2. You must work with students who have IEPs.
- Begin learning about the students in your class & send permission letter home with students
- Complete the **Contextual Information** template
- Obtain permission to video record students for CalTPA from all parents/guardians
- Talk to your Mentor Teacher about a series of 3-5 literacy or math lessons you might teach for Cycle 2
- Discuss with your MT how you might engage students in age and/or developmentally appropriate higher order thinking skills during the lessons
- Based on topic selected, choose CA content & ELD standards and write content-specific learning goals and language goals based on the standards selected
- Create or adapt three (3) required assessment(s) for the learning segment (i.e., informal assessment, student self-assessment, and formal assessment); cite sources
- Develop or adapt a blank copy for each required assessment; create or adapt a rubric for the student self-assessment and the formal assessment; cite sources
- Use backwards planning to choose UDL strategies, adaptations & accommodations, student activities & groupings, and instruction that will support all students in achieving the learning goals
- Complete the **Learning Segment** template; cite UDL strategies for each lesson
- Complete the **Assessment Descriptions** template; cite UDL strategies for each assessment

Step 2: Teach and Assess

- Teach and record your Cycle 2 lessons; immediately save each recording
- Assess student learning during and after each lesson; complete the **Analysis of Informal and Student Self-Assessments** template
- After each lesson, complete the last box corresponding to that lesson in the Learning Segment template
- Choose four (4) video clips per the Assessment Guide directions & upload the clips to GoReact
- Note: Candidate and students (plural) must be visible and heard in all video clips
- Annotate the four (4) video clips using the five (5) required Annotation Titles

Step 3: Reflect

- Score the formal assessment responses (products, processes, or performances) using the formal assessment rubric (include content-specific feedback for each student)
- Choose three (3) student samples (i.e., meets goals, exceeds goals, and does not yet meet goals)
- Complete the **Analysis of Formal Assessment Results and Reflection for Whole Class and 3 Students** template; cite previous steps

Step 4: Apply

- Use your analyses of evidence of student learning from the lessons to plan a follow-up activity
- Complete the **Next Steps for Learning and Re-Teaching or Extension Activity** template; cite previous steps
- Teach and record follow-up activity; immediately save recording; candidate & students must be visible
- Select one video clip from the follow-up and annotate it using the required annotation title

CalTPA Cycle 2 Checklist (continued)

(Education Specialist ESN Candidates)

Submit Cycle 2 Work for Review UPDATE FOR ESN

- No later than two (2) weeks prior to the Pearson due date, submit your Cycle 2 work via the CalTPA Canvas Den

Final Revisions

- Revise Your Cycle 2 work based on Feedback

Submit to Pearson by 11:59pm on the Due Date

- Upload final versions of all templates, three (3) student samples with completed rubrics & feedback, blank copies of required assessment & corresponding rubrics, and video clips to the Pearson system
- Use the Pearson Video Annotation Tool to create annotations for each video clip
- Double-check that everything was uploaded correctly
- Important: Download your annotations from the Pearson system before you submit**
- Submit

Cycle 2 Results

- Pearson will send your score report to you via email by 10:00pm of the scoring cycle return date (usually 3 weeks after the scoring cycle submission date)

CalTPA Required, Acceptable, & Unacceptable Support

CalTPA Required, Acceptable, & Unacceptable Support

Complete lists of required, acceptable, and unacceptable support are provided on [this page](#) of the CalTPA website.

CalTPA support providers in the Teacher Education program at Chapman University include faculty, CalTPA Coordinator, University Supervisors, Mentor Teachers, and peers.

Required Forms of Support

- The CalTPA Canvas Den includes CalTPA materials and resources.
- Attallah College Fieldwork Manager and faculty provide explanations of the cycles and rubrics and guide candidates in discussions around the CalTPA.
- Formative experiences aligned with the CalTPA are embedded in coursework.
- Candidates are placed at one or more school sites where they will complete the CalTPA cycles.
- The TE program verifies permission for individuals who appear in CalTPA video recordings.
- Candidates who are not successful on one or both CalTPA cycles must take the cycle(s), and will receive additional support from the CalTPA Coordinator. Candidates who have not passed CalTPA by the last scoring date of the CalTPA administration year must retake TCHR 550 the following fall term.

Acceptable Forms of Support

- Candidates are provided with a timeline for completion of each CalTPA cycle.
- Mid-range sample submissions from CTC are shared with candidates via the CalTPA Canvas Den.
- Candidates' questions about CalTPA are answered via in-person class sessions, email, and phone call or text.
- Program provides "check-in" meetings with candidates.
- Candidates co-plan CalTPA instruction with their assigned Mentor Teacher. Candidates may co-plan CalTPA instruction with a peer. All evidence submitted for CalTPA must be the candidates' original work.
- Candidates are encouraged to provide peer-to-peer support, provided each person's work is original.
- Candidates are asked to self-assess their CalTPA video clips and templates against the rubrics.
- Candidates are provided support documents for CalTPA on the CalTPA Canvas Den.
- Upon request, candidates are provided formative feedback on their CalTPA video clips and materials.

Unacceptable Forms of Support

While support providers are allowed to provide feedback and guidance to candidates, they are not allowed to "approve" candidates' work for submission or score a candidate's work. Support providers do not:

- Provide a candidate with the content or answer in response to a CalTPA prompt or task.
- Edit a candidate's response prior to submission.
- Conjecture on CalTPA performance requirements, expectations, or what is deemed as sufficient evidence.
- Use institutional terms and definitions as substitutes for those used in the CalTPA.
- Offer critique of a candidate's draft responses prior to submission for official scoring that provides specific, alternative responses or answers to prompts.
- Tell a candidate which video clips or work samples to select for submission.
- Tell a candidate which sections of video clips should be annotated.
- Describe scenarios or hypothetical examples, or use submissions from other performance assessments to

approximate CalTPA performance standards or “benchmarks”.

- Upload a candidate's responses to publicly available websites or through social media.

CalTPA Scoring & Condition Codes

CalTPA Scoring & Condition Codes

Complete information about CalTPA Condition Codes can be found [here](#).

CalTPA Assessors are trained by the CTC and Pearson to consistently and accurately score candidates' submissions using the CalTPA rubrics. Scoring is a double-blind process conducted by Assessors who hold the same credential that the candidate is seeking.

Candidates must meet all technical specifications for CalTPA and must submit all required evidence per the Assessment Guide and templates. A scorable submission is one that includes all required evidence that can be reviewed by an Assessor and have scores assigned according to every rubric. When a candidate's submission does not meet all requirements or is incomplete, the Assessor will flag the submission as unscorable and a Lead Assessor will review the candidate's materials. If the Lead Assessor agrees that the submission do not meet specifications and/or requirements, the submission cannot be scored and will receive one or more Condition Codes.

Below is a list of common Condition Codes:

- A1: CalTPA submission requirements not met
- A2: Submission corresponds to a different content area than the area for which the candidate registered
- A6: Current California Content Standards and/or Curriculum Frameworks are not used, or;
- A7: Content-specific learning goals are not identified
- A8: Current California English Language Development (ELD) Standards are not used , or;
- A9: English Language Development (ELD) learning goals are not identified
- B2A–E: One or more video clips are NOT “continuous and unedited”
- B9A–E: Candidate is not visible in one or more video clips
- B12: Re-teaching or extension activity is from the original learning segment and not new instruction based on assessment analysis
- B13–17: The required number of students are not visible in one or more video clip(s)
- D1: Document requirements not met
- E2: Incorrect file was uploaded to the designated location
- G4: Annotations do not map to the video clip(s)

Additional Student Teaching Policies & Procedures

School Site Issues or Emergencies

School Site Issues or Emergencies

To avoid any potentially serious problems, it is essential that the teacher candidate notifies the University Supervisor, Fieldwork and Assessment Manager, Faculty Advisor, and/or Mentor Teacher as soon as any concern with their assignment(s) arises. An Emergency Notification Information must be provided to the Director of Teacher Education and Fieldwork and Assessment Manager. During student teaching, candidates need to meet the same expectations placed upon other teachers in the school district. This includes following the school district's calendar, attendance policy, call-in procedures, etc. Teacher candidates should be sure to have emergency lesson plans available. Contact the TE Fieldwork and Assessment Manager immediately if the student teaching assignment cannot be completed for any reason.

Labor Disputes Policy

Labor Disputes Policy

It is the policy of Chapman University for candidates not to involve themselves in labor disputes at school districts while they are doing their fieldwork (e.g., observation, internship, or student teaching). Chapman students are not to be in the classroom, cross picket lines, attend labor meetings, participate in strike-related activities, or teach as a substitute while a strike is in progress.

Substitute Teaching Policy

Substitute Teaching Policy

In rare instances, a candidate may be permitted to substitute on a very limited basis, and only within the student teaching placement in the Mentor Teacher's classroom. The candidate must have a Substitute Teaching Permit on file with the district. Candidates are to be compensated per the district's daily substitute rate.

MAXIMUM NUMBER OF SUBSTITUTE TEACHING DAYS

- MACI: Candidates may substitute teach for their own Mentor Teacher for **no more than five (5) days** within each teacher residency rotation (Fall/Interterm; Spring/Summer). Maximum of ten (10) days total across the entire year.
- MAT: Candidates may substitute teach for their own Mentor Teacher for **no more than four (4) days** per term (Spring). Maximum of eight (8) days total across the entire year.
- SPED: Candidates may substitute teach for their own Mentor Teacher for **no more than four (4) days** per term (Fall; Spring). Maximum of eight (8) days total across the entire year.



Student Teacher Attendance and Substitute Teaching Policy

All Teacher Education candidates are required to follow the official, public-school calendar and report to the school site each teacher workday during their individual placement.

Daily Arrival and Departure

During fieldwork placements, candidates report to the school NO LATER than the time that teachers must be on site and stay on site AT LEAST until the time when teachers can leave the school. However, in many cases the student teacher will have to report to school earlier and/or stay later than the required time when professional duties and obligations mandate it.

Illness or Unanticipated Absence

If the student teacher becomes ill (or is absent):

Illness While at School Site – If the student teacher becomes ill or for any reason is unable to student teach, he/she must inform the mentor teacher and any other person designated by the principal before departing from the school grounds. The University Supervisor should also be notified of the absence later in the day or at the next scheduled observation.

Illness Prior to Going to School Site – The student teacher must call the cooperating teacher at home or at work to inform him/her that she/he will not be coming on that day. Also, the University Supervisor must be informed of the absence later that day or at the next scheduled observation.

Substitute Teaching Policy

The Attallah College of Educational Studies substitute teaching policy is defined in the Teacher Education Handbook (page 127). Further, depending on the substitute teaching request, candidates will fall into one of three levels (see Table 3). The goal of this policy is to ensure student teachers are supported and have the opportunity to successfully complete and earn their credential of choice. All student teacher candidates may substitute teach during their student teaching term for a limited duration (see Table 1), AND any substitute teaching must follow all policy steps as defined in Table 3. Student Teaching Candidates Substitute Teaching Policy.

Table 1. Allowable Student Teaching Substitute Teaching Days

Teacher Education Pathway	Number of Substitute Teaching Days Allowed Traditional Student Teaching	How to Record Substitute Teaching Days
MACI	5 days per rotation or 10 days total	Tevera©
MAT	4 days per term or 8 days total*	Tevera©
Education Specialist	4 days per term or 8 days total**	Tevera©

* MAT includes Early Fieldwork and Student Teaching

**Students who are earning two credentials and thus have two terms of student teaching may substitute up to 6 days over two terms.

If the candidate is approached and is interested in substitute teaching beyond the allowable days (see Table 1), they must have the prior approval from the student teaching support team (mentor teacher, university supervisor, fieldwork manager) and program leadership (the Director of Teacher Education). In an emergency situation, prior approval from the student teaching support team is required before candidates may substitute teach for a more than the allowable time listed in Table 1 for their mentor teacher on a case-by-case basis for a limited term (see Table 2). However, candidates are not allowed to substitute in another classroom as part of their student teaching experience.

Table 2. Extensive Student Teaching Substitute Teaching Days

Teacher Education Pathway	Number of Substitute Teaching Days Allowed (non-intern)	How to Record Substitute Teaching Days
MACI	15 days total	Tevera©
MAT	10 days total	Tevera©
Education Specialist	10 days total	Tevera©

The Student Teaching Candidates Substitute Teaching Policy (Table 3) describes each of the three allowable levels of substitute teaching. All level two or three substitute teaching must occur AFTER the candidate has received approval for substitute teaching and the criteria is met based on the level of substituting requested. Candidates may apply for the following levels:

Table 3. Student Teaching Candidates Substitute Teaching Policy

Substitute Teacher Levels	Situation	Policy
Level One	Candidate may substitute teach for their mentor teacher in their placement classroom only. See time limits for substitute teaching in Table 2.	<p>Candidates may ONLY substitute for their mentor teacher.</p> <p>Candidates may not substitute teach in the classroom during the first 5 days of the placement.</p> <p>All substitute teaching time must be reported via Tevera©.</p> <p>Substitute teaching time limits are outlined in the Teacher Education Handbook page 128 and below in Table 2.</p> <p>The Director of Teacher Education and/or the Fieldwork Manager may retract approval for the candidate's substitute teaching at any time if it is determined to not be in the best interest of the candidate.</p>

Table 3. Student Teaching Candidates Substitute Teaching Policy (continued)

Substitute Teacher Levels	Situation	Policy
Level Two	Candidates may request to substitute for a longer period of time, up to but not beyond pathway limitation (see Table 1).	All of Level 1 policies must be met: Additionally, candidates must have a signed and completed Application for Substitute Teaching , submitted to the Fieldwork Manager prior to starting substitute teaching.
Level Three	Candidates who would like to apply for a more long-term substitute teaching opportunity typically classified by a district as Long-Term Emergency Substitute position.	<p>Candidates may not be placed on Long-Term Emergency Substitute positions but instead would need to pursue a University Intern Credential.</p> <p>University Intern Credentials are only available for Single Subject and Education Specialist Credential candidates with a written job offer.</p> <p>Candidates pursuing a University Intern Credential must meet intern eligible pre-requisites and maintain intern eligible co-requisites.</p> <p>It is the teacher candidate's responsibility to apply for and receive an offer from a public school district or school site.</p> <p>If offered a position, candidates should discuss with the Director of Teacher Education, Fieldwork Manager, and Credential Specialist next steps and the paperwork needed to be recommended for a University Intern Credential.</p> <p>Please see Teacher Education Program Handbook for more information and details.</p>

All candidates are required to report any substitute teaching day on the day of occurrence to their Attallah College University Supervisor and Fieldwork Manager Candidates who serve as a substitute teacher for an amount of time must also report that time through Tevera© .

Please contact Stephanie Farrington at sfarrington@chapman.edu with any questions regarding this policy.



TEACHER EDUCATION PROGRAM SOCIAL MEDIA USE EXPECTATIONS

This section outlines the expectations of the Attallah College of Educational Studies regarding social media engagement for teacher candidates in all of our Teacher Education Programs. These expectations are based on the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), state, and local district guidelines, and the Teacher Performance Expectations of the California Commission on Teacher Credentialing (TPE) 6.6 (CCTC, 2016) pertaining to developing as a professional educator. These social media use expectations protect our teacher candidates and their employability, now and in the future, as well as the K-12 students they serve.

FERPA is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records.

TPE 6.6 states teacher candidates will “understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools” (CCTC, 2016).

Additionally, Chapman teacher candidates are subject to the individual policies of the school districts in which they perform fieldwork, including such districts' social media policies.

Any social media activity that jeopardizes the candidate's fulfillment of TPE 6.6 and/or Chapman's working relationship with our school district partners may result in the inability to secure, or the termination of, a student's fieldwork placement, and ultimately may result in Chapman's inability to recommend a student for their teaching credential.

To adhere to FERPA and the fulfillment of TPE 6.6, Chapman University expects:

- Teacher candidates will not discuss K-12 students in your placement with anyone outside of your immediate support team (e.g., Mentor Teacher, Principal, University Supervisor, Faculty Advisor) in person or online (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).
- In compliance with FERPA, when taking photos or videos as part of a Chapman class assignment or for the CalTPA, teacher candidates will obtain advance written permission from both the district's representative (i.e., Principal, Mentor Teacher, district staff) and parents/guardians. This process is facilitated by the Fieldwork and Assessment Manager for the CalTPA and by the course instructor for an individual course assignment.
- Teacher candidates will obtain written permission from the Mentor Teacher and administrator at the school site before submitting photos of the classroom and/or school site for inclusion on a Chapman or Attallah College social media account or for posting to your personal social media account. Such photos may not include images of students.
- Teacher candidates will not enter into social media “friendships” or “follower” relationships with students or parents of their K-12 students. (Remember that people classified as “friends” have the ability to download and share information with others.)
- Teacher candidates will post information relevant to their placement and students only to a class blog, classroom parent communication platform, school/class website, or classroom or school learning management system under the supervision and approval of the Mentor Teacher. Photos of students will not be posted to any social media account that is not officially affiliated with the K-12 school site or school district, and only after written consent has been obtained from the students' parents to post the photos.
- Teacher candidates will consider that their social media behavior should reflect the same standards of honesty, respect, and consideration that govern face-to-face communications. It is expected that teacher candidates will not engage in activity on social media that violates the law, violates intellectual property rights, defames others, threatens or harasses others, or invades privacy or confidentiality interests of students or others. Teacher candidates should also consider whether posts of a personal nature will diminish their reputation or effectiveness as a student or credentialed teacher and use discretion and sound judgment to avoid adverse impacts of social media activity.

VI. Internships

Intern Credential Pathways

Intern Credential Pathways

Chapman University offers two intern pathways. One is the single subject pathway and the other is the special education pathway. The Intern Credential option is specifically designed for the candidate who is teaching full time in an appropriate TK-12 school. There are additional expectations of candidates completing their credential program while holding an intern credential. Pre- and co-requisite requirements for internships are listed in Tables 14 and 15, next page. Candidates with questions about expectations should contact the Director of Teacher Education at and the Fieldwork Manager at sfarrington@chapman.edu

[MAT Single Subject: Intern Eligible Pre-Requisites](#)

[MAT Single Subject: Intern Eligible Co-Requisites](#)

[Special Ed: Intern Eligible Pre-Requisites](#)

[Special Ed: Intern Eligible Co-Requisites](#)

Recommendation for the Intern Credential

Recommendation for the Intern Credential

Completion of the requirements does not guarantee recommendation for an intern credential. The Director of Teacher Education and the Fieldwork Manager will review all necessary documentation to determine if the candidate demonstrates appropriate academic progress and dispositions for recommendation for an intern credential.

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

1. Be continuously employed in a teaching assignment that requires the intern credential.
2. Be a single subject or special education candidate in good standing with the Teacher Education Program.
3. Be making satisfactory progress toward program completion for the duration of the intern credential.
4. Follow their signed advising plan.

Professional Development Plan for Interns

Professional Development Plan

The employing district has developed and implemented a Professional Development Plan for interns in consultation with a Commission-approved program of teacher preparation. The plan shall include all of the following:

- (a) Provisions for an annual evaluation of the intern.
- (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching.
- (c) Additional instruction during the first semester of service, for interns teaching in kindergarten or grades 1 to 6 inclusive, in child development and teaching methods, and special education programs for pupils with mild and moderate disabilities.
- (d) Instruction, during the first year of service, for interns teaching children in bilingual classes in the culture and methods of teaching bilingual children, and instruction in the etiology and methods of teaching children with mild and moderate disabilities.

Intern Support & Supervision

Intern Support & Supervision

In all internship programs, the participating institutions in partnership with employing districts shall provide 144 hours of support and supervision annually and 45 hours of support and supervision specific to teaching English learners pursuant to California Code of Regulations §80033.

University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

Length of Validity of the Intern Certificate. Each intern certificate will be valid for a period of two years. However, a certificate may be valid for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. Reference: Education Code Section 44325 (b).

Chapman University and all participating internship districts certify that interns do not displace certificated employees in participating districts.

Recording Support & Supervision in Tevera

Interns are responsible for recording ALL support and supervision received - including any and all additional English Learner (EL) support and supervision. Support and supervision information is used to evaluate the support provided by the University and District/School to intern candidates. The Fieldwork Manager reviews all submissions. Interns are encouraged to record supervision and support hours/activities record hours in Tevera on a daily/weekly basis and submit and not wait to the end of the term. Due dates for approval of support and supervision hours/activities by the University Supervisor are the 7th and 15th weeks of the term.

Examples of Support & Supervision:

- 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

Single Subject Intern Early Completion Option

Single Subject Intern Early Completion Option

Qualified single subject intern candidates may choose an early program completion option. This option is available to intern candidates who meet the following requirements:

1. Complete all pre- and co-requisites
2. Pass both instructional cycles of the CaTPA. This assessment may be taken only one time per cycle by an intern candidate participating in the early completion option.
3. Meet the requirements for teacher fitness

An intern who chooses the early completion option but is not successful in passing the CaTPA assessment must complete their full internship program.

The availability of an Early Completion Option is introduced to all single subject teaching credential program candidates during their initial advising meeting. For additional information regarding the Early Completion Option, teacher candidates should contact the Director of Teacher Education, Dr. Trisha Sugita at sugita@chapman.edu.

VI. University Supervisor Information

Preparation for Student Teaching Supervision

Introduction to being a University Supervisor

University Supervisors (US) represent the university in the schools and play a key role in the student teaching process as candidates seek to achieve a teaching credential. US serve as liaisons to cooperating schools and to the university. US observe and evaluate the student teacher in the classroom. They assist the candidate to relate to their teaching experience to previous academic training and current professional preparation and practice. They also explain and reconcile any differences between philosophy or methods between the mentor teacher, school site, and the program.

US are hand selected by the Fieldwork Manager to meet the needs of the candidates moving into student teaching each semester. Rehiring for another semester is dependent upon student teaching needs and past evaluations and feedback.

Rehiring is not guaranteed.

University Supervisor are required to:

1. Read the entire **Teacher Education Program Handbook**.
2. Review all of the report forms that are relevant to your supervision assignment (Handbook & Canvas). During University Supervisor Orientation, the Fieldwork Manager will explain these forms. If you have questions or need assistance, please contact the Stephanie via email sfarrington@chapman.edu or 714-516-5743.
3. Attend the mandatory **University Supervisor Orientation & Student Teaching Orientation** as required by CTC [Standard 3 & 16](#) and [CAEP Standard 3.4](#) when will review the assessment process, timeline, and teaching performance expectations.
4. Attend calibration training for TPE Evaluations* and EDA (Educator Dispositions Assessment) as required by [CTC Standard 3a & 3b](#) and [CAEP Standard 1.4, 2 and 3.3](#) to earn a teaching credential.
5. Attend GoReact** refresher training.
6. Attend Tevera*** refresher training.
7. Participate in all University Supervisor meetings, trainings, and professional development opportunities during each term.

*University Supervisors are initially formally calibrated to formative and summative criteria and are formally checked at a minimum the second and fourth observation submission to maintain calibration at levels meeting accepted research standards.

**GoReact is a software system supported by Attallah College that allows Student Teachers upload, record, or stream a video with a webcam or smartphone. University Supervisors give time-coded feedback on student videos. Student Teachers can view the feedback.

***Attallah College ensures students meet [CTC TPEs](#) and the interstate New Teacher Assessment and Support ([InTASC](#)) standards as required by CAEP Standard 1.1.

Overview for New and Returning University Supervisors

Overview for New and Returning University Supervisors

The role of the University Supervisor is to support, evaluate, and mentor teacher candidates for the Attallah College of Educational Studies. Supervisors also serve an important role as a liaison between school sites and the University. The Attallah College depends on you – your careful and consistent observation, fair and candid feedback, and informed assessment – to be able to recommend candidates for the preliminary teaching credential. While specific student teaching/teaching residency experiences may vary due to school sites and individual candidates, the following guidelines and procedural information are intended to support your work:

COMMUNICATION

- Arrange a meeting with candidate, Mentor Teacher or support provider (intern candidates), and University Supervisor at the beginning of the term (within first 2 weeks) to discuss expectations and timeline of activities.
- Provide ongoing, specific, critical, and supportive feedback to the candidate.
- Discuss candidate progress with Mentor Teacher or support provider throughout the semester.
- Maintain a Communication Log for each candidate that document observations, recommendations made, and supports provided.
- Provide updates to the Fieldwork and Assessment Manager and Director of Teacher Education on candidate progress as needed and when requested.

OBSERVATIONS

- University Supervisors are guests at school sites and in Mentor Teachers' classrooms. Please be sure to inquire about and follow required school protocols regarding school visits (i.e., signing in at the front desk, showing photo ID, wearing nametag).
- The initial meeting with candidate and Mentor Teacher should occur during the first two weeks of the student teaching/teaching residency experience.
- Plan to observe candidates about every other week. **A minimum of one and up to two observations will be conducted face-to-face at the school site. The remaining observations will be video-based, barring extenuating circumstances, and as approved by the Student Teacher Resource Team.**
- Observations must be archived by scripted observations and evaluated based on TPEs that produce data that can be aggregated and disaggregated ([Standard 5B](#)). Although the exact number observations will depend on student teacher needs, please use the following guidelines:
 - SPED & MAT: conduct 6 observations during the 16-week Chapman term
 - MACI: conduct 8 observations during each 20-week rotation (Fall/Interterm or Spring/Summer)
- Video-based observation: All candidates will use GoReact, an online video tool, as part of their student teaching/teaching residency experience.
 1. Candidate must obtain signed permission slips for TK-12 students.
 2. Candidate uploads a 30-40 minute video recording of the lesson to GoReact and annotates the video for the two focus TPEs.

Overview for New & Returning University Supervisors (continued)

STUDENT TEACHING OBSERVATION REPORT

- Pre-observation conference – This discussion may take place via phone, Zoom, email, or in-person a day or two before the scheduled observation. You can request that candidate provide you with a lesson plan and other relevant details. Ask the candidate to identify one or two specific areas they would like to focus on related to the Teaching Performance Expectations (TPEs).
- Observation – The observation should be of the candidate actively engaging with students and cover an entire period or lesson (exception: first visit). For each observation, check the candidate's Fieldwork Log via Tevera to ensure they are making progress toward the required number of hours for the term.
- Post-observation conference – This discussion should occur shortly after the observation. This meeting offers an opportunity for you and the candidate to collaboratively review, reflect upon, and evaluate the lesson and their teaching. The University Supervisor may support the candidate to identify and discuss the ways in which the observed lesson was aligned with the TPEs and CalTPA (CTC [Standard 5B](#)).
- Use the Student Teaching Observation Report for [Gen Ed](#), [MMSN](#), or [ESN](#) to provide formative assessment to the candidate on the TPEs. Use GoReact to complete the report immediately following the post-observation. Note: There must be one report per observation.

MAINTAINING CALIBRATION

- Upon the completion of the 2nd and 4th observations (MAT or SPED student teaching) or 3rd and 6th observations (MACI teaching residency), data will be reviewed to ensure all student teachers are progressing as expected and all University Supervisors remain calibrated. A report of candidate progression will be provided to the Director of Teacher Education at these two junctures in the student teaching process. If necessary, University Supervisors may be asked for additional feedback on student teacher progression and/or to recalibrate for fieldwork assessment.

STUDENT TEACHING EVALUATION REPORT - FORMATIVE

- General Education placements:
 - » Complete one formative [Student Teaching Evaluation Report](#) for each candidate at mid-term.
- Special Education placements:
 - » Complete one formative [Education Specialist MMSN Student Teaching Evaluation Report](#) OR [Education Specialist ESN Evaluation Report](#) for each candidate at mid-term.

DISPOSITIONS ASSESSMENT & CALIBRATION

Upon the 3rd and 5th observations (MAT or SPED student teaching) or 4th and 7th observations (MACI teaching residency) all University Supervisors are required to complete the candidate dispositional assessment. After the 3rd/4th and 5th/7th submission the Fieldwork and Assessment Manager will review and analyze all data to ensure all candidates are progressing as expected and all assessors remain calibrated. A report of candidate progress will be provided to the Director of Teacher Education at these two junctures in the student teaching process. If necessary, University Supervisors will be asked for additional feedback on candidate progression and/or to recalibrate for dispositional assessment.

- Multiple Subject, Single Subject, & Education Specialist placements:
 - » Complete the Educator Disposition Assessment (EDA) for each candidate as required by the program

Overview for New & Returning University Supervisors (continued)

STUDENT TEACHING EVALUATION REPORT - SUMMATIVE

Upon the completion of the 6th observation (MAT, SPED) or 8th observation (MACI), all University Supervisors are required to complete the summative assessment and IDP with each candidate.

- General education placements:
 - » Complete one summative [Student Teaching Evaluation Report](#) for each candidate at the end of the term/rotation.
- Special Education placements:
 - » Complete one summative [Education Specialist MMSN Student Teaching Evaluation Report](#) OR [Education Specialist ESN Student Teaching Evaluation Report](#) for each candidate at the end of the term/rotation.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

- Candidates complete the [IDP](#) at the end of their final student teaching placement.
- University Supervisor provides feedback related to the professional goals of each candidate.
- University Supervisor signs and dates the completed IDP.

Tips for Success for New University Supervisors

Tips for Success for New University Supervisors

You have a wealth of experience and expertise in the field of education, otherwise you would not be here! Your colleagues, including other University Supervisors, the Director of Teacher Education, and the TE Fieldwork and Assessment Manager, are here to help you be successful. Please do not hesitate to reach out when you have questions or concerns. This is truly a team effort! That said, the following are some tips for success:

1. Exchange phone numbers and email addresses with your candidates as soon as possible to facilitate communication.
2. Plan an observation and conference schedule with each candidate at the beginning of the term. Keep Mentor Teachers in the loop.
3. Familiarize yourself with the Teaching Performance Expectations (TPEs) applicable to Multiple and Single Subject or Education Specialist at the beginning of the term.
4. Familiarize yourself with the California Teaching Performance Assessment (CalTPA) for Multiple Subject, Single Subject, or Education Specialist candidates. Candidates complete CalTPA Cycle 1 and/or Cycle 2 during student teaching/teaching residency and may ask you general questions. Refer candidates to the TE Fieldwork Manager for specific questions about CalTPA requirements.
5. Get to know the Principal, Assistant Principal, Office Manager, and other key people at the school sites.
6. For in-person school visits, the University Supervisor should always report to the principal's office upon entering the school. If the Principal is not in, leave a note or a message with someone that will notify the principal that you are in the building.
7. When issues or concerns arise, maintain detailed, dated records of your conversations with candidates and Mentor Teachers, emails, and support provided. Inform the TE Fieldwork Manager of issues and concerns immediately.
8. Communicate throughout the term with the candidate, site administrators, the Mentor Teacher, and the University to ensure appropriate candidate progress.

Protocol for Addressing Candidate Concerns within the Placement

Protocol for Addressing Candidate Concerns within the Placement

Candidates should discuss any concerns about their Mentor Teacher with the Mentor Teacher first. If such discussion does not resolve the issue, candidates should discuss the matter with their University Supervisor. See steps below.

- STEP 1: If a concern arises about a Mentor Teacher (either through a University Supervisor's observation or from the candidate's feedback), the University Supervisor should first contact the Fieldwork Manager (via email or phone) and provide them with a brief description of the situation. Then, the University Supervisor should speak with both the Mentor Teacher and candidate. These may be separate meetings, or, if appropriate, the University Supervisor should facilitate a joint meeting with both the Mentor Teacher and candidate.
- STEP 2: After the meetings, the US will report back to the Fieldwork Manager and make a recommendation about next steps (e.g., provide extra supports, increase frequency of check-ins, change placement).
A [Candidate Support Plan](#) will be developed (if needed) that outlines next steps. The plan will be signed by the US, Fieldwork Manager, candidate, and Director of TE.
- STEP 3: If needed, the University Supervisor, candidate, Fieldwork Manager, and Director of Teacher Education will meet to discuss next steps and/or changes that need to be implemented. Candidate Support Plan will be revised if needed.

Addressing Mentor Teacher Concerns

Addressing Mentor Teacher Concerns

Concerns about a Candidate's Performance

Candidates may encounter difficulties once they begin student teaching. They may not be progressing as quickly as they should or perhaps, they are not completing assigned responsibilities. Whatever the reason for concern, University Supervisors need to communicate with the Mentor Teacher as soon as possible. Often, additional assistance provided early on in the process is all the candidate needs to become successful. Interventions include:

- Reviewing Lesson Plans: Having the candidate submit lesson and/or unit plans prior to teaching to Mentor Teacher and University Supervisor for review and feedback.
- Providing feedback to the candidate focusing one or two critical concerns at a time and providing positive guidance, direction and examples of best practices in those areas.
- Reviewing and clarifying expectations in areas of concern and provide specific directions and deadlines.
- Encouraging the candidate to implement lessons and analyze lesson outcomes on the plan, do, study, act, reflect on their teaching and make adjustments based on reflections.
- Sharing professional development resources.
- Recommending that the candidate observe another teacher modeling specific instructional strategies.
- Requesting that the candidate record and annotate additional lessons using GoReact and provide a self-assessment of their teaching performance. Then have a conversation about the candidate's self-assessment and annotations while viewing the recording.
- Limiting the candidate's teaching responsibilities allowing them to focus on developing specific skills.

Students of Concern in Need of Further Action

In more critical situations the University Supervisor, the Mentor Teacher, the Director of Teacher Education, and the candidate need to work together on an appropriate plan of action. Actions may involve developing a contract outlining requirements, extending or changing the placement, or immediate withdrawal from the placement. Act immediately if you think that specific action needs to be taken; waiting too long may narrow the number of options available. Contact the Director of Teacher Education to ensure that you follow Chapman University policy if you are considering the withdrawal of a candidate.

Due Process for All Candidates

It is very important that all University Supervisors and Mentor Teachers follow the policy of due process for all candidates. While due process is the right of every candidate and constitutes appropriate supervisory practice, it becomes especially critical in cases involving an appeal of a grade or dismissal of a candidate from a student teaching placement. The following list summarizes the essential elements and identified practices necessary to ensure due process:

- Candidates must be provided a specific and complete statement of requirements and expectations, including a specific description of the competencies by which they will be evaluated, detailing the processes to be employed. This is provided to candidates at the Student Teaching Orientation, on Canvas, and in this handbook.
- Actual supervision practice at both the school site and college level must be consistent with published policy available to the candidates in advance.
- Orientation of candidates should provide, in writing, University Supervisor and institutional requirements (e.g., the Teacher Education Handbook, Attallah College of Educational Studies webpages).
- University Supervisor observations should occur at minimum 6 times over the term (8 times for MACI rotation), be comprehensive, and recorded on GoReact.

Work Hours Expected of University Supervisors

Work Hours Expected of University Supervisors

The role of the University Supervisor is integral to the Teacher Education Program, as they are the liaison between Chapman University, the candidates, and the school sites. The majority of University Supervisor's time is spent coaching teacher candidates and evaluating their progress toward the TPEs and professional dispositions.

- Expectations. MACI Supervisors should spend a total of **30 hours** communicating with and observing each candidate during the 20-week rotation. SPED and MAT Supervisors should spend a total of **25 hours** communicating with and observing each candidate during the 16-week term.
- Supervisors should report hours each week using the [Working@Chapman](#) timecard. Report additional hours spent participating in calibration, trainings, and meetings.
- Tracking hours. Supervisors must maintain a personal record of their weekly supervision hours and activities and provide detailed documentation if requested.
- Timesheet. Record your daily time via the timesheet on [Working@Chapman](#). Submit your weekly hours by 11:59pm on Sundays. For information on how to complete the timesheet, see page 153.

Suggested Activities

Check-in Meetings with Candidates

Conduct 20-30 minute weekly check-in meetings with all candidates assigned to you. Topics of discussion should include professional dispositions, issues that arise in the field, and planning for upcoming observations. Meetings should be held via Zoom when possible to facilitate people's schedules and reduce travel time.

Check-in Meetings with Mentor Teachers

Conduct brief check-in meetings with Mentor Teachers (about every other week) at the school site or online via Zoom. These meetings typically take about 15-20 minutes.

Observations & Reports

Conduct student teaching observations (about every other week). Observations usually last 45 minutes to one hour each and are followed by a 20-30 minute post-observation discussion with the candidate. Completing the accompanying observation report rubric in GoReact typically takes 45 minutes to one hour each.

Evaluations

Meet with candidate to discuss your proposed ratings on their formative & summative TPE Evaluation and EDA, about 30 minutes. Complete formative and summative TPE evaluations, which take about one hour in Tevera. Complete formative and summative Educator Dispositions Assessment (EDA), about 30 minutes.

University Supervisor Meetings

Attend monthly University Supervisor meetings. These meetings typically last one hour and are held online or on the Chapman campus.

Orientations & Trainings

Attend Orientations, trainings, and calibration held prior to and during the beginning of the semester. These meetings are typically 1-3 hours long and are held online or at the Chapman campus. Human Resources also requires online training when University Supervisors are initially hired and periodically thereafter.

University Supervisor Time Reporting

University Supervisor Time Reporting Directions on How to Complete the Timesheet

Timesheets can be accessed through the [Working@Chapman](#) website by clicking the “Employee Self-Service” red button on the page. [Working@Chapman](#) can also be access through the login drop down ‘Paw’ menu from the Chapman homepage.

How to Access Timesheet Entry on [Working@Chapman](#).

- [Video Tutorial \(0:52\)](#)
- [Printable Tutorial](#)

How to Record Hours Worked:

- 1. Please do not work more than 8 hours per day or more than 19 hours per week.**
2. Once you have logged into **Employee Self-Service** and clicked on **My Time**, you will see the Timesheet.
3. Please choose “Week” on the **View By** dropdown menu, then click on the calendar icon under **Date** to select the Monday of the week you wish to enter hours for, and then click on the refresh arrows. You should see the dates for that week listed Monday - Sunday.
4. For each date you worked that week, enter the “In” and “Out” times and select the appropriate **Time Reporting Code** from the dropdown menu. Please leave “Meal Out” and “Meal In” blank.
5. Please include comments for each timecard entry. Click on the comments icon to the left of each row.
6. Last, click the **Submit** button.

Please see [Working@Chapman Training](#) for more information on time reporting.

University Supervisor Mileage Reimbursement

University Supervisor Mileage Reimbursement

University Supervisors are responsible to enter their monthly mileage to [Concur](#) if they wish to be reimbursed for mileage to/from school sites. Mileage is due to Concur within three days of the end of each month.

Mileage is calculated using the closest destination as your starting/ending point. That is, if Chapman University is closer to the school site, the campus is your starting/ending point. If your home is closer to the starting point, then your home address is the starting/ending point. If you go to multiple schools on the same day, please report mileage to and from each school site as well.

Instructions for Mileage Reimbursement

Please [click here](#) for a short video tutorial on these steps.

Step 1: Log onto [Concur](#).

Step 2: Click the **Expense tab** at the top of the screen.

Step 3: Click **Create New Report**.

Step 4: Enter the following information & Click **NEXT**

- Report/Trip Name* (required) = Supervisor Mileage Month Year (e.g., Supervisor Mileage August 2022)
- Report/Trip Start Date* = Choose first day of the month
- Report/Trip End Date* = Choose last day of the month
- Report/Trip Purpose* = Choose General Expense from dropdown menu
- Business Purpose* = Write "mileage to/from school sites"
- Charge to* = Staff/Admin-520030
- Fund* = (100) UR - Operations
- Department* = (4990) Teacher Education
- Program* = (49900) Teacher Education
- Project* = None
- Operating Unit* = None

Step 5: Answer "**No**" to "Will this report include per diem expenses?"

Step 6: Click **+New Expense** button

- Choose Personal Car Mileage
- Enter **Transaction Date***
- Enter **From Location*** (Home or Chapman address closest to school site)
- Enter **To Location*** (School address)
- Click on **Mileage Calculator** & check points A and B and click **Calculate Route** then **Make Round Trip**
- Add **Comment** - "Mileage to/from Home and School Site Name on Date"
- Click **Save**

Step 7: After you have entered mileage for all the dates you traveled to school sites during the month, click **Submit Report**

Step 8: Laurie approves the expense report or sends it back to you for revision

Step 9: Kathy approves the expense report or sends it back for revision

Step 10: Supervisor receives a mileage reimbursement check from Chapman University

University Supervisor Timeline (MACI), Multiple Subject (Fall)

University Supervisor Timeline (MACI), Multiple Subject (Fall)

Before teaching residency begins	<ul style="list-style-type: none"> • University Supervisor Orientation & Student Teaching Orientation • Educator Dispositions Assessment (EDA) Calibration • GoReact & Tevera Refresher Meeting • Set up GoReact course • Everfi training videos (New Supervisors only) • Meet with Mentor Teacher & candidate
Observation 1	<ul style="list-style-type: none"> • Observation #1 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 2	<ul style="list-style-type: none"> • Conduct Observation #2 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 3 Students of Concern	<ul style="list-style-type: none"> • Conduct Observation #3 with post-conference & report & MT check-in • Check candidate's Tevera hours • Submit Students of Concern Survey, if needed
Observation 4 Formative TPE Evaluation Formative EDA Students of Concern	<ul style="list-style-type: none"> • Conduct Observation #4 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation & EDA ratings • Complete the Formative TPE Evaluation in Tevera • Complete the Formative EDA in Tevera
Observation 5 IDP Check-in	<ul style="list-style-type: none"> • Conduct Observation #5 with post-conference & report & MT check-in • Check candidate's Tevera hours • IDP Check-in
Observation 6	<ul style="list-style-type: none"> • Conduct Observation #6 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 7 Summative EDA	<ul style="list-style-type: none"> • Conduct Observation #7 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed EDA ratings. • Complete the Summative EDA in Tevera
Observation 8 Summative TPE Evaluation IDP Signature	<ul style="list-style-type: none"> • Conduct Observation #8 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation & EDA ratings. • Complete the Summative TPE Evaluation in Tevera • Review & sign candidate's IDP

The following required documents are all to be completed by the University Supervisor:

- Student Teaching Observation Reports #1-8
- Formative TPE Evaluation (Completed after first 4 observations)
- Summative TPE Evaluation (Completed at the end of all observations)
- Educator Disposition Assessment (EDA) - two per candidate (formative, summative)

University Supervisor Timeline (MACI) Education Specialist MMSN (Spring)

University Supervisor Timeline (MACI) Education Specialist MMSN (Spring)

Before teaching residency begins	<ul style="list-style-type: none"> • University Supervisor Orientation & Student Teaching Orientation • Educator Dispositions Assessment (EDA) Calibration • Meet with Mentor Teacher & candidate
Observation 1	<ul style="list-style-type: none"> • Observation #1 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 2	<ul style="list-style-type: none"> • Conduct Observation #2 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 3	<ul style="list-style-type: none"> • Conduct Observation #3 for Education Specialist CalTPA Cycle 1 video clips with post-conference & report • Check candidate's Tevera hours
Students of Concern	<ul style="list-style-type: none"> • Complete the Students of Concern survey, if needed
Observation 4	<ul style="list-style-type: none"> • Conduct Observation #4 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation & EDA ratings • Complete the Education Specialist Formative TPE Evaluation in Tevera • Complete the Formative EDA in • Review Education Specialist Formative E-Portfolio
Observation 5 IDP Check-in	<ul style="list-style-type: none"> • Conduct Observation #5 with post-conference & report & MT check-in • Check candidate's Tevera hours • IDP Check-in
Observation 6	<ul style="list-style-type: none"> • Conduct Observation #6 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 7 Summative EDA Assessment Administration	<ul style="list-style-type: none"> • Conduct Observation #7 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed EDA ratings • Complete the Summative EDA in Tevera • Review the Documentation of Assessment Administration Report
Observation 8 Summative TPE Evaluation IDP Signature Exit Interview & E-Portfolio	<ul style="list-style-type: none"> • Conduct Observation #8 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation ratings • Complete the Education Specialist Summative TPE Evaluation in • Review & sign IDP • Review Education Specialist Summative E-Portfolio

The following required documents are all to be completed by the University Supervisor:

- Student Teaching Observation Reports #1-8
- Formative & Summative TPE Evaluation (Completed after 4th & 8th observations)
- Educator Disposition Assessment (EDA) - two per candidate (formative, summative)

University Supervisor Timeline (SPED Education Specialist MMSN or ESN (fall))

University Supervisor Timeline (MACI) Education Specialist MMSN (Spring)

Before student teaching begins	<ul style="list-style-type: none"> • University Supervisor Orientation & Student Teaching Orientation • Educator Dispositions Assessment (EDA) Calibration • Facilitate meeting #1 with Mentor Teacher & candidate
Observation 1	<ul style="list-style-type: none"> • Observation #1 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 2	<ul style="list-style-type: none"> • Conduct Observation #2 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 3 Formative TPE Evaluation Formative EDA Students of Concern	<ul style="list-style-type: none"> • Conduct Observation #3 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation & EDA ratings • Complete the Formative TPE Evaluation in • Complete the Formative EDA in Tevera • Complete the Students of Concern survey, if needed
Observation 4	<ul style="list-style-type: none"> • Conduct Observation #4 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 5 Summative EDA	<ul style="list-style-type: none"> • Conduct Observation #5 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed EDA ratings • Complete the Summative EDA in Candidates submit CalTPA Cycle 2 self-assessment & draft to Laurie
CalTPA	<ul style="list-style-type: none"> • Candidates submit CalTPA Cycle 2 to Pearson by April 27, 2023
Observation 6 Summative TPE Evaluation IDP Signature	<ul style="list-style-type: none"> • Conduct Observation #6 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation ratings • Complete the Summative TPE Evaluation Review & sign IDP

The following required documents are all to be completed by the University Supervisor:

- Student Teaching Observation Reports #1-6
- Formative TPE Evaluation (Completed after 3rd observation)
- Summative TPE Evaluation (Completed at the end of all observations)
- Educator Disposition Assessment (EDA) - two per candidate (formative, summative)

University Supervisor Timeline (SPED Education Specialist MMSN or ESN (fall))

University Supervisor Timeline (SPED Education Specialist MMSN or ESN (fall))

Before student teaching begins	<ul style="list-style-type: none"> • University Supervisor Orientation & Student Teaching Orientation • Educator Dispositions Assessment (EDA) Calibration • Facilitate meeting #1 with Mentor Teacher & candidate
Observation 1	<ul style="list-style-type: none"> • Observation #1 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 2	<ul style="list-style-type: none"> • Conduct Observation #2 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 3 Formative TPE Evaluation Formative EDA Students of Concern	<ul style="list-style-type: none"> • Conduct Observation #3 for Education Specialist CalTPA Cycle 1 video clips with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation & EDA ratings • Complete the Formative TPE Evaluation in • Complete the Formative Educator Disposition Assessment (EDA) • Submit Students of Concern survey, if needed
Observation 4	<ul style="list-style-type: none"> • Conduct Observation #4 with post-conference & report & MT check-in • Check candidate's Tevera hours
Observation 5 Summative EDA	<ul style="list-style-type: none"> • Conduct Observation #5 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed EDA ratings • Complete the Summative EDA
Assessment Administration Paraeducators Schedule IEP At-a-Glance	<ul style="list-style-type: none"> • Review the Documentation of Assessment Administration Report • Review Documentation of BIP (ESN only) • Review Paraeducators Schedule (ESN only) • Review IEP At-a-Glance (ESN only)
Observation 6 Summative TPE Evaluation IDP Signature Exit Interview & E-Portfolio	<ul style="list-style-type: none"> • Conduct Observation #6 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation ratings • Complete the Summative TPE Evaluation in • Review & sign IDP • Exit Interview & E-Portfolio

The following required documents are all to be completed by the University Supervisor:

- Student Teaching Observation Reports 1-6
- Formative TPE Evaluation (Complete after 3rd observation)
- Summative TPE Evaluation (Complete at the end of all observations)
- Educator Disposition Assessment (EDA) - two per candidate (formative, summative)

Evaluation of University Supervisor

Evaluation of University Supervisor

The Attallah College of Educational Studies works closely with and provides professional development for our University Supervisors. We have implemented a mandatory University Supervisor Orientation and also offer opportunities for them to receive additional support and training as needed. University Supervisors are also evaluated each term/rotation by their student teacher(s) and a member of the Attallah College leadership team.

University Supervisors are evaluated on the following areas:

- Reliability and responsiveness (e.g., responds in a timely manner to inquiries from candidate, Mentor Teacher, and Attallah College leadership; attends scheduled observations and meetings; arrives at scheduled time; addresses issues, questions, or concerns raised by candidate, Mentor Teacher, and Attallah College in a timely manner).
- Evaluation processes (e.g., thoughtfully and thoroughly completes observation reports; reports have high level of detail and insight; submits completed evaluation reports online in expected timeframe)
- Student teacher development and support (e.g., provides constructive feedback and suggestions to candidate; helps student teacher identify growth areas & supports them toward developing in those areas)
- Follows policies and procedures as outlined in the Teacher Education handbook.

At the end of each term or rotation, each candidate will submit an evaluation of their University Supervisor and a member of the Attallah College leadership team will provide feedback to University Supervisors, as needed, on the three evaluation areas.

[University Supervisor Feedback Survey](#) (candidate completes in Tevera)

VII. Mentor Teacher Information

The Role of the Mentor Teacher

Evaluation of University Supervisor

The Mentor Teacher serves as a role model for the candidate during the student teaching experience. Mentor Teachers have been recommended by the school principal. Mentor Teachers understand the student teacher does not yet have a full range of abilities, techniques, or self-assurance. They understand candidates need guidance, praise, and patience. The Mentor Teacher can provide opportunities for the thoughtful reflection and self-analysis so critical for growth through coaching and encouraging problem-solving. The Mentor Teacher should allow the candidate to observe the class they will be teaching for several days before being asked to assume teaching duties. The Mentor Teacher has several major roles and attendant responsibilities, including:

- Teacher Model: Demonstrate and explain the rationale for various teaching strategies.
- Co-planner: Share methods of planning and assist candidate especially in terms of timing and appropriateness of content.
- Observer: Conduct frequent comprehensive observations.
- Co-teacher: Invite candidate to participate in the classroom in a variety of ways, including all six (6) Co-teaching Strategies.
- Conference Facilitator: Provide feedback, present alternatives, meet a minimum of one hour per week, and establish a positive, constructive environment characterized by honesty, trust and collegiality.
- Counselor: Listen, empathize, and understand.
- Professional Peer: Accept the candidate as another professional. Invite the use of new ideas, approaches, materials and team teaching. Help the candidate adjust to the school culture.
- Evaluator: Assess candidate proficiencies on an informal and formal basis. Ask the candidate for their perceptions of strengths and weaknesses. Assist the candidate in self-evaluation.

[Mentor Teacher Feedback Survey](#)

Mentor Teacher Compensation

Mentor Teacher Compensation

Mentor Teacher compensation beginning Fall 2023 is as follows:

- a. \$500 per Mentor Teacher for 14-20 weeks of supervision of full-time (400+ hours) student teaching/teacher residency and Letter of Appreciation.
In situations where the full-time student teacher/teacher resident 'splits' their time between two teachers, the \$500 honorarium will be split according to the percent (%) of time Mentor Teacher supervises the candidate. Examples of this situation would be elementary co-teachers who equally share a classroom or secondary subject area teachers where the candidate is in one period with the first Mentor Teacher and 2 periods with the other.
- b. \$250 per Mentor Teacher for 14-20 weeks of supervision of fieldwork placements between 200 and 399 hours and Letter of Appreciation.
- c. \$125 per Mentor Teacher for 14-20 weeks of supervision of fieldwork placements between 50 and 199 hours and Letter of Appreciation.
- d. Letter of appreciation for supervision of placements <50 hours.

METHOD OF PAYMENT: Stipend is to be paid directly to the school district. (Unless district requests direct payment to Mentor Teachers).

In the event the assignment of a UNIVERSITY student is terminated by the UNIVERSITY and/or the DISTRICT for any reason after the student has been in student teaching and has been at the assignment for a minimum of two weeks, DISTRICT shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment to exceed no more than six (6) units per session of terminated assignment. In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the DISTRICT for any reason after the student has been in the field experience for a minimum of two weeks, DISTRICT shall receive payment for one assignment on account of each student as though there had been no termination of the assignment.

Within thirty (30) days following the close of each semester or academic session of the UNIVERSITY, the DISTRICT shall submit an invoice, in triplicate, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the DISTRICT under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Role of Mentor Teacher: MAT

Role of Mentor Teacher: MAT

Mentor Teachers play a central role in candidates' development during clinical practice. The MAT is designed to provide candidates with opportunities to engage in a variety of early fieldwork experiences, including observation of experienced teachers modeling effective instruction and practice using teaching strategies in diverse settings. Candidates are expected to be active learners as they observe and participate in the teaching and learning within Mentor Teachers' classrooms.

The following are ways that Mentor Teachers can support candidates during MAT:

- Meet with the candidate prior to the start of fieldwork to discuss weekly schedule, parking at the school site, procedures for signing in at the main office, etc.
- Share the school calendar and bell schedule with the candidate
- Share the seating chart with the students if you have one
- Provide the candidate with a space in the classroom for their belongings and to sit while observing
- Introduce the candidate to key people at the school, including the principal, office manager, custodians, etc.
- Invite the candidate to participate in department or grade level meetings, PLC meetings, and staff meetings
- Invite the candidate to attend Back to School Night
- Help the candidate get to know students by providing them with information about who the English learners, students with special needs, and gifted students are in the class (Note: This is a state requirement for the CalTPA)
- Encourage the candidate to ask questions
- Facilitate observations for the candidate in other settings at the school site, such as a special education classroom
- Help the candidate distribute and collect parent/guardian permission slips for CalTPA

Candidates will complete CalTPA Cycle 1 during Early Fieldwork. For this state-required assessment, candidates will need to co-plan a lesson for the whole class and three focus students. Multiple subject candidates must choose math or literacy for the lesson. Single subject candidates must choose a class for their content area. All candidates must use state content and ELD standards to plan the lesson. Candidates will teach and record the lesson, reflect on student learning, and apply what they learned to determine possible next steps. To help them prepare for CalTPA Cycle 1, we ask that Mentor Teachers provide candidates with opportunities to teach parts of lessons and at least one whole lesson prior to teaching the Cycle 1 lesson. Candidates should practice recording themselves teaching as well.

If you have any questions or concerns about MAT Early Fieldwork, please do not hesitate to contact the TE Fieldwork and Assessment Manager.

**Thank you for your support of our teacher candidates!
We appreciate you!**

Transferring Full Classroom Responsibilities to the Candidate – Student Teaching

Transferring Full Classroom Responsibilities to the Candidate – Student Teaching

The Mentor Teacher should use professional judgment in transferring responsibility to the candidate. The process may be completed quickly, with the candidate in full charge of all subject areas soon after the first week of the assignment, or the process may be completed gradually (no later than the end of the first 4 weeks for MAT and 7 weeks for MACI). The pace at which the teaching role is transferred from the Mentor Teacher to the candidate should be negotiated to the satisfaction of both with the assistance of the University Supervisor. The candidate must have the equivalent of full teaching responsibility for the total teaching arrangement for a period of at least 4 weeks. The Mentor Teacher has the right to specify *what* major units are to be taught, but the candidate should have freedom to plan *how* these units will be taught.

The University requires the candidate use a lesson plan book and plan at least one week in advance. It is understood, however, that such plans are subject to change as classroom circumstances dictate. We highly recommend that Mentor Teachers remain in the room with the candidate the entire semester. Observation notes and feedback to the candidate are critical. A regular time for daily conferences should be established. Should the candidate encounter problems in the assignment, they will turn first to their Mentor Teacher. If the problem persists, the Mentor Teacher or candidate may decide to involve a third party, for example, the University Supervisor, Assistant Principal, or the Principal.

It is important the Mentor Teacher be explicit about what is expected of the candidate in terms of:

1. Classroom management
2. Preparation and planning
3. Subject matter competence
4. Effective teaching strategies
5. Rapport with K-12 students
6. Attendance and punctuality
7. Professional dress and grooming
8. Various duty and adjunct assignments
9. Cooperation with other teachers
10. Communication with families and guardians

ALL MACI students placed in OUSD:

The expectation for initial fieldwork (first seven weeks) are as followed:

1. Observing and taking notes about what your Mentor Teacher and the K-12 students are doing
2. Circulating in class to provide individual assistance or answer student questions
3. ONLY as appropriate and with Mentor Teacher's guidance-providing behavioral reminders and reinforcements
4. Instructional support as the Mentor Teacher sees fit, including small group instruction, one on one instruction, and whole class instruction
5. Implementation of the Co-Teaching model with one teach/one assist, etc.
6. Mentor Teacher will be responsible for all planning and assessing
7. Teacher Candidates will be responsible only for in-class support
8. Attending all professional development, grade level planning meetings, and other experiences that are related to their assignment
9. Remain in class throughout the whole school day

Transferring Full Classroom Responsibilities to the Candidate (continued)

The expectations for the remaining nine+ weeks are as followed:

1. Co-planning, co-instructing, and co-assessment of TK-12 student work
2. Attending all professional development, grade level planning meetings, and other experiences that are related to their assignment
3. Remain in class throughout the whole day
4. One teach, one observe co-teaching
5. One teach, one assist co-teaching
6. Station teaching
7. Parallel teaching
8. Alternative teaching
9. Team teaching

Formative & Summative TPE Evaluation Completed by Mentor Teacher

Formative & Summative TPE Evaluation Completed by Mentor Teacher

Dear Mentor Teacher,

Thank you so much for all that you are doing to mentor, support, and contribute toward the development of a future educator. There are two points during the student teaching experience when Mentor Teachers are required to conduct a substantive evaluation of their candidate – a Formative TPE Evaluation (during the mid-point of student teaching) and a Summative TPE Evaluation (at the end of student teaching).

At this time, we ask that you evaluate your candidate’s progress toward meeting the Teaching Performance Expectations (TPEs) and complete and submit the formative or summative TPE Evaluation within two weeks. Detailed “Comments on Evaluation” and “Recommendations” are also requested as they provide specific feedback to student teachers and evidence of support and guidance provided by Mentor Teachers to teacher candidates (as required by program accreditation standards).

Table 14: TPE Evaluation Rating Scale for General & Special Education Candidates

N/O = No Opportunity to Observe	No opportunity to observe this TPE element.
1 = Standard Not Yet Met	Candidate is not meeting expectations of the profession as a novice educator through evidence of the TPEs. Candidate provides little or no evidence they have met this TPE element without substantial support from the Mentor Teacher.
2 = Progressing Toward Meeting Standard	Candidate is meeting some expectations of the profession as a novice educator but has not yet consistently met TPEs. Candidate provides 1-2 pieces of evidence they have met this TPE element. Candidate has partial responsibility for the TPE element and requires some support from the Mentor Teacher to be successful in its implementation.
3 = Standard Met	Candidate is meeting expectations of the profession as a novice educator. Candidate provides 3-4 pieces of evidence they have met this TPE element. Candidate is currently solo or co-teaching . Candidate has full responsibility for the element and rarely requires support from the Mentor Teacher to be successful in its implementation.
4 = Standard Exceeded	Candidate is exceeding expectations of the profession as a novice educator. Candidate provides 5-6 pieces of evidence they have met this TPE element. Candidate is currently solo or co-teaching . Candidate has full responsibility for the element and requires no support from the Mentor Teacher to be successful in its implementation.

Mentor Teachers will receive a request to complete the Formative and Summative TPE Evaluations via email. If a Mentor Teacher does not receive an email, please contact Stephanie Farrington at

VIII. Student Teaching/Teaching Residency Evaluation

District Policies Regarding Conduct of Teacher Candidates

District Policies Regarding Conduct of Teacher Candidates

In keeping with the mission and vision of the Teacher Education Program at Attallah College, the following issues are mentioned to emphasize the commitment to the success of candidates. These issues relate to the conduct of teacher candidates and must be of concern to all professionals involved in their preparation. If a concern arises, please inform the TE Fieldwork Manager and the Director of Teacher Education. Please ensure candidates are aware of the district policies pertaining to the following issues:

- *Drug, tobacco, or alcohol possession.*
- *Child Abuse. The California Child Abuse and Neglect Reporting Act, [California Penal Code § 11164-11174.3](#) (CANRA), identifies certain groups of employees as “Mandated Reporters” of child abuse and imposes various obligations on the extends certain protections to those Mandated Reporters as well as their employees. As a student teacher you are a mandated reporter. As a designated Mandated Reporter, whenever you, in your professional capacity or within the course of your student teaching you, have knowledge of or reasonably suspect child abuse or neglect has occurred, you must report the incident. Candidates need to confide their concerns to their Mentor Teachers or if that is inappropriate a school administrator and follow the school district’s reporting policy.*
- *Harassment.* Candidates will need to know what the roles of educators are in recognizing and reporting cases of harassment and how they must conduct themselves so as not to engage in harassment. The candidates should be required to read the school district’s anti-harassment policy which covers harassment as prohibited by federal, state, and local laws. It is important for the student teachers to know whom to contact if harassment is directed toward themselves by other staff members or students.
- *Professional Conduct.* Candidates need to be aware that they will be held responsible for their actions, either verbal or physical, which result in the development of an inappropriate relationship with their student(s). It has been legally determined that Mentor Teachers and teacher candidates are considered to be in a position of power over their TK-12 students; therefore, their students are not considered able to make a consensual decision even if they are over the age of 18.

Reflecting on Your Development as a Teacher

Reflecting on Your Development as a Teacher

Before you begin student teaching or teaching residency, it is important that you prepare for the reflective mindset needed to be a successful teacher who is open to learning from peers, colleagues, and of course, students. These questions from various Mentor Teachers and district consultants may be helpful to you as you engage in a professional reflective self-analysis of your student teaching performance:

1. Does the candidate sit at the desk all the time, thus giving the class the cue to settle back comfortably and indifferently?
2. Is a lesson often rendered ineffectual because the candidate plunges into the work before involving each student in the class?
3. Does the candidate often “teach from the textbook” instead of presenting interesting lessons?
4. Does the candidate explain and answer questions instead of encouraging the class to feel a responsibility for all that goes on during the lesson or period?
5. Does the candidate rely on paper and board work to “keep students busy” while working with a smaller group?
6. Does the candidate ask yes/no or one-word-answer questions rather than involving students in discussions?
7. Does the candidate recite the content rather than involve students in discussions, discovery approaches and various activities?
8. Does the candidate frequently fail to address the physical comfort of pupils: seating, temperature, ventilation, and lighting?
9. Does the candidate speak in a low, unconvincing voice which gives the impression that nothing of importance is happening?
10. Are lesson plans and materials preparations often neglected until the last minute?
11. Does the candidate often have little to contribute for purposes of illustration and stimulation?
12. Are students’ statements characterized by short-word responses or responses such as “alright”, “okay” or “uh-huh”?
13. Does the candidate talk slowly or rapidly?
14. Is too much thought given to teaching and too little to students’ learning?
15. Does the candidate often forget the importance of personal appearance, tone of voice and attitude?
16. Does the candidate parrot the students’ answers?
17. Are both simple and difficult concepts left before they have been made entirely clear, or does the candidate “check for understanding” before proceeding to new concepts?
18. Does the candidate frequently use words and instructions above the students’ comprehension?

Student Teaching Curriculum Plan

Student Teaching Curriculum Plan

During the first two weeks of student teaching, the candidate should work with the Mentor Teacher to devise a plan for how you will assume teaching responsibilities. Please use the forms linked below to list the specific activities you will be doing each week. This plan is meant to be flexible, and should be updated as needed to meet the needs of the students, candidate, and MT. Your approved plan is due to your University Supervisor by the end of Week 2 of your student teaching assignment.

[Student Teaching Curriculum Plan - MACI Multiple Subject](#)

[Student Teaching Curriculum Plan - MACI Single Subject](#)

[Student Teaching Curriculum Plan - SPED MMSN](#)

[Student Teaching Curriculum Plan - SPED ESN](#)

[Student Teaching Curriculum Plan - SPED Joint ESN](#)

[Student Teaching Curriculum Plan - SPED Joint Multiple Subject](#)

[Student Teaching Curriculum Plan - MAT Multiple Subject](#)

[Student Teaching Curriculum Plan - MAT Single Subject](#)

Student Teaching Observation & Evaluation

Student Teaching Observation & Evaluation

“The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California.” (CTC, 2016). University Supervisors (US) and Mentor Teachers (MT) conduct formative and summative assessments during the term to support and document candidates’ growth toward demonstrating mastery of the six TPE domains.

Formative assessment is used for feedback and guidance. During formative assessment it is expected that the MT and US identify, document, and support candidates’ areas for growth and areas where standards have not yet been met. It is important that the US, candidate, and MT discuss the draft assessments *before* they are finalized. If a candidate disagrees with assessment results from the US or MT, please see process on page 169. Formative assessment of student teaching includes:

- In-person and video-based observations conducted by the US using the Student Teaching Observation Report.
- Observations conducted by the MT using the Lesson Observation Form.
- Formative TPE Evaluation completed by the MT and US at mid-term. **Candidates are expected to demonstrate they are Progressing Toward Meeting Standard on all TPE elements at this time.**

Summative assessment is used to document candidates’ mastery of the TPEs. Summative assessment of student teaching includes:

- Summative TPE Evaluation completed by the MT and US at the end of the term. **Candidates are expected to demonstrate they have Standard Met or Exceeded on all TPEs at this time.**

Table 14: TPE Observation & Evaluation Rating Scale for General & Special Education Candidates

N/O = No Opportunity to Observe	No opportunity to observe this TPE element.
1 = Standard Not Yet Met	Candidate is not meeting expectations of the profession as a novice educator through evidence of the TPEs. Candidate provides little or no evidence they have met this TPE element without substantial support from the Mentor Teacher.
2 = Progressing Toward Meeting Standard	Candidate is meeting some expectations of the profession as a novice educator but has not yet consistently met TPEs. Candidate provides 1-2 pieces of evidence they have met this TPE element. Candidate has partial responsibility for the TPE element and requires some support from the Mentor Teacher to be successful in its implementation.
3 = Standard Met	Candidate is meeting expectations of the profession as a novice educator. Candidate provides 3-4 pieces of evidence they have met this TPE element. Candidate is currently solo or co-teaching . Candidate has full responsibility for the element and rarely requires support from the Mentor Teacher to be successful in its implementation.

4 = Standard Exceeded	Candidate is exceeding expectations of the profession as a novice educator. Candidate provides 5-6 pieces of evidence they have met this TPE element. Candidate is currently solo or co-teaching. Candidate has full responsibility for the element and requires no support from the Mentor Teacher to be successful in its implementation.
-----------------------	---

Pre-Observation Tasks

Pre-Observation Tasks

Pre-Observation Discussion

Prior to each observation, the candidate and MT or US should briefly discuss the following:

- Date & time for the lesson
- Content area & topic
- Focus TPEs for the observation
- Proposed co-planning with the MT

These brief discussions can take place face-to-face, online via Zoom, via phone call, or via email.

Lesson Plan

The candidate and MT should co-plan the lesson and the candidate will write up the lesson plan and gather/prepare any lesson materials. The candidate must share/email the lesson plan and materials to the US or MT at least 24 hours in advance of teaching the lesson.

Candidate Self-Assessment

For each observation and at least 24 hours in advance of teaching the lesson, the candidate must complete a self-assessment of their progress toward the TPEs. This self-assessment will serve as one of the discussion points during the post-observation conference.

Post-Observation & Assessment Conferences

Post-Observation & Assessment Conferences

Formative and summative assessment of candidate's progress toward meeting TPEs and demonstrating professional dispositions is a collaborative, supportive process between the candidate, MT, and US. The two goals of this process are to: a) document that the candidate has met standards and b) provide opportunities for growth with support.

Post-Observation Discussion

For each observation, plan to spend 20-30 minutes conferring with the MT or US after you have taught the lesson. Topics of discussion include what went well and areas for growth related to the TPEs. During this post-observation conference, the candidate will share the results of their self-assessment related to the TPEs. In addition, the MT or US must clearly communicate with the candidate as to how they will be rated for this observation.

Formative & Summative TPE Evaluation Discussion

At the midpoint and end of the student teaching experience, the candidate and MT or US must meet to discuss the candidate's progress. This discussion should include the candidate's self-assessment of their progress toward the TPEs to date as well as the MT or US proposed ratings on each TPE element.

Formative & Summative Educator Dispositions Assessment (EDA)

At the midpoint and end of the student teaching experience, the candidate and US must meet to discuss the candidate's professional dispositions. This discussion should include the candidate's self-assessment of their dispositions to date and that US's proposed ratings of the candidate's dispositions on the EDA.

Process for When a Candidate Disagrees with Assessment Results

Process for When a Candidate Disagrees with Assessment Results

If a candidate has discussed draft observation ratings or assessment ratings with the US or MT and disagrees with the results, the following process should be followed.

Step 1: Initial meeting with MT or US. When possible during the meeting, the candidate should politely and respectfully state their concerns and ask questions to clarify the rating(s) in question. If the candidate needs more time to think about the proposed ratings, the candidate should contact the MT or US as soon as possible and request a meeting. The goal of this discussion should be for the candidate to come to an understanding of the rating(s) and request support to improve their practice or dispositions.

- Issue resolved: If subsequent discussion resolves the issue, the MT or US should submit the Student Teaching Observation Report or Assessment.
- Issue not resolved: If the discussion does not resolve the issue and the candidate still disagrees with the rating(s), the MT or US should wait to submit the ratings and proceed to Step 2.

Step 2: Candidate meets with MT & US. If a candidate disagrees with the MT's or US's proposed rating(s), the candidate should ask the MT and US to schedule a meeting to discuss. This three-way discussion should enable all parties to ask questions, voice concerns, and discuss evidence related to the candidate's progress. The goal of this discussion should be for the candidate to come to an understanding of the rating(s) and request support to improve their practice or dispositions.

- Issue resolved: If subsequent discussion resolves the issue, the MT or US should submit the Student Teaching Observation Report or Assessment.
- Issue not resolved: If the discussion does not resolve the issue and the candidate still disagrees with the rating(s), the MT or US should wait to submit the ratings and proceed to Step 3.

Step 3: Candidate meets with the Fieldwork Manager. If the discussion between the candidate, MT, and US does not resolve the issue, the candidate should contact the Fieldwork Manager as soon as possible to request a meeting. During the meeting, the candidate should share their concerns, the evidence to support their self-assessment, and the outcomes of the previous meetings with the MT and US. The Fieldwork Manager will consider the issue and propose next steps, which may include the Fieldwork Manager meeting with the candidate, MT, and/or US.

- Issue resolved: If subsequent discussion resolves the issue, the MT or US should submit the Student Teaching Observation Report or Assessment.
- Issue not resolved: If the discussion does not resolve the issue and the candidate still disagrees with the rating(s), the MT or US should wait to submit the ratings and proceed to Step 4.

Step 4: Candidate meets with the Fieldwork Manager & Director of Teacher Education. If the process in Step 3 does not resolve the issue, the candidate should request a meeting with the Fieldwork Manager and Director of Teacher Education. The purpose of this meeting is for the candidate to have an opportunity to share their concerns, the evidence to support their self-assessment, and the outcomes of Steps 1-3. The Fieldwork Manager and Director of Teacher Education will consider the issue and propose next steps, which may include the Fieldwork Manager providing additional support to the candidate in the field. The MT or US will be asked to submit the Student

Teaching Observation Report or Assessment. The candidate will be asked to write a statement to be included in their file that describes the issue of concern, self-assessment evidence, and the steps taken to resolve the issue.

Observation & Evaluation of Education Specialist Student Teaching/Teaching Residency

Observation & Evaluation of Education Specialist Student Teaching/Teaching Residency

Education Specialist student teaching/teacher residency forms are based on the California Teaching Performance Expectations (TPEs) organized in six (6) major domains. There are six (6) TPEs for Education Specialist credentials. Mentor Teachers and University Supervisors will use the report forms to assess the candidate's strengths, abilities, and areas for growth under each of the TPEs.

Documents to be Submitted

Part of the student teaching experience includes documenting your experience through the use of forms listed below. All documents will be posted to the Student Teaching & CalTPA Canvas Den.

MA in Special Education: Education Specialist Student Teaching (Fall & Spring terms)

- Fieldwork Logs (via the Tevera app)
- Formative & Summative Education Specialist MMSN or ESN TPE Assessment (2 by MT and 2 by US)
- Student Teaching Observation Report MMSN or ESN (6 completed by MT and 5 by US)
- [Assessment Administration Form](#)
- [Behavior Intervention Plan \(BIP\)](#)
- [IEP At-a-glance \(ESN only\)](#)
- [Paraeducator's Schedule \(ESN only\)](#)
- Formative & Summative E-Portfolio. University Supervisors will rate the E-Portfolio upon submission.
- [Education Specialist Student Teaching Final Summary](#)
- [Individual Development Plan](#) (IDP; submit at Exit Interview)
- Exit Interview
- Exit Survey

MACI Education Specialist Teaching Residency (Spring/Summer rotation)

- Fieldwork Logs (via the Tevera app)
- Formative & Summative Education Specialist MMSN TPE Assessment (2 by MT and 2 by US)
- Student Teaching Observation Report MMSN (6 completed by MT and 5 by US)
- [Assessment Administration Form](#)
- [Behavior Intervention Plan \(BIP\)](#)
- Formative & Summative E-Portfolio. University Supervisors will rate the E-Portfolio upon submission.
- [Education Specialist Student Teaching Final Summary](#)
- [Individual Development Plan](#) (IDP; submit at Exit Interview)
- Exit Interview
- Exit Survey

Sample IEP-at-a-Glance

Student Name: Danika (3rd grader)

Date: September 13th

Positive Student Profile

- Kinesthetic learner
- Confident
- Active

- Learns well with hands-on activities
- Musical
- Vocal
- Assertive about her wants
- Happy

IEP Goals and Progress Monitoring at a Glance

- Share materials (data sheet, weekly)
- Take turns in group activities (data sheet, weekly)
- Transition independently from one activity or environment to another using a picture schedule (data sheet, daily)
- Put away materials (data sheet, daily)
- Write her name (work sample, weekly)
- Use functional daily living words (data sheet, weekly)
- Recognize numbers 1 – 20 (data sheet, weekly)
- Use sign language or picture communication system to: (data sheet, daily)
- Initiate interactions with peers
- Request a partner for play or work
- Answer yes/no questions
- Answer “what” questions
- Indicate need to use the bathroom

Support Needs and Other Important Information

- Use Positive Behavior Support Plan strategies to calm her when upset or angry: take breaks, use sensory strategies, go for a walk, write it out, refer to social stories
- Nurse administer medication at lunchtime
- Assistance (lifting) to use bathroom

Sample IEP GOAL MATRIX

Student: _____

Date: _____

IEP Goals	Class Schedule and Location							
	Arrival/Schedule (Gen Ed)	LA (Sped Ed)	Science (Gen Ed)	Art (Gen Ed)	Music (Gen Ed.)	Lunch (Gen Ed.)	LA RT (Sped Ed)	Writing (Sped Ed.)
Share materials		X	X	X	X			
Take turns in groups		X	X	X	X		X	
Transition between activities/environments	X	X	X	X	X	X	X	X
Put away materials	X	X	X	X	X	X	X	X
Write her name		X	X	X				X
Recognize numbers 1 – 20	X		X		X			
Use daily living words	X	X	X	X	X		X	X
Initiate peer interacts *	X	X	X	X	X	X	X	X
Request partner for play or work*		X	X	X		X	X	X
Answer yes/no questions*	X	X	X	X	X	X	X	X
Answer "what" questions*	X	X	X	X	X	X	X	X
Indicate need to use bathroom*	X		X			X		
Support Needs								
PBS strategies to calm when in distress	X	X	X	X	X	X	X	X
Medication at lunchtime						X		
Lifting assistance in bathroom	X					X		



Education Specialist Formative E-Portfolio Assessment (MMSN)

The formative assignment serves as the mid-term assessment. Candidates must provide evidence for each of the TPE Domains. The e-Portfolio should include the following:

- Organized by each TPE Domain. Upload your evidence by TPE to your electronic portfolio. Articles include (not limited to):
 - » Lesson Plans
 - » Behavior Intervention Plans (names redacted)
 - » Assessment Reports
 - » Visual Schedules
 - » Individualized Education Plan (goals and objectives)
 - » Pictures of Student Work
 - » Progress Monitoring Data Sheets
- Letter of Introduction
- Teaching Philosophy
- Resume
- All signed Observation forms by the Mentor Teacher and University Supervisor

For the formative assessment, candidates must receive at least a “2-Progressing Toward Meeting Standard” to demonstrate adequate progress for each TPE element. **Candidates who do not receive a score of “2” on each TPE element will be required to meet with the Student Teaching Resource Team, including the Director of Teacher Education, Fieldwork Manager, University Supervisor, and Mentor Teacher (if appropriate) to develop a plan of support.**

[Click here](#) for the Formative E-Portfolio Assessment (MMSN) Form



Education Specialist Formative E-Portfolio Assessment (ESN)

The formative assignment serves as the mid-term assessment. Candidates must provide evidence for each of the TPE Domains. The e-Portfolio should include the following:

- Organized by each TPE Domain. Upload your evidence by TPE to your electronic portfolio. Articles include (not limited to):
 - » Lesson Plans
 - » Behavior Intervention Plans (names redacted)
 - » Assessment Reports
 - » Visual Schedules
 - » Individualized Education Plan (goals and objectives)
 - » Pictures of Student Work
 - » Progress Monitoring Data Sheets
- Letter of Introduction
- Teaching Philosophy
- Resume
- All signed Observation forms by the Mentor Teacher and University Supervisor

For the formative assessment, candidates must receive at least a “2-Progressing Toward Meeting Standard” to demonstrate adequate progress for each TPE element. **Candidates who do not receive a score of “2” on each TPE element will be required to meet with the Student Teaching Resource Team, including the Director of Teacher Education, Fieldwork Manager, University Supervisor, and Mentor Teacher (if appropriate) to develop a plan of support.**

[Click here](#) for the E-Portfolio Assessment (ESN) Form



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**

Education Specialist Student Teaching Final Summary

Teacher Candidate: _____ Semester: _____ Date: _____

School: _____ District: _____ Grade Level(s): _____

Please include the following areas to support your recommendation:

- a. A brief description of the school and classroom setting
- b. Performance and growth during student teaching
- c. Areas of special competence
- d. Additional comments

University Supervisor: _____ Signature: _____

Mentor Teacher: _____ Signature: _____



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**

Teacher Candidate: _____ Signature: _____



Education Specialist Summative E-Portfolio Assessment (MMSN)

The formative assignment serves as the mid-term assessment. Candidates must provide evidence for each of the TPE Domains. The e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidence by TPE to your electronic portfolio. Articles include (not limited to):
 - » Lesson Plans
 - » Behavior Intervention Plans (names redacted)
 - » Assessment Reports
 - » Visual Schedules
 - » Individualized Education Plan (goals and objectives)
 - » Pictures of Student Work
 - » Progress Monitoring Data Sheets
- Letter of Introduction
- Teaching Philosophy
- Resume
- All signed Observation forms by the Mentor Teacher and University Supervisor

For the summative assessment, **candidates who do not receive a score of “3-Standard Met” on each TPE element will not pass student teaching.**

[Click here](#) for the Summative E-Portfolio Assessment (MMSN) form.



Education Specialist Summative E-Portfolio Assessment (ESN)

The formative assignment serves as the mid-term assessment. Candidates must provide evidence for each of the TPE Domains. The e-portfolio should include the following:

- Organized by each TPE Domain. Upload your evidence by TPE to your electronic portfolio. Articles include (not limited to):
 - » Lesson Plans
 - » Behavior Intervention Plans (names redacted)
 - » Assessment Reports
 - » Visual Schedules
 - » Individualized Education Plan (goals and objectives)
 - » Pictures of Student Work
 - » Progress Monitoring Data Sheets
- Letter of Introduction
- Teaching Philosophy
- Resume
- All signed Observation forms by the Mentor Teacher and University Supervisor

For the summative assessment, **candidates who do not receive a score of “3-Standard Met” on each TPE element will not pass student teaching.**

[Click here](#) for the Summative E-Portfolio Assessment (ESN) form.

Grades for Student Teaching/Teaching Residency

Grades for Student Teaching/Teaching Residency

GRADES

Please click the following link to view the university policy regarding [Grades/GPA/Incompletes](#). University Supervisors are responsible for providing and reviewing with the candidate any identified grading rubric. Upon completion of the teacher candidate's assignment, the University Supervisor and the Mentor Teacher(s) will consult concerning the evaluation of the candidate. The University Supervisor is ultimately responsible for the grade and will communicate at the end of the semester to the Director of Teacher Education. The Director of Teacher Education will record the grade in the university grading system.

Student teaching is graded on via a "pass/fail" basis as determined by the formative and summative evaluations by the University Supervisor and Mentor Teacher, and your TPE Portfolio (SPED). If a teacher candidate receives a "Not Pass," they may choose to withdraw from the program or may be required to repeat the student teaching assignment in a different school. Appeals should be directed to the Associate Dean of Graduate Education.

APPEALS PROCESS

Each candidate has the right of appeal. Please review the University Academic Policy regarding grades and appeals by clicking on this link, [Grade Reviews](#). According to the Faculty Manual, "Faculty members are not permitted to change final grades, after submission to the Registrar's Office, except for clerical error." However, if you feel that your University Supervisor assigned an inappropriate grade you may do the following:

1. Discuss your concerns with your University Supervisor. Your University Supervisor will explain to you why you were given the grade. The evaluation form should be helpful.
2. If, after discussing your concerns with your University Supervisor, you still feel that your grade does not accurately reflect your performance in the classroom, you need to make an appointment to discuss your concerns with the Director of Teacher Education. Your University Supervisor should also be present at this meeting. If you remain dissatisfied after this meeting you may take your grievance to the Associate Dean of the Donna Ford Attallah College of Educational Studies who will "act as an ombudsman, or in rare cases, where the matter is of serious proportions, the student may petition consideration by the Graduate Studies Committee."

REPETITION OF STUDENT TEACHING

A candidate may be required to repeat student teaching at any time for any of the following reasons: inadequate educator professional dispositions, inadequate performance in the classroom as documented by the University Supervisor and/or Mentor Teacher, or a demonstrated lack of commitment to the profession of teaching. Student teaching is graded on a "pass/no pass" basis. If a candidate does not pass, they may choose to repeat the student teaching assignment in a different school or withdraw from the program.

Grading & Grade Appeals: Grades are posted on my.chapman within the month following the end of a term. To check grades on [My.Chapman.edu](#), select "Grades" within the "Academic Profile" menu. Please click the following link to view the university policy regarding [Grades/GPA/Incompletes](#). Students must maintain a GPA of 3.0. No grade below a "C+" is acceptable toward a degree or credential. Please click the following link to view the university policy regarding [Grade Reviews](#).

IX. Program Completion Requirements

Credential Completion Checklist

Credential Completion Checklist

Reminder: Please write your Chapman student ID# on the credential documents you submit via Tevera on your program pathways credentials den. Required credential documents are listed on your My.Chapman program evaluation and must be submitted before you apply for a preliminary credential.

- D Passing scores on CalTPA Cycle 1 & Cycle 2: Required for Multiple Subject, Single Subject, and Education Specialist preliminary credentials: Submit score report to Tevera or the Credential Specialist, credentials@chapman.edu.
- D **Basic Skills Requirement:** Submit scores from at least one of these three exams: (a) passing score (50.24 Reading, 52.22 Mathematics) on the California Basic Educational Skills Test (CBEST); (2) SAT (minimum scores on or before March 1, 2016: 550 Math, 545 English, 5.3 Essay; after March 1, 2016: 570 Math, 560 English, 5.3 Essay); or (3) ACT (minimum 23 Math, 22 English).
- D Certificate of Clearance: During your first semester of attendance, before you undertake any fieldwork in the schools, you must obtain a "Certificate of Clearance." The Certificate of Clearance is required by the Commission on Teacher Credentialing and is obtained through a two-step process that involves (1) submission of fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) and (2) applying for the document on the Commission on Teacher Credentialing website. For information on how to complete this process, please contact the Credential Services Department at klingsporn@chapman.edu.
- D CPR Requirement: Preliminary Multiple Subject or Single Subject credential students must complete **Adult, Child, and Infant CPR** before they apply for a credential. Contact the American Heart Association or American Red Cross for information.
- D **Subject Matter Competency:** All teacher education candidates may choose from one of the following options to fulfill the subject matter competency requirement (SMCR)
 - passing scores on the California Subject Examinations for Teachers (CSET),
 - degree major,
 - subject matter program letter,
 - coursework,
 - or a combination of coursework and exam scores (Download the Attallah College SMCR Guide for details)
- D Reading Instruction Competence Assessment: RICA is required of Multiple Subject and Education Specialist candidates. Single Subject candidates who are earning a Joint Credential must also pass RICA. It is best to take the RICA exam as soon after completing TCHR 500: Literacy and Learning course as possible, as this course will prepare you for this exam.
- D Negative TB Test
- D U.S. Constitution Requirement: You must complete a college level course with a grade of "C" or better in the provisions and principles of the U.S. Constitution or pass a college level examination in the subject given by an accredited university or community college or have a BA degree from one of the CSU campuses. Either transcripts or an official letter from the accredited institution at which the course or test was taken serve as requirement verification.
- D Individual Development Plan (IDP)

Ready for your Credential?!

Step 1:

Be sure to review your Credential Program Evaluation to make sure that ALL requirements for the credential have been completed.

IF you need to submit any additional documents to complete your file, please send them to credentials@chapman.edu.

****Please note, if you are currently student teaching, you cannot be recommended until final grades are posted. There is a 2-3 week turnaround time once final grades are posted for the University to file for your credential.**

Step 2:

You will not automatically be recommended for your credential. In order to be recommended, you must submit a Credential Recommendation Request form to Chapman University for your teaching credential:

<https://web.chapman.edu/credential/>

Please use the information below to complete the form:

1. Enter your full legal name (This is how it will appear on your credential)
2. Provide a current email address
 - a. This is the email the Commission on Teacher Credentialing will send ALL correspondence related to your credential.
 - b. Make sure to update your Educator Profile on the CTC website prior to submitting your request.
3. Enter a phone number for Home, Cell, and Work (even if it is the same number)
4. In the "Type of Credential Applying For" section, please select:
 - a. Multiple Subject
 - b. Single Subject
 - c. Education Specialist
5. Select Preliminary from the first drop down box
 - a. Single Subject candidates be sure to select your subject area from the second drop down
 - b. Education Specialist candidates be sure to select either Mild/Moderate or Extensive Support Needs
6. Check the box next to the statement "I understand that I will be recommended by"
7. Be sure to fill in your name and date at the bottom of the application

** If you are receiving a supplemental or subject matter authorization, please send a separate email reminder to credentials@chapman.edu to request so that this can be processed. Joint Credential candidates may choose to file for both credentials at the same time or separately.

What to do if you anticipate not meeting a credential deadline(s)

What to do if you anticipate not meeting a credential deadline(s)

1. Fill out the Credential Deadline Plan for Completion document ([Credential Requirement Plan for Completion](#))
2. Contact your Faculty Advisor to set up a meeting to review and discuss your plan.
3. Once completed, send your signed Credential Deadline Plan for Completion document to the Credential Specialist at credentials@chapman.edu
4. Set up a time to meet with the Credential Specialist (credentials@chapman.edu) to review and discuss your plan and potential program impact.

Please note this process does not guarantee the ability to move forward in the program as our deadlines are based on CTC requirements.

Master's Degree Graduation Requirements

Master's Degree Graduation Requirements

Demonstration of Mastery

Each candidate completing the master's degree is required to complete a capstone portfolio & oral defense demonstrating understanding of educational issues. This is completed in Summer I term at the end of the program. Program enrollment is critical for students enrolled in a master's degree program.

End of Program Exit Survey

Students in the final semester of the MACI program must complete a Program Exit Survey in order to receive their diploma. This survey, along with the End of Semester Surveys students are required to fill out each semester, provide the MACI program with important feedback used by faculty and staff in an ongoing cycle of program improvement.

Degree Conferral for Master's Degree Programs

Chapman University confers degrees three times a year: August, January, and May. Please click the following link to view the university policy regarding [Degree Conferral and Commencement](#).

Commencement Ceremonies

If your degree is ready for conferral, please visit [Commencement](#).

TK-12 Educator Job Search:

- The Chapman University [Career and Professional Development](#) (CPD) offers job search resources for the Attallah College of Educational Studies students.
- EdJoin: Comprehensive web site for recruitment fairs, job postings and online applications for education jobs in the state of California, www.edjoin.org

Transcript Request

For information on requesting an official transcript, please visit the [Office of the University Registrar](#).

Education Specialist Exit Interview & Individual Development Plan

Education Specialist Exit Interview & Individual Development Plan

Once all 6 units of Education Specialist student teaching have been completed you will need to schedule an appointment with the Director of TE to complete a Program Exit Interview. The exit interview is a final assessment of your ability to link theory to practice. You will be asked a series of questions that will gauge your ability to link your student teaching experience to the program's coursework. Candidates will need to score at least a "3" on each exit interview question in order to successfully complete the 590 series of student teaching. Candidates who do not meet the minimum requirement, a remediation plan will be drafted which would require the Candidate to either take a specific course(s) again (or audit the course in the upcoming semester) or complete additional work for specific competencies. As part of the Exit Interview, Candidate's will need to complete the Exit Survey and provide verification that the survey was completed (i.e., screen shot of submission).

In addition, Candidate's will need to bring your completed IDP to the Exit Interview. Individual development plans (IDP) are required by the California Commission on Teacher Credentialing (CCTC) as a way of supporting teacher candidates as they transition from the TPE standards to the California Standards for the Teaching Profession (CSTP) standards in preparation for Induction. The development, implementation, and revision of the IDPs require a series of steps to be conducted by teacher candidates, University Supervisor, and their faculty advisor. These steps are an interactive effort, and among the teacher candidate, faculty advisor, and the University Supervisor must participate fully in the process. The self-assessment will help teacher candidates gauge skills, strengths, and areas for further development. Candidates will submit their completed IDPs to the Director of Teacher Education during the Exit Interview.

X. Other Policies

Violation of Professionalism Standards

Violation of Professionalism Standards

The following steps describe the process for claims of violations of professionalism standards.

Step 1: Identification of a possible professional violation. An individual (e.g., faculty member, staff member, administrator, University Supervisor, Mentor Teacher) identifies a professionalism violation based on the professionalism standards described in this handbook. The individual collects documentation to support the claim.

Step 2: Initial meeting with candidate. The individual meets with the candidate to discuss the issue of concern. The goal of this meeting is to let the candidate know about the issue, provide the candidate an opportunity to respond, and provide support to help the candidate solve the issue of concern. The individual provides a timeline for resolution of the issue and follows up with the candidate to determine whether the issue is resolved. If this resolves the issue, there is no further action taken. **If the meeting does not solve the issue, proceed to Step 3. If the violation is perceived as a threat to the health and safety of others the individual reports the violation to the Director of Teacher Education who follows University procedures for this type of violation.**

Step 3: VOP Claim, Director of TE informed, and Faculty Advisor meets with candidate. The individual who identifies the issue of concern and the candidate complete the [Violation of Professionalism](#) (VOP) Claim Form. The individual shares the information and the completed VOP with the Director of Teacher Education, who will notify the candidate's Faculty Advisor. The Faculty Advisor meets with the candidate to discuss the issue of concern and receive any relevant information from the candidate. The Faculty Advisor provides a timeline for resolution of the issue, noted on the VOP, and follows up with the candidate to determine whether the issue is resolved. If the meeting and discussion resolves the issue, the Faculty Advisor will note this on the VOP and send it back to the Director of Teacher Education. No further action needs to be taken. **If the meeting does not resolve the issue, proceed to Step 4.**

Step 4: Director of Teacher Education meets with candidate. The Director of Teacher Education will meet with the candidate; discuss the issue of concern described in the VOP, including why the issue was not resolved; collect and document any additional relevant information from the candidate; discuss next steps and timeline for resolution; and follow up with the candidate. If this process resolves the issue, the resolution will be noted on the Violation of Professionalism (VOP) Form, the Faculty Advisor will be notified by the Director of Teacher Education, and the issue will be closed. No further action needs to be taken. **If this does not resolve the issue, proceed to Step 5.**

Step 5: Candidate Support Committee is convened. The Director of Teacher Education will convene the Candidate Support Committee (CSC; comprised of the Director of Teacher Education, Faculty Advisor, and other individuals deemed necessary by the Director of Teacher Education). The CSC will select a Chair who will oversee steps 5a, 5b, and/or 5c. The CSC will review all documentation of the issue, including the completed VOP; meet with the candidate; collect any additional relevant information and documentation from the candidate; and follow the pathway discussed below designed to support the candidate while protecting the safety and well-being of TK-12 students. The CSC's decisions on the VOP claim are recorded in the candidate's permanent file in ImageNow.

Violation of Professionalism Standards (continued)

- **5a. Candidate Development Plan:** If the CSC determines the candidate can resolve the issue the candidate is provided with a Candidate Development Plan (CDP). This Plan is provided within 5 days of the CSC meeting. The CSC Chair will create a Candidate Development Plan (CDP) and meet with the candidate to discuss the CDP. When the Plan has been agreed to by all parties, they will sign the CDP. If the parties cannot agree on a Plan, the CSC will proceed and finalize the CDP. The candidate and CSC Chair will retain a copy of the Plan. The candidate will follow the CDP as outlined to completion. The CSC Chair will monitor candidate progression and completion of the CDP. **If the candidate does not meet the requirements of the Plan, or chooses not to sign the Plan, the CSC will schedule a probationary meeting (Step 5b).**
- **5b. Probation* Meeting:** If the CSC determines that the documentation and evidence suggest that the candidate will not be able to resolve the issue with the support of a CDP, within 5 days of the CSC meeting, the CSC Chair will schedule a probationary meeting. The candidate will be consulted and given an opportunity to join and participate in the meeting. If the candidate chooses not to join and participate in the meeting, the meeting will proceed as scheduled without the candidate. There is no appeal to the outcome of the probationary meeting.
 - ◇ **Program Probation:** Following the Probation Meeting, the CSC will determine whether to place the candidate on probation. The recommendation for probation must include a written **Program Probation Plan** completed by the CSC and signed by the candidate. The Plan must describe the required code of conduct expected of the candidate during the probationary period. The CSC will reconvene at the end of the Plan period to determine whether the candidate met the Program Probation Plan requirements.
 - ◇ **Removal from Probation:** A candidate placed on program probation due to a professionalism violation must successfully complete the requirements as defined by the Program Probation Plan by the Plan end date. If the candidate completes the mandates of the Probation Plan within the required time frame, the candidate will be removed from probation and allowed to complete the program as designed. The candidate will be notified of probationary completion by the Director of Teacher Education who will note the probationary completion on the VOP.
 - ◇ **Dismissal following Probation:** Candidates placed on program probation for violations of professionalism standards must fulfill ALL requirements of the Plan of Program Probation within the designated time frame or be dismissed from the program. Prior to dismissal, faculty and/or the University Supervisor will assist the candidate in addressing areas of deficiency. Following completion of the Probation Plan, if the CSC determines that the candidate has not met the requirements of the Plan it will notify the candidate in writing of their dismissal from the program.
- **5c. Immediate Dismissal:** In cases of egregious violations of professionalism standards, the CSC may determine it is necessary to immediately dismiss the candidate. Within 5 days of the CSC meeting, the CSC Chair will inform the candidate of this decision.

Violation of Professionalism Standards (continued)

Step 6: Appealing a Dismissal. Candidates may appeal the decision of the CSC. Candidates who wish to appeal to the Dean of Attallah College must submit a written appeal within ten (10) business days of the date of the dismissal. Such appeals must be supported by documented evidence demonstrating one or both of the following grounds for appeal.

- Evidence of a substantive violation of University policy at a prior level of review, **or**
- Compelling new evidence not previously known or shared by the candidate at previous levels of review that could serve as cause for reconsideration of the decision to dismiss. The written appeal must be submitted to the Dean of the Attallah College via email from the candidate's email account. The subject line of the email should read "Appeal of Decision to Dismiss to the Dean of the Attallah College" and the body of the email should include the candidate's full name and ID number, not the subject line. Candidates should NOT use the Graduate Petition form for Graduate Academic Council decision appeals. Within the email, the candidate must include the following:
 - ◇ A signed cover statement presenting the reasons for the appeal with specific references to one or both of the grounds for appeal described above. Submissions without grounds for appeal will be returned without review.
 - ◇ Supporting documentation and information, including a copy of the original appeal and all materials previously submitted. A copy of the previous written decisions regarding the matter should also be provided.

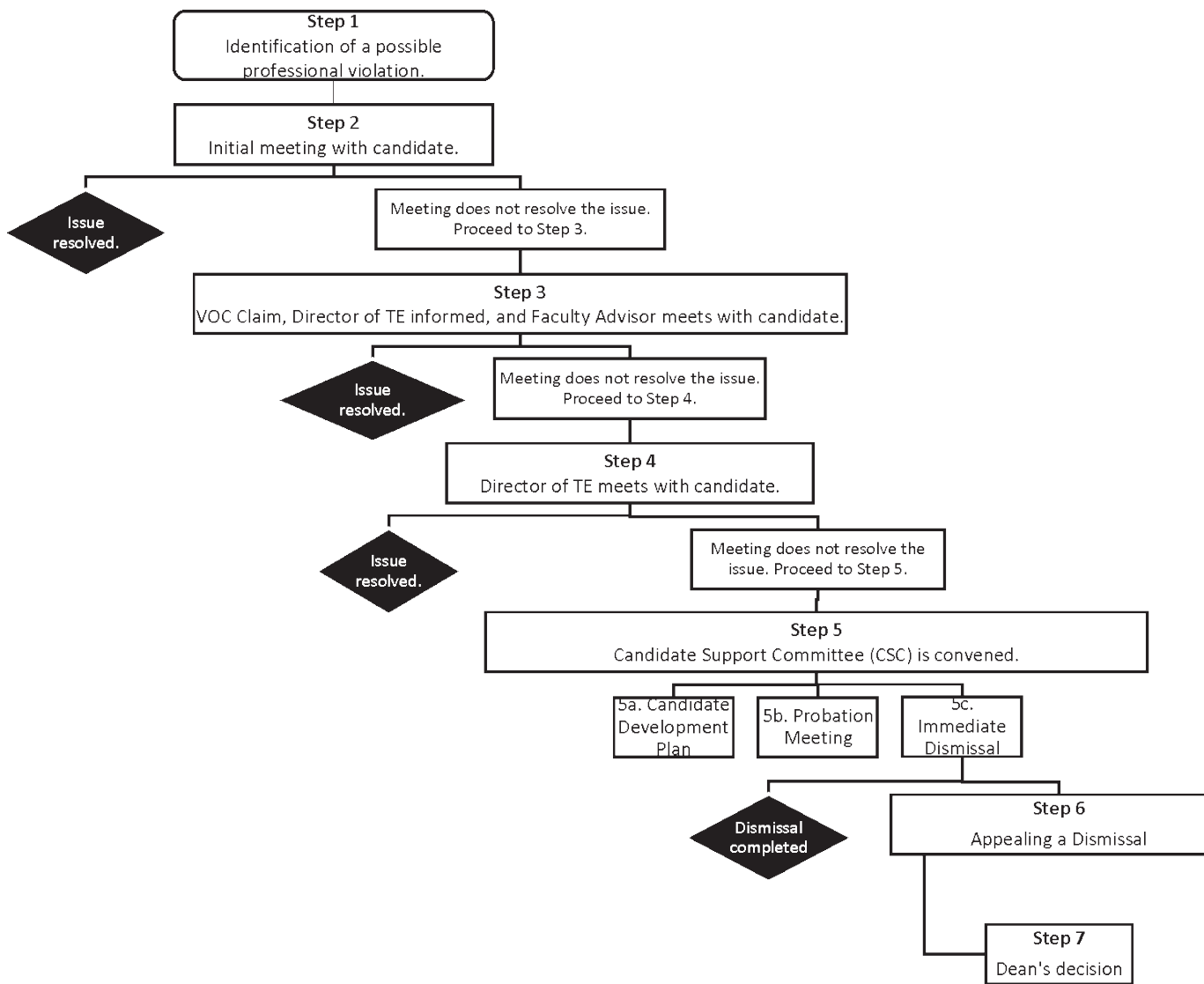
Step 7: Candidate will be notified of the Dean's decision in writing with ten (10) business days of the submission of the appeal. The decision of the Dean on the candidate's appeal is final and there is no additional process of appeal.

*The consequences for professionalism violations are determined by the Violation of Professionalism Standards Support Pathway set forth herein as well as the rules and regulations of the California Commission on Teacher Credentialing (CCTC) and state and federal law applicable to educators. Professionalism probation or dismissal is not to be confused with academic probation or dismissal.

Teacher Education Candidate Support Pathway

Teacher Education Candidate Support Pathway

Figure 14: Teacher Education Candidate Support Pathway



Leave of Absence

Leave of Absence

Restrictions: Please click the following link to view the university policy regarding [Leave of Absence](#). Candidates are expected to maintain continuous enrollment. If, for an acceptable reason, a student finds it necessary to interrupt progress toward the credential, a leave of absence may be granted for one calendar year. A leave allows students to retain the right to elect requirements in effect at the time of the leave or to adopt those in effect at the time of re-entry. Leave of Absence requests are processed by petition (See section entitled "Petitions" in this handbook). Without an official leave of absence, readmission to the University and to the program is required. In addition, candidates will be held accountable for any new requirements added in their absence. Approval of a leave does not alter the *seven-year period for completion of all credential and degree requirements*. Also note, CSET and RICA exam results are valid for ten years for certification purposes.

Withdrawal from Student Teaching

Withdrawal from Student Teaching

Candidates who are unable to complete their student teaching assignments must withdraw following the procedures outlined below. Failure to comply with these procedures will result in a grade of “NC” or no credit. A withdrawal from fieldwork is permissible only for serious and compelling reasons. These include: (a) accident or illness (physical or mental), (b) serious personal or family problems, (c) military transfer, or (d) moving away or employment transfer from the area.

The procedures for withdrawing from fieldwork are as follows:

Consult with your University Supervisor, the Fieldwork and Assessment Manager, and Faculty Advisor.

1. Complete the necessary forms or procedures as advised. The procedures will vary depending on which week of the term the candidate is requesting a withdrawal. Specific forms and documentation are required by the University for a Withdrawal. Requests for withdrawal must be submitted prior to the end of the seventh week of the semester in order to be considered. See Chapman University’s [Withdrawal page](#) for more information.

Notification of the decision will be mailed to the candidate. A grade of “W” will be assigned for approved withdrawals. A candidate whose withdrawal is not approved or a candidate who leaves the supervision site without proper consultation will be assigned a grade of “NC”, or no credit and they will need to follow the Repetition of Student Teaching policy. The refund of fees to candidates who withdraw from fieldwork is based on university policy. Candidates who have an approved withdrawal from fieldwork may reactivate their application for fieldwork. The deadline for requesting reactivation of the application is the same as that for fieldwork applications: the last working day of the 3rd week of the semester prior to enrolling in student teaching. Reactivation requests should be submitted to the Fieldwork and Assessment Manager. See Chapman University’s [Business Student Services page](#) for more information.

XI. Key Terms & Abbreviations

Key Terms & Abbreviations

ACES: Attallah College of Educational Studies
CAEP: Council for the Accreditation of Educator Preparation
CalTPA: California Teaching Performance Assessment
CCSS: Common Core State Standards
CDE: California Department of Education
CoC: Certificate of Clearance
CPR: Cardiopulmonary Resuscitation
CSTPs: California Standards for the Teaching Profession
CTA: California Teacher Association
CTC: California Commission on Teacher Credentialing
CTEL: California Teacher of English Learner
ECE: Early Childhood Education
ELD: English Language Development
ESN: Extensive Support Needs
IDP: Individual Development Plan
IEP: Individual Education Program
IES: Integrated Educational Studies
Issuance Date: The date the credential is initially valid
LEA: Local Education Agency
MACI: Master of Arts in Curriculum and Instruction
MAT: Master of Arts in Teaching
MMSN: Mild to Moderate Support Needs
MT: Mentor Teacher
MTSS: Multi-Tiered Systems of Support
PIP: Provisional Internship Permit
RICA: Reading Instructional Competence Assessment
SPED: Special Education
SST: Student Study Team
TC: Teacher Candidate
TPEs: Teaching Performance Expectations
US: University Supervisor
UDL: Universal Design for Learning

SMC – Subject Matter Competency

BSR – Basic Skills Requirements

EDA – Educator Disposition Assessment

CBEST - Ca. Basic Educational Skills Test

XII. Appendix

Individual Development Plan (IDP)

Individual Development Plan (IDP)



**Attallah College of
Educational Studies**

IDP_AY22-23

Teacher Education Program Teacher Candidate Individualized Development Plan

Teacher Candidate Name: _____ Date: _____

Purpose and Instructions: Individual development plans (IDP) are required by the California Commission on Teacher Credentialing (CTC) as a way to support teacher candidates as they transition from the California Teaching Performance Expectations (TPE) to the California Standards for the Teaching Profession (CSTP) in preparation for induction. The IDP is a portable document archived by Chapman University and provided to teacher education candidates for transmission to the induction program and employer. The development, implementation, and revision of the IDPs require a series of steps to be conducted by teacher candidates, University Supervisors, and their Mentor Teacher, Proseminar Faculty, or Faculty Advisor. If you are a dual (joint) credential candidate*, please ensure you have feedback from both of your student teaching experiences (general education and mild/moderate placement or mild/moderate and moderate/severe placement). These steps are an interactive effort, and the teacher candidate, Faculty Advisor, and University Supervisor must participate fully in the process. The self-assessment will help teacher candidates gauge skills, strengths, and areas for further development.

Steps 1-5	For Teacher Candidate	For University Supervisors	For Faculty Advisors	Credential Analyst
Step 1a & 1b	Indicate Credential pathway and required elements yet to be completed.			Review Credential Selection and required elements yet to be created are correct.
Step 2	Indicate the modality of student teaching.	Review and ensure teacher candidate has selected the most representative modality of student teaching experience.		
Step 3	Review both your formative and summative assessments provided by your University Supervisor.**	Provide timely delivery of formative and summative assessments to teacher candidates.		
Step 4	Conduct self-assessment.	Review self-assessment and provide written feedback and identify resources to assist teacher candidates in meeting improvement in teaching goals.	Review self-assessment and provide written feedback and identify resources to assist teacher candidates in meeting improvement in teaching goals.	
Step 5***	Revise self-assessment to include input from University Supervisor(s) and Mentor Teacher, Proseminar Faculty, or Faculty Advisor.	Review IDP to ensure accuracy and either provide teacher candidate more feedback and resources or sign and date to indicate successful completion.	Review IDP to ensure accuracy and either provide teacher candidate more feedback and resources or sign and date to indicate successful completion.	Credential analyst review and signature.

* Multiple Subject and MMSN credential candidate or MMSN and ESN Education Specialist credential candidate
 ** If you are a dual credential candidate, please make sure review these assessments with your University Supervisor(s) with each student teaching placement.
 *** Step 5 may be an iterative process

1



**Attallah College of
Educational Studies**

IDP_AY22-23

Candidate Credential Options

Credential Level	Remaining Preliminary Program and Credential Requirements	Authorization to Teach	Validity Period	To Renew or move toward the Clear Credential
Preliminary Credential (P5)	None	Yes	5 years	Complete Teacher Induction Program

Step 1a. Credential:

- Preliminary Multiple Subject Credential
- Preliminary Single Subject Credential
- Preliminary Education Specialist Credential MMSN
- Preliminary Education Specialist Credential ESN
- Preliminary Dual (Joint) Credential Multiple Subject & MMSN
- Preliminary Dual (Joint) MMSN & ESN

Step 1b. Please select the Credential level you qualify to apply for

- Preliminary Credential (P5)

2

Step 2. Student Teaching Experience: Please indicate the breadth and depth of your student teaching experience. Please select one or more depending on your credential pathway. Those earning a single credential will select from Term 1 only. Those earning a dual (joint) credential will select from both Term 1 and Term 2.

Student Teaching Term 1

- **In-Person:** The majority (> 90 percent) of student teaching experience was live in person student teaching in a classroom(s)
- **Hybrid:** Student teaching experience was a mixture of in person and online teaching experiences
- **Virtual:** The majority (> 90 percent) of student teaching experience was virtual student teaching online

Student Teaching Term 2: Dual (joint) credential candidates only please indicate type of student teaching experience for mild/moderate below

- **In-Person:** The majority (> 90 percent) of student teaching experience was live in person student teaching in a classroom(s)
- **Hybrid:** Student teaching experience was a mixture of in person and online teaching experiences
- **Virtual:** The majority (> 90 percent) of student teaching experience was virtual student teaching online

Step 3-5 Instructions: Using the formative and summative assessments provided by your university supervisor(s) and reflecting on your student teaching experience(s), please complete the table below using bullet points and short narratives. These are your individual goals (3 goals minimum) to enhance and improve your teaching. Be reflective and specific. We recommend dual (joint) credential candidates reflect on goals for each credential. Then have both your University Supervisor(s) and your Faculty Advisor(s) review this document to provide feedback. Revise your IDP to reflect input of your University Supervisor(s) and Mentor Teacher, Proseminar Faculty, or Faculty Advisor. Please only set goals that are meaningful and relevant to your professional development moving forward.

Identify specific TPEs/CSTPs where you have demonstrated strength and where you would benefit from your induction mentor focusing their coaching to support your development as a teacher. Dual (joint) credential candidates please include your Education Specialist Faculty Advisor on this IDP after your Education Specialist student teaching placement. Finally, have all parties sign to confirm this plan. Ideally, you may use this as a helpful tool and an interactive process you engage in throughout your teaching career.

3

Goal #1	
Provide context for this goal and describe its relevance to future practice. Be reflective.	
Specific professional development resources to help meet this goal (e.g., readings, conferences, etc.)	
Alignment to TPEs and CSTPs	
Feedback from University Supervisor and/or Mentor Teacher, Proseminar Faculty, or Faculty Advisor	

4

Goal #2	
Provide context for this goal and describe its relevance to future practice. Be reflective.	
Specific professional development resources to help meet this goal (e.g., readings, conferences, etc.)	
Alignment to TPEs and CSTPs	
Feedback from University Supervisor and/or Mentor Teacher, Proseminar Faculty, or Faculty Advisor	

Goal #3	
Provide context for this goal and describe its relevance to future practice. Be reflective.	
Specific professional development resources to help meet this goal (e.g., readings, conferences, etc.)	
Alignment to TPEs and CSTPs	
Feedback from University Supervisor and/or Mentor Teacher, Proseminar Faculty, or Faculty Advisor	

For additional goals, please copy and paste the above table.

Specific TPEs/CSTPs where the candidate has demonstrated strength.	
Specific TPEs/CSTPs where the candidates skills need focus mentoring and coaching to support continued development.	
Additional information that may support candidate development.	

For dual (joint) credential candidates please ensure you address each credential.

7

Required Signatures

Candidate Signature: _____ Date: _____

Credential Specialist Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Mentor Teacher, Proseminar Faculty, or Faculty Advisor Signature: _____ Date: _____

Mentor Teacher, Proseminar Faculty, or Faculty Advisor Name (printed): _____ Date: _____

Dual (joint) credential candidates please ensure you have your Education Specialist Faculty Advisor sign below on your Mild/Moderate rotation

Faculty Advisor Signature: _____ Date: _____

Faculty Advisor Name (Printed): _____ Date: _____

University Supervisor Signature: _____ Date: _____

8

California Standards for the Teaching Profession (CSTP) 2009

<p>STANDARD ONE: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING</p> <ol style="list-style-type: none"> Using knowledge of students to engage them in learning Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests Connecting subject matter to meaningful, real-life contexts Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs Promoting critical thinking through inquiry, problem solving, and reflection Monitoring student learning and adjusting instruction while teaching 	<p>STANDARD TWO: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING</p> <ol style="list-style-type: none"> Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe Creating a rigorous learning environment with high expectations and appropriate support for all students Developing, communicating, and maintaining high standards for individual and group behavior Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn Using instructional time to optimize learning
<p>STANDARD THREE: UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING</p> <ol style="list-style-type: none"> Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks Applying knowledge of student development and proficiencies to ensure student understanding of subject matter Organizing curriculum to facilitate student understanding of the subject matter Utilizing instructional strategies that are appropriate to the subject matter Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students Addressing the needs of English learners and students with special needs to provide equitable access to the content 	<p>STANDARD FOUR: PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS</p> <ol style="list-style-type: none"> Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction Establishing and articulating goals for student learning Developing and sequencing long-term and short-term instructional plans to support student learning Planning instruction that incorporates appropriate strategies to meet the learning needs of all students Adapting instructional plans and curricular materials to meet the assessed learning needs of all students
<p>STANDARD FIVE: ASSESSING STUDENTS FOR LEARNING</p> <ol style="list-style-type: none"> Applying knowledge of the purposes, characteristics, and uses of different types of assessments Collecting and analyzing assessment data from a variety of sources to inform instruction Reviewing data, both individually and with colleagues, to monitor student learning Using assessment data to establish learning goals and to plan, differentiate, and modify instruction Involving all students in self-assessment, goal setting, and monitoring progress Using available technologies to assist in assessment, analysis, and communication of student learning Using assessment information to share timely and comprehensible feedback with students and their families 	<p>STANDARD SIX: DEVELOPING AS A PROFESSIONAL EDUCATOR</p> <ol style="list-style-type: none"> Reflecting on teaching practice in support of student learning Establishing professional goals and engaging in continuous and purposeful professional growth and development Collaborating with colleagues and the broader professional community to support teacher and student learning Working with families to support student learning Engaging local communities in support of the instructional program Managing professional responsibilities to maintain motivation and commitment to all students Demonstrating professional responsibility, integrity, and ethical conduct

Numbers are provided for ease of reference. They do not imply priority or ordering of the standards.

Student Teaching Observation Report (MS/SS)

Student Teaching Observation Report (MS/SS)

--Please note this report is for Multiple or Single Subject student teaching/teaching residency --

SECTION 1: PRE-OBSERVATION

STEP 1: Planning for the observation

In consultation with the Mentor Teacher, the candidate and University Supervisor discuss & plan the following:

- Date & time of observation
- Content area and/or Class Period to be observed
- Face-to-face or video-based observation
- Date & time for the check-in with Mentor Teacher
- Date & time for the post-conference discussion with candidate

STEP 2: Areas of focus for the observation

Candidate selects 2 Teaching Performance Expectations (TPEs) to focus on for the observation:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Candidate's explanation for why TPE(s) were selected.

STEP 3: Lesson plan & Candidate Self-Assessment of Focus TPEs

- Candidate emails the lesson plan and related materials to the University Supervisor at least 24 hours before teaching the lesson.
- Candidate emails the Student Teaching Observation Self-Assessment to self-assess progress toward the focus TPEs to the US

SECTION 2: OBSERVATION OF TEACHING

- Date of observation
- Supervisor's Observation Notes based on evidence of TPEs
- Observer Questions & Feedback

SECTION 3: POST-OBSERVATION

Candidate and University Supervisor meet face-to-face, via phone call, or online to discuss the lesson.

- Date of post-observation
- Discussion Notes
- Candidate's Next Steps as described by the candidate

Student Teaching Observation Report (EdSp MMSN)

Student Teaching Observation Report (EdSp MMSN)

--Please note this report is for MMSN Education Specialist student teaching/teaching residency --

SECTION 1: PRE-OBSERVATION

STEP 1: Planning for the observation

In consultation with the Mentor Teacher, the candidate and University Supervisor discuss & plan the following:

- Date & time of observation
- Content area and/or Class Period to be observed
- Face-to-face or video-based observation
- Date & time for the check-in with Mentor Teacher
- Date & time for the post-conference discussion with candidate

STEP 2: Areas of focus for the observation

Candidate selects 2 Teaching Performance Expectations (TPEs) to focus on for the observation:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Candidate's explanation for why TPE(s) were selected.

STEP 3: Lesson plan & Candidate Self-Assessment of Focus TPEs

- Candidate emails the lesson plan and related materials to the University Supervisor at least 24 hours before teaching the lesson.
- Candidate emails the Student Teaching Observation Self-Assessment to self-assess progress toward the focus TPEs to the US

SECTION 2: OBSERVATION OF TEACHING

- Date of observation
- Supervisor's Observation Notes based on evidence of TPEs
- Observer Questions & Feedback

SECTION 3: POST-OBSERVATION

Candidate and University Supervisor meet face-to-face, via phone call, or online to discuss the lesson.

- Date of post-observation
- Discussion Notes
- Candidate's Next Steps as described by the candidate

Student Teaching Observation Report (EdSp ESN)

Student Teaching Observation Report (EdSp ESN)
--Please note this report is for ESN Education Specialist student teaching --

SECTION 1: PRE-OBSERVATION

STEP 1: Planning for the observation

In consultation with the Mentor Teacher, the candidate and University Supervisor discuss & plan the following:

- Date & time of observation
- Content area and/or Class Period to be observed
- Face-to-face or video-based observation
- Date & time for the check-in with Mentor Teacher
- Date & time for the post-conference discussion with candidate

STEP 2: Areas of focus for the observation

Candidate selects 2 Teaching Performance Expectations (TPEs) to focus on for the observation:

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator

Candidate's explanation for why TPE(s) were selected.

STEP 3: Lesson plan & Candidate Self-Assessment of Focus TPEs

- Candidate emails the lesson plan and related materials to the University Supervisor at least 24 hours before teaching the lesson.
- Candidate emails the Student Teaching Observation Self-Assessment to self-assess progress toward the focus TPEs to the US

SECTION 2: OBSERVATION OF TEACHING

- Date of observation
- Supervisor's Observation Notes based on evidence of TPEs
- Observer Questions & Feedback

SECTION 3: POST-OBSERVATION

Candidate and University Supervisor meet face-to-face, via phone call, or online to discuss the lesson.

- Date of post-observation
- Discussion Notes
- Candidate's Next Steps as described by the candidate



**Preliminary Education Specialist
Documentation of Behavior Intervention Process (BIP)**

Teacher candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Candidate briefly explains behavior of concern
2. _____ Provides a rationale for developing a BIP
3. _____ Provides present levels of performance
4. _____ Setting events/antecedents are described
5. _____ Targeted behavior is described and operationally defined.
6. _____ Consequences Identified and described
7. _____ Hypothesized and function of behavior is described
8. _____ Intervention/Prevention Strategies identified
9. _____ Functionally Equivalent Replacement Behavior (FERB) identified
10. _____ Describes progress monitoring process
11. _____ Describes follow-up procedures and timeline for reporting

Comments:

Supervisor Observations and Remarks:

Teacher Candidate Signature: _____ Date: _____

University Supervisor or Mentor Teacher Signature: _____ Date: _____

Date/Time of Next Observation: _____



**Preliminary Education Specialist
Documentation of Assessment Administration**

Teacher Candidate: _____ Date: _____

School Site: _____ Setting: _____

Supervisor: _____

The following competency checklist pertains to the Teacher Candidate's ability to explain his/her involvement in the FBA/BIP process during student teaching.

1. _____ Teacher Candidate describes the purpose of the assessment
2. _____ Provides an ecological assessment of the student
3. _____ Demonstrates knowledge of assessment administration (formal and informal)
4. _____ Chooses assessments that are appropriate based upon student's present level of performance
5. _____ English Language needs are considered
6. _____ Demonstrates knowledge of basal and ceiling
7. _____ Interprets the standard scores appropriately
8. _____ Report identifies strengths and areas of relative weaknesses
9. _____ Present Levels of Performance are clear and concise
10. _____ Goals and Objectives are based on formal assessments and are aligned to the state standards
11. _____ Appropriate accommodations and modifications are identified
12. _____ Continuum of Services reviewed and considered

Comments:

Teacher Candidate Signature: _____ Date: _____

University Supervisor Signature: _____ Date: _____

Date/Time of Next Observation: _____



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**

IEP-AT-A-GLANCE (ESN ONLY)

Student Name: _____

Date: _____

Positive Student Profile

IEP Goals and Progress Monitoring at a Glance

Support Needs and Other Important Information

IEP GOAL MATRIX

Student: _____

Date: _____

IEP Goals	Class Schedule and Location							
Support Needs								



Paraeducators Schedule (ESN)

Monday	Tuesday	Wednesday	Thursday	Friday

Time	Location	Student/Activities	Case Manager



Education Specialist MMSN or ESN TPE Formative or Summative Assessment

Teacher Candidate: _____ Semester: _____ Date: _____

Mentor Teacher: _____ School Site: _____ District: _____

Rating Scale:

1=Standard Not Yet Met

2=Progressing Toward Meeting Standard

3=Standard Met

4=Standard Exceeded

Please click links below for full forms with all TPEs written out:

[MMSN Formative](#)

[MMSN Summative](#)

TPE	Evidence	1	2	3	4
TPE 1: Engaging and Supporting All Students in Learning <ul style="list-style-type: none"> U1.1-1.8 MM1.1-1.7 					
TPE 2: Creating and Maintaining Effective Environments for Student Learning <ul style="list-style-type: none"> U2.1-2.6 MM2.1-2.11 					
TPE 3: Understanding and Organizing Subject Matter for Student Learning <ul style="list-style-type: none"> U3.1-3.8 MM3.1-3.3 					
TPE 4: Planning Instruction and Designing Learning Experiences for All Students <ul style="list-style-type: none"> U4.1-4.8 MM4.1-4.7 					
TPE 5: Assessing Student Learning <ul style="list-style-type: none"> U5.1-5.8 MM5.1-5.6 					
TPE 6: Developing as a Professional Educator <ul style="list-style-type: none"> U6.1-6.7 MM6.1-6.6 					



Credential Requirement Plan for Completion

Student Name:

ID Number: _____

Pathway:

- MACI Dual Credential (Multiple Subject & MMSN)
- MACI Dual Credential (Single Subject & MMSN)
- MAT Multiple Subject
- MAT Single Subject
- SPED Joint Education Specialist Credential (Multiple Subject & MMSN)
- SPED MA Education Specialist Credential MMSN
- SPED MA Education Specialist Credential ESN
- SPED MA Joint Education Specialist Credential MMSN & ESN

Requirement(s) Needed:

- Basic Skills Requirement
- Certificate of Clearance
- CPR: Adult, Child, & Infant
- Negative TB Result
- US Constitution
- RICA
- Subject Matter Competency

Original Deadline(s): _____

[Credential Requirement Charts & Deadlines by Program](#)

Plan and Timeline for Completion:

Please include plan and date of test scheduled along with proof of registration
 Example: Rescheduled my August subtest for September 17, 2021.

Anticipated Date of Completion: __i.e., Date test results are released by Pearson__

Acknowledgement of Program Plan

Comments: _____

Faculty Advisor Signature _____ Date: _____

Student Signature _____ Date: _____

Final Review

Granted Extension Deadline: _____

Comments: _____

Credential Specialist Signature _____ Date: _____

When complete, please submit via Tevera and provide dates/times you are available to meet and review.

University Supervisor Feedback Survey

University Supervisor Feedback Survey

Candidate's Name:	
CSC Members:	
Plan Date:	Teacher Education Pathway: MACI MAT SPED
Course/Fieldwork Title:	Term/Year:
Section A - Plan Requirements	
Description of the Violation of Professionalism Standards (please be specific):	
Required steps to be taken by the candidate during the probationary period:	
Code of conduct expected of the candidate during the probationary period:	
Time Frame for Completion:	
Acknowledgment of Plan Requirements:	
CSC Member's Signatures:	
Candidate's Signature:	Date:
Section B - Completion	
Outcome(s):	
<input type="checkbox"/> Plan requirements met/Candidate is removed from Probation	
<input type="checkbox"/> Plan requirements not met/Candidate is dismissed from the Teacher Education Program	
CSC Chair's Signatures:	
Date:	
CSC Chair keeps original signed Plan and provides a copy of the Plan to the candidate and the Director of Teacher Education.	

Dates of student teaching: _____

School: _____

District: _____

Name of your University Supervisor: _____

This is an evaluation of your University Supervisor, the University's representative. Please evaluate your University Supervisor by answering the following questions. There also is space provided below for additional comments or further explanation. Please be thoughtful and candid. This evaluation is anonymous, and this form will not be shown to your University Supervisor until the required number of observations and write-ups are completed and your grades have been submitted to the Attallah College of Educational Studies office.

1. How often did your University Supervisor communicate with you in person or by other means about issues related to your teaching practice?

Less than once per month

Once per month

2-3 times per month

Once per week

2-3 times per week

Daily

2. How often did your University Supervisor observe your classroom instruction and provide feedback during your field placement?

Less than once per month

Once per month

2-3 times per month

Once per week

2-3 times per week

Daily

3. My University Supervisor (select all that apply):

Understood current educational theory

Modeled collegial practices that led to my success

Was well versed in helping me work through problems in teaching

Promoted reflective practice

Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching

Was knowledgeable about and able to provide support for field-based assignments

4. In what way did your University Supervisor help you the most?

5. Was there anything you wished your University Supervisor did differently?

UNIVERSITY SUPERVISOR FEEDBACK SURVEY (continued)

Circle the number after each statement that best describes your assessment according to the scale below:
1 = Strongly disagree; 2 =Disagree; 3 =Agree; 4 = Strongly agree

<p>6. My University Supervisor provided ample time for conferences in addition to observing my classroom teaching.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>7. I felt comfortable contacting my University Supervisor for advice.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>8. My University Supervisor observed and evaluated me in my classroom as provided in the handbook.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>9. I had confidence in my University Supervisor's knowledge of instruction.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>10. My University Supervisor helped me make classroom application of what had been taught in my teacher education program courses.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>11. My University Supervisor gave me specific suggestions for improvement.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>12. My University Supervisor was responsive to my concerns.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>13. My University Supervisor supported the development of my classroom management and instructional skills.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>14. Overall, my University Supervisor was highly effective.</p> <p><i>Please explain:</i></p>	<p align="center">1 2 3 4</p>
<p>Additional Comments:</p>	

University Supervisor Feedback Survey

University Supervisor Feedback Survey

Dates of student teaching:

School:

District:

Name of your Mentor Teacher: _____

(Note: If you had more than 1 Mentor Teacher, please complete separate forms for each mentor teacher.)

This is an evaluation of the Mentor Teacher(s) under whom you taught as part of your student teaching requirement for your credential. Please assess your Mentor Teacher(s) by responding to the following questions and statements. There also is space provided for comments and further explanation. Please be thoughtful and candid. This evaluation is anonymous, and this form will not be shown to your Mentor Teacher(s) until after the student teaching assignments are completed.

1. How often did your Mentor Teacher communicate with you in person or by other means about issues related to your teaching practice?

Less than once per month

Once per month

2-3 times per month

Once per week

2-3 times per week

Daily

2. How often did your Mentor Teacher observe your classroom instruction and provide feedback during your field placement?

Less than once per month

Once per month

2-3 times per month

Once per week

2-3 times per week

Daily

3. My Mentor Teacher (select all that apply):

Understood current educational theory

Modeled collegial practices that led to my success

Was well versed in helping me work through problems in teaching

Promoted reflective practice

Frequently observed my teaching, met with me, and offered useful advice and strategies about my teaching

Was knowledgeable about and able to provide support for field-based assignments

4. In what way did your Mentor Teacher help you the most?

5. Was there anything you wished your Mentor Teacher did differently?

MENTOR TEACHER FEEDBACK SURVEY (continued)

Circle the number after each statement that best describes your assessment according to the scale below:
1 = Strongly disagree; 2 =Disagree; 3 =Agree; 4 = Strongly agree

<p>1. My Mentor Teacher provided ample time for conference in addition to observing my classroom teaching.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>2. I felt comfortable contacting my Mentor Teacher for advice.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>3. My Mentor Teacher observed and evaluated me in my classroom on a consistent basis.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>4. I had confidence in my Mentor Teacher's knowledge of instruction.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>5. My Mentor Teacher helped me make classroom application of what had been taught in my teacher education program courses.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>6. My Mentor Teacher gave me specific suggestions for improvement.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>7. My Mentor Teacher was responsive to my concerns</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>8. My Mentor Teacher supported the development of my classroom management and instructional skills.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>9. Overall, my Mentor Teacher was highly effective.</p> <p><i>Please explain:</i></p>	<p>1 2 3 4</p>
<p>Additional Comments:</p>	

Student Teaching Site Information Form

Student Teaching Site Information Form
This form is completed by the teacher candidate via Tevera.

Information collected on the form:

- First Name of Candidate
- Last Name of Candidate
- Name of Site/School
- District
- Name of Mentor Teacher
- Name of University Supervisor



Table 15: MAT Single Subject: Intern Eligible Pre-Requisites

Pre-Requisite Courses	<p>Successful completion of the following:</p> <ul style="list-style-type: none"> • TCHR 508 • TCHR 567 • TCHR 570 • TCHR 532 • TCHR 569 • TCHR 504 • TCHR 517 or TCHR 577 • TCHR 571 • TCHR 513 • TCHR 550*
Pre-Requisite Hours	Met a minimum of 120 fieldwork hours in your area of study prior to student teaching.
Pre-Requisite Credential Documents	<p>California Basic Skills Requirement</p> <p>Certificate of Clearance</p> <ul style="list-style-type: none"> • Must be valid through program completion <p>Negative TB Results</p> <ul style="list-style-type: none"> • Must be valid through program completion <p>U.S. Constitution Requirement</p> <p>CPR: Adult, Child, and Infant</p> <ul style="list-style-type: none"> • Must be valid through program completion <p>Subject Matter Competency Requirement</p> <p>RICA Exam</p>
Other Considerations	<ul style="list-style-type: none"> • Be in good academic standing • Completion of a Dispositional Assessment by Program Faculty and/or a University Supervisor

*Candidates must enroll in TCHR 550 to be eligible but will not successfully complete the course until completion of the Teaching Performance Assessment.



Table 16: Special Ed: Intern Eligible Pre-Requisites

Pre-Requisite Courses	<p>Successful completion of the following:</p> <ul style="list-style-type: none"> • TCHR 509 • TCHR 500 • TCHR 550* • TCHR 571 • TCHR 562 or TCHR 558 • TCHR 566 • TCHR 587 • TCHR 548 • TCHR 564 • TCHR 563 or TCHR 559 • TCHR 544 • TCHR 588
Pre-Requisite Hours	Met a minimum of 120 fieldwork hours in your area of study prior to student teaching.
Pre-Requisite Credential Documents	<p>California Basic Skills Requirement</p> <p>Certificate of Clearance</p> <ul style="list-style-type: none"> • Must be valid through program completion <p>Negative TB Results</p> <ul style="list-style-type: none"> • Must be valid through program completion <p>U.S. Constitution Requirement</p> <p>CPR: Adult, Child, and Infant</p> <ul style="list-style-type: none"> • Must be valid through program completion <p>Subject Matter Competency Requirement</p> <p>RICA Exam</p>
Other Considerations	<ul style="list-style-type: none"> • Be in good academic standing • Completion of a Dispositional Assessment by Program Faculty and/or a University Supervisor

*Candidates must enroll in TCHR 550 to be eligible but will not successfully complete the course until completion of the Teaching Performance Assessment.



Table 17: MAT Single Subject: Intern Eligible Co-Requisites

Co-Requisite Courses	Enrollment in the following: <ul style="list-style-type: none"> • TCHR 589 • TCHR 518 or TCHR 578 or MUS 534 or MUS 693 • TCHR 583 (and MUS 583 for Music emphasis candidates)
Co-Requisite Hours	Progress towards completion of 450 fieldwork hours.
Co-Requisite Credential Documents	<ul style="list-style-type: none"> • Progress toward completion of the Individual Development Plan (IDP) • Progress toward completion of the TPEs. • Progress toward completion of the CalTPA.
Other Considerations	<ul style="list-style-type: none"> • Be in good academic standing • Maintain “meets expectation” rating on the Educator Disposition Assessment (EDA)



Table 18: Special Ed: Intern Eligible Co-Requisites

Co-Requisite Courses	Enrollment in the following: <ul style="list-style-type: none"> • TCHR 590 or TCHR 591 • TCHR 592 or 593 • Master’s Elective
Co-Requisite Hours	Progress towards completion of 450 fieldwork hours.
Co-Requisite Credential Documents	<ul style="list-style-type: none"> • Progress toward completion of the Individual Development Plan (IDP) • Progress toward completion of the E-Portfolio and TPEs. • For those starting the program in Fall 2022, progress toward completion of the CalTPA.
Other Considerations	<ul style="list-style-type: none"> • Be in good academic standing • Maintain “meets expectation” rating on the Educator Disposition Assessment (EDA)

General Education TPE Candidate Self-Assessment

Directions for Candidate:

1. At least 24 hours prior to each observation complete this form and share it with the MT or US, as applicable.
2. Provide (links to) evidence for the two TPEs of focus for this observation.
3. Rate your progress (scale of 1-4) toward the two focus TPEs based on the evidence provided.
4. For each additional observation, continue to add to this form.

Teacher Candidate: _____ Semester: _____ Date: _____

Mentor Teacher: _____ School Site: _____ District: _____

Rating Scale:

1=Standard Not Yet Met

2=Progressing Toward Meeting Standard

3=Standard Met

4=Standard Exceeded

TPE	Evidence (Provided by Candidate)	1	2	3	4
TPE 1: Engaging and Supporting All Students in Learning • TPE Elements 1.1-1.8					
TPE 2: Creating and Maintaining Effective Environments for Student Learning • TPE Elements 2.1-2.6					
TPE 3: Understanding and Organizing Subject Matter for Student Learning • TPE Elements 3.1-3.8					
TPE 4: Planning Instruction and Designing Learning Experiences for All Students • TPE Elements 4.1-4.8					
TPE 5: Assessing Student Learning • TPE Elements 5.1-5.8					
TPE 6: Developing as a Professional Educator • TPE Elements 6.1-6.7					
TPE 7: Effective Literacy Instruction for All Students • TPE Elements 7.1 – 7.11					



Candidate Support Plan

Section A - Plan

Candidate Name:

Term:

TE Pathway:

Course:

Reason for Support:

Next Steps: Planning & Organization Timeline:

Timeframe for Completion: All activities must be completed by the deadlines indicated above. *If the candidate does not meet expectations as outlined above, they will receive a grade of NP for course/student teaching and will be required to re-enroll in course/student teaching the following term.*

Acknowledgement of Support Plan:

Course Instructor/University Supervisor:	Date:
Fieldwork & Assessment Manager:	Date:
Candidate:	Date:

Part B - Completion of Plan

Outcomes:

- Remediation Complete
- Remediation Not Complete

Next Steps:

Fieldwork & Assessment Manager Signature:

Date:

Student Teaching Site Information Form

Student Teaching Site Information Form

Please [click here](#) to view and download a copy of the permission letter.



Attallah College of
Educational Studies

ONE UNIVERSITY DRIVE
ORANGE, CALIFORNIA 92866

Reeves Hall
Office: (714) 997-6781 | Fax: (714) 774-7035

LETTER FROM TEACHER CANDIDATE REGARDING TEACHING PERFORMANCE ASSESSMENT

Dear Parent/Guardian:

As a student teacher in your child's classroom, I am a participant in a required teaching performance assessment for teacher candidates. One of the primary purposes of this assessment is to improve student learning and encourage excellence in teaching, as I progress as a future teacher. This assessment is required for all candidates seeking to be teachers in the State of California. As part of their teaching program, student teachers are often required to make a recording of their classroom teaching for the following purpose: to receive feedback on teaching practices from other trained educators.

This assessment requires videos of lessons taught in your child's class be submitted to my teacher preparation program, *Teacher Education at Chapman University*. Although the videos would show both the teacher and various students, the primary focus is on the teacher's instruction, not on the students in the class. In the course of taping, your child may appear on the videos. Also, I will be asked to submit samples of student work as evidence of the quality of my teaching practice, and the student work samples may include some of your child's work.

No student's last name will appear on any materials that are submitted. All materials will be kept confidential. Please complete and return the Teaching Performance Assessment Permission Form to document your permission for these activities.

Sincerely,

Teacher Candidate

Student Name: _____ School/Teacher: _____

I am the parental/legal guardian of the child named above. I have received and read your letter regarding the teacher candidate assessment, and agree to the following:
(Please check the appropriate box below)

I DO give permission to you to include my child's image on videos as he or she participates in a class conducted at _____ (School Name) by _____ (Teacher Candidate's Name) and/or to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.

I DO NOT give permission to you to include my child's image on videos as he or she participates in a class conducted at _____ (School Name) by _____ (Teacher Candidate's Name) but **I DO** give permission to reproduce materials that my child may produce as part of classroom activities. I understand that no last names will appear on any materials submitted by the teacher to his/her teacher preparation program.

I DO NOT give permission to video record my child or to reproduce materials that my child may produce as part of classroom activities.

Signature of Parent or Guardian: _____ Date: _____



Attallah College of
Educational Studies

ONE UNIVERSITY DRIVE
ORANGE, CALIFORNIA 92866

Reeves Hall
Office: (714) 997-6781 | Fax: (714) 774-7035

CARTA PARA LOS PADRES SOBRE LA EVALUACIÓN DEL DESEMPEÑO DEL CANDIDATO A MAESTRO

Estimados Padres/Tutores:

Como maestro/a estudiante en el salón de clases de su hijo/a, soy una participante en una evaluación de desempeño requerida para los candidatos a maestro. Uno de los objetivos principales de esta evaluación es mejorar el aprendizaje de los estudiantes y fomentar la excelencia en la enseñanza, a medida que avanzo como futuro/a maestro/a. Esta evaluación es necesaria para todos los candidatos que buscan ser maestros en el estado de California. Como parte de su programa de enseñanza, a menudo se requiere que los practicantes realicen un video de lección en el salón de clases para los siguientes propósitos: recibir retroalimentación sobre las técnicas por parte de otros educadores capacitados.

Esta evaluación requiere que videos de algunas lecciones enseñadas en la clase de su hijo/a sea enviada a mi programa de preparación para maestros, La Educación para Maestros en la Universidad Chapman. Aunque los videos mostraría tanto al maestro como a varios estudiantes, el enfoque primario es en la instrucción del maestro, no en los estudiantes de la clase. En el transcurso de la grabación, su hijo/a podrá aparecer en los videos. Además, se me pedirá que presente muestras del trabajo de los estudiantes como prueba de la calidad de mi práctica de enseñanza, y las muestras del trabajo de los estudiantes podrán incluir parte del trabajo de su hijo/a. No aparecerá el apellido de ningún estudiante en ningún material que se envíe. Todos los materiales serán confidenciales. Por favor complete y devuelva el formulario de permiso del Evaluación del desempeño de los maestros de California para documentar su permiso para estas actividades.

Sinceramente,

Maestro/a Estudiante

Nombre Del Estudiante: _____ Escuela/Maestro/a: _____

Soy el padre/tutor legal del niño/a mencionado arriba. He recibido y leído su carta con respecto a la evaluación del candidato maestro/a y de acuerdo con lo siguiente:
(Por favor, marque la casilla correspondiente a continuación)

Le doy permiso para incluir la imagen de mi hijo/a en los videos como él o ella participa en una clase que se da a cabo en _____ (Nombre de la escuela) por _____ (Nombre del/de la Maestro/a Estudiante) y/o para reproducir los materiales que mi hijo pueda producir como parte de las actividades de la clase. Entiendo que no aparecerán apellidos en ningún material enviado por el maestro/a su programa de preparación al maestro.

No le doy permiso a usted para incluir la imagen de mi hijo/a en los videos como él o ella participa en una clase que se da a cabo en _____ (Nombre de la escuela) por _____ (Nombre del/de la Maestro/a Estudiante) pero yo **doy** permiso para reproducir materiales que mi hijo/a pueda producir como parte de actividades en la clase. Tengo entendido que no aparecerán apellidos en ningún material presentado por el maestro a su programa de preparación al maestro.

No doy permiso para grabar en video a mi hijo/a o para reproducir materiales que mi hijo/a pueda producir como parte de las actividades de la clase.

Firma del Padre, Madre o Tutor: _____ Fecha: _____