



School of Education

LA SIERRA UNIVERSITY

TEACHING CREDENTIAL HANDBOOK

Student Teaching and Internships

California Commission on Teacher Credentialing (CTC)
Preliminary General Education Teaching Credentials

North American Division of Seventh-Day Adventists (NAD)
Basic Teaching Certificate

School of Education
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All candidates must complete, initial and sign the Acknowledgement Form (page 72) and submit a paper copy to the C & I Office.

This handbook is divided into the following sections;

1. Introduction
2. Teaching Credentials
3. Student Teaching
4. Internship Teaching

Credential candidates must read and become familiar with sections 1 and 2. Student teachers must read and become familiar with sections 1-3. Interns must read all sections.

Introduction

Our Mission and Goals

The mission of the School of Education is to promote, model and support exemplary teaching, influential leadership, responsible research, and social and educational service that fosters lifelong learning and enhances quality of life in our community and our world.

Our goal is to prepare individuals for exemplary service in the various fields of education so that their students may realize their fullest potential in service to God and humanity. To that end, we take seriously the goals we have set for the school in serving our students. We are committed to:

- Assisting pre-service and in-service educational personnel in building a sound philosophy of education that reflects Christian values and ethical principles.
- Enabling Students to implement basic principles of education that reflect sound theories and practices.
- Motivating investigative curiosity and a desire to participate in the advancement of knowledge.
- Helping develop skill in educational research.

Our History

La Sierra University is a Seventh-day Adventist coeducational institution located in southern California and is part of the Seventh-day Adventist system of higher education.

La Sierra University began as La Sierra Academy in 1922, on acreage that had been part of an 1846 Mexican land grant known as Rancho La Sierra, and is now part of the city of Riverside. In 1923, with the addition of coursework in preparation for teaching, the school became La Sierra Academy and Normal School. As the offerings continued to grow, it became Southern California Junior College in 1927 and La Sierra College in 1939. Accreditation as a four-year liberal arts college was received in 1946.

The School of Education was organized in 1968 followed in 1986 by the School of Business and Management, and the Center for Lifelong Learning. The school of Religion followed these in 1987.

The Loma Linda and La Sierra campuses of Loma Linda University were reorganized into separate institutions in 1990, and these four schools (the College of Arts and Sciences, the School of Education, the School of Business and Management, and the School of Religion) together with the Center for Lifelong Learning, became La Sierra University.

Accreditations

The University is authorized to prepare teachers for the California TK-12 public education system and for the Adventist Education school system. La Sierra's Teacher Education Program (TEP) is approved by the California Commission on Teacher Credentialing (CTC). The University is accredited by the WASC Senior College & University Commission (WSCUC) and by the Adventist Accreditation Association (AAA).

La Sierra University School of Education offers additional CTC-approved credential programs in:
Preliminary Multiple Subject and Preliminary Single Subject
Professional Pupil Personnel Services (PPS), School Psychology
Professional Pupil Personnel Services (PPS), School Counseling

La Sierra University Western Association of Schools and Colleges Accredited Degrees:

Master of Arts in Teaching (MAT)

This includes a Master's degree and either a multiple subject or single subject California teaching credential

Master of Arts (MA) in;

Administration and Leadership
Curriculum and Instruction
Educational Psychology
School Psychology
English
Religious Education

Education Specialist (EdS) in;

Administration and Leadership
Curriculum and Instruction
Educational Psychology
School Psychology

Doctor of Education (EdD) in;
Administration and Leadership
Curriculum and Instruction
Educational Psychology
School Psychology and Measurement

Doctor of Philosophy (PhD) in Educational Leadership, with a focus on
Administration and Leadership
Instructional Leaderships
Educational Psychology

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Teaching Credential Handbook

The purpose of this handbook to inform education credential candidates of the procedures and requirements to achieve the California Commission on Teacher Credentialing (CTC) Preliminary credentials and Basic Seventh-Day Adventist (SDA) teaching certificates. It is very important to read this handbook carefully for a complete understanding of all requirements. LSU will not recommend a candidate for any credential until all requirements are completed in full.

The Curriculum and Instruction Department offers credentials from two different accrediting bodies. Our credential program is accredited by the California Commission on Teacher Credentialing (CTC), resulting in either the multiple subject or single subject credential.

In the Seventh-day Adventist system, we offer a Basic Elementary and/or Secondary teaching certificates for candidates who are members of the Seventh-day Adventist Church, through the North American Division (NAD) of the Seventh Day Adventist Department of Education.

Curriculum and Instruction Department Policies

Health Education & CPR Requirements

HLSC 214- Dimension of Health is the only course at LSU which meets the health education requirement for certification. If you wish to transfer in a health education course from another college you must submit to the Credential Office a Request for Course Equivalency, a full syllabus for the course, and an unofficial transcript showing the date of the course with grade earned. The Credential Analyst will then evaluate the course to see if it meets California content standards for health education. You must hold a valid Cardiopulmonary Resuscitation (CPR) card before you will be recommended for a credential. The course must be from the American Red Cross or the American Heart Association, and must include adult, child, and infant CPR. It does not need to include First Aid. Submit the original signed card to the Credential Office when you have completed the course so she can make a copy for your file.

Clinical Practice Requirements

Candidates for teaching credentials must successfully complete formal supervised clinical practice experiences in TK-12 California public school classrooms to meet credential requirements. These experiences will culminate with student teaching and are arranged by the department and supervised by faculty. You will proceed through several sequential experiences, each designed to provide increasing participation in a classroom at the level and content of the desired credential. You must have a valid negative TB tests and a Certificate of Clearance on file prior to entering the TK-12 classroom for your

clinical practice activities. The California Commission on Teacher Credentialing (CTC) requires a total of 600 hours of clinical practice across the arc of the program. This means you will have clinical practice in every credential course. These clinical practice hours must be completed within the state of California. If, at the end of your program, you do not have documentation of at least 600 hours of clinical practice, La Sierra University will not be able to recommend you for your credential.

Grade and GPA Requirements

La Sierra University Graduation Requirements

On the recommendation of the faculty of the school granting the degree, the University awards graduate degrees at the end of the term when the student has completed the following minimum requirements:

- Completed all requirements for the degree in his/her Bulletin of Graduation with no required course receiving below a B- (3.00 GPA) for an academic degree program.
- Satisfactorily completed a comprehensive examination(s) as designated by the department of specialization.
- For a master's degree, both an overall grade point average including transfer courses (if any) and an overall grade point average of courses taken at La Sierra University of B- (3.00).
- Maintained continuous registration from advancement to candidacy to the awarding of the degree.

Students must have met the full-time graduate enrollment requirements of no less than two academic quarters. A year of full-time enrollment is defined as three quarters of full-time academic work. A full-time quarter of graduate enrollment is defined as the completion of at least 8 units of coursework. (Graduate Bulletin, p. 51)

Minimum GPA Standards for the School of Education, Department of Curriculum and Instruction

MAT: Minimum GPA 3.0 (Graduate Bulletin p. 96)

MA: Minimum 3.0 GPA (see above)

EdS: Minimum GPA 3.3, no grade lower than B (Graduate Bulletin p. 100)

EdD: Minimum GPA 3.5, no grade lower than B (Graduate Bulletin p. 105)

Prerequisite courses must have a grade of C or better (Undergraduate bulletin p. 272, Graduate bulletin p. 128).

The lowest grades possible in a course for it to count is a B-

Candidates in the MAT program must earn at least a grade of B- or better in all course work.

Coursework with less than a B- must be repeated to earn the MAT degree.

A cumulative minimum GPA of at least 2.75 is required for admission to the undergraduate or graduate MAT credential program and must be maintained until the program is completed. If at any time during the program a student's cumulative GPA falls below the requirement, s/he will need to seek advisement from the department chair until they raise the GPA to the required level.

Acceptable Academic Progress

Students/candidates who fail to make acceptable academic progress are subject to sanctions. Sanctions for failure to make acceptable academic progress may include, but are not limited to;

-Academic Probation: A student whose grade point average for any term falls below 3.00 is placed on academic probation the next quarter and is subject to a restricted course load.

-Academic Disqualification: A student on academic probation who fails to raise the current quarter grade point average to 3.00 is placed on academic disqualification, the Office of Admissions is so notified, and the student is not allowed to register for the next quarter. To be readmitted after a period of academic disqualification, the student must reapply through the Office of Admissions.

This readmission process will include the following;

-submission of two letters of recommendation, from professionals, attesting to the student's ability to be successful in the program if readmitted

-a check with the Student Life Office to determine if there are any other concerns about the student's conduct

A student who is academically disqualified a second time will not be readmitted to the University. Students failing comprehensive exams for a second time are academically disqualified, they are not readmitted to the program, and the Records Office is so notified. (Graduate Bulletin, p. 53)

Coursework in the credential program earns a letter grade. Candidates in the MAT or credential program must earn at least a grade of B- or better in all course work required for the credential. Coursework with less than a B- must be repeated to earn the MAT degree. Student Teaching must earn an S (satisfactory grade) to be accepted. Student Teaching experiences with a Fail grade must be repeated and passed before they will be applied to the credential program.

A cumulative minimum GPA of at least 2.75 is required for admission to the undergraduate or graduate MAT credential program and must be maintained until the program is completed. If at any time during the program a candidate's cumulative GPA falls below the requirement, s/he will need to seek advisement from the department chair until they raise the GPA to the required level. Candidates for the credential must have a 3.0 in order to student teach or be recommended for credentials.

Incomplete "I" Grade and "IP" (In Progress)

A grade of Incomplete ("I") may be issued for circumstances beyond a student's control, and only if at least 75% of the coursework has been completed.

A grade of Incomplete will not be issued for the following reasons:

1. as a remedy for overload
2. failure of the final examination or signature assignment
3. absence from final exam for any reason other than an emergency situation
4. low course grade to be raised with extra work

Students requesting a grade of Incomplete must complete a Petition;

(<https://lasierra.edu/fileadmin/documents/records/petition-to-receive-incomplete-grade-form.pdf>).

Students must state in detail the reason for the request. The student then needs to obtain the signature of the Department Chair and submit this form to the instructor.

If approved, the instructor will then record the incomplete grade via online Grade Submission, then sign and send the completed petition to the Records Office and keep a copy for their records. Upon evaluation of the additional required work, the instructor will submit the corresponding final grade on a Change of Grade Request form to the Records Office no later than the succeeding term.

A grade of In Progress ("IP") may only be issued in student teaching/internship courses. If a student anticipates that s/he will not be able to complete the course with a passing grade, a course may be dropped prior to the drop date.

In student teaching/student intern teaching courses, students may choose to register and pay for any amount of unit hours from 1-14 each quarter. They will receive an IP automatically until the quarter in which they successfully complete all requirements for the course. Then they will be issued a final grade for all 14 units.

Each student teaching placement will include a minimum of 2 weeks of independent teaching. The typical student teaching requirement is a total of 14 weeks in two different placements, but your student teaching experience may be extended as needed. If you do not meet minimum program standards during student teaching, your student teaching placement may be discontinued. Completion of all credential coursework and acceptance into Student teaching does not guarantee you will be recommended for a teaching credential. Candidates are allowed to enroll in student teaching for up to three weeks while completing other requirements for placement. If all other pre-placement requirements are not successfully completed by the end of the third week of student teaching, candidates will be dropped from the placement and will not be eligible for a refund.

Time Limits for Coursework

MA/MAT- you must complete all of your coursework toward the degree 5 years.

EdS/EdD-You must complete all of your coursework toward the degree within 7 years. Any coursework older than 7 years will need to be updated or repeated, with the decision made by the department.

Transferring Units

Classes taken from another WSCUC accredited university must have been completed within 7 years in order to be considered for transfer. You must use the Petition Form, and include a bulletin copy of the class description with your petition. A maximum of 9 quarter units may be transferred to your La Sierra program.

California Basic Skills Requirement (BSR)

Teaching credential candidates have the following options for meeting the BSR;

1. Pass the CBEST

To pass the CBEST, candidates must obtain a minimum score of 41 in each of the three sections—reading, writing, and mathematics. However, a score as low as 37 on an individual section is acceptable if the total score is at least 123.

2. Pass the CSET multiple subjects and writing skills exams

Passing the California Subject Examinations for Teachers (CSET): Multiple Subjects examination in combination with the CSET: Writing Skills examination meets the basic skills requirement. Passing exam scores on the CSET: Multiple Subjects examination used only for purposes of meeting the basic skills requirement remain valid indefinitely. The CSET: Writing Skills may not be used alone and must always be used in combination with the CSET: Multiple Subjects examination.

2. Out of state placement exams

The Commission will accept basic skills examinations from other states. A photocopy of the score report or letter from the testing agency verifying passage of the examination must be submitted with the application packet. There is no recency requirement for the date the examination was passed. Here is the link to the list;

https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_16

3. College Board SAT scores of 500 on English and 550 on Math

4. ACT scores of 22 on English and 23 on math

5. College Board AP exam score of 3 or higher on English and 3 or higher on either AP Calculus or AP Statistics

6. Demonstrate proficiency on the CSU Early Assessment Program (EAP) (English and Mathematics sections). A score of “College Ready”, or “Exempt” for both math and English is required.

7. Demonstrate proficiency on the CSU Placement Examinations (English Placement Test-EPT, and Entry Level Mathematics-ELM). For the EPT, a score of 151 is required. For the ELM, a score of 50 is required.

8. Selected College Board Advanced Placement (AP) examinations.

a.) a score of 3 or higher on the College Board AP English exam, and

b.) a score of 3 or higher on either the AP Calculus exam or the AP Statistics exam.

9. Under AB 130 (July 9, 2021), candidates may also satisfy the Basic Skills requirements by
 - a. Coursework in Reading, Writing and Mathematics, or
 - b. A combination of coursework and passing exam scores

Please contact the Curriculum and Instruction Department for more information on meeting the Basic Skills Requirement.

Program Completion Deadlines

It is expected that all requirements for the credential program will be completed as quickly as possible. Seven years of continuous progress is the maximum time limit for completing the program; a much quicker completion period is highly recommended. The seven-year period will begin with the date of admission to the program. Once the seven-year limit is reached, the candidate will be dropped from the program. Credential courses which are older than 7 years will have to be updated or repeated, with the decision to be made by department.

The Culminating Portfolio

All students enrolled in the MAT or teaching credential program must create and maintain a Culminating Portfolio, which they update regularly with all their course signature assignments and other representative work from their program. This Portfolio will be presented to faculty and fellow students at the end of the student teaching courses. The Portfolio is to be developed in LiveText using the provided template. In addition to including all signature assignments, the final Portfolio may include, but is not limited to, the following; a personal philosophy of education, a sampling of their best work from each class, artifacts demonstrating TPE mastery, artifacts demonstrating content mastery, artifacts from direct teaching experiences, a current resume, a video recording of their teaching, and any additional documentation that showcases professional growth over the course of the Teacher Education Program. Furthermore, instructors, at their discretion, may require presentations of the Culminating Portfolio in progress at the end of specific courses to encourage the on-going development of a high quality finished product.

LiveText

An active LiveText membership is required because all signature assignments must be uploaded using this online platform. LiveText is used by the university to demonstrate the quality of our academic programs, improve the teaching and learning process, and maintain accreditation. The student teacher candidate has the opportunity to use the account for secure online storage of all of academic work and to create digital documents such as electronic portfolios or reflective journals, which can be shared with

prospective employers or other parties. The student teacher candidate can purchase that membership through a La Sierra University fee that will be attached to his/her student account. The student teacher candidate will receive an agreement form that will authorize the fee. LiveText is required throughout the program, and the candidate can use the same account for up to seven years, so the candidate only needs to purchase the account one time. If the candidate already has an active LiveText membership, s/he does not need to purchase another one. After seven years, the candidate can choose to extend the membership if needed for additional coursework or would like to maintain it for personal and/or professional use.

Cause for Dismissal from the Teacher Education Program (TEP)

The Teacher Education Program at La Sierra University provides numerous opportunities for credential candidates to develop the knowledge, skills and dispositions needed to become a successful professional educator. If a candidate is not developing in a manner that will lead to a recommendation for a teaching credential, corrective action(s) may be taken. The corrective action(s) process may include, but not limited to the following;

1. Informal, verbal discussion of issues with the candidate by faculty, supervisors, mentor teachers, etc. in an effort to remediate the situation and correct the problem(s).
2. Development of an action plan to correct any issues related to academic progress in coursework, competence in clinical practice settings and student teaching, and/or a demonstration of professional dispositions (see below) that are inconsistent with those of a competent beginning teacher. This plan will be developed by TEP representatives and presented to the candidate in writing.
3. If a candidate corrects some, but not all of the issues in the initial action plan, additional plans may be developed at the discretion of the TEP.
4. If the corrective action(s) do not lead to increased competence, the TEP may recommend further action, up to and including dismissal from the program. TEP has a Credential Candidate Due Process policy, as well as a Grievance policy, both of which are explained in the section following Professional Dispositions.

Professional Dispositions

La Sierra University's TEP has developed a set of Professional Dispositions which center on the candidate's ability to demonstrate the values, commitments and professional ethics of beginning teachers. Professional Dispositions include behaviors toward students, families, colleagues, and communities that impacts learning, motivation, and development as well as the candidate's own

professional growth. The Professional Dispositions form can be found at the end of this handbook, and on the Resources page of the Curriculum and Instruction web page.

Credential Candidate Due Process

Step 1: If repeated low grades in education courses, repeated poor performance in clinical practice/field experiences, or any other concerns occur, the faculty involved will initiate a conference with the candidate. During this conference, the problem is explained and appropriate solutions considered. A written summary of the problem shall be given to the candidate and a copy sent to the Chair of the C & I department.

Step 2: When continuation in the C & I department is in question, the department Chair shall inform the candidate of his/her status. At this time, the candidate shall have an opportunity to request an appearance before the C & I faculty. The purpose of this meeting is to clarify the nature of the problem and to give the candidate an opportunity to explain his/her views, to clarify uncertainties, and to bring group judgment for a solution to the problem.

Step 3: After this hearing, written communication shall occur within two weeks informing the candidate of the action of the C & I department faculty.

Grievance Procedures

A grievance is defined as any real or perceived injustice, unfair treatment or wrong that is personal or professional in nature. A grievance may not be formally processed unless an informal effort has been made to resolve it.

Both informal and formal grievance processes must begin with the directly-involved parties. The parties to the grievance should try to resolve the problems between themselves, or in the following sequence; first, the candidate will attempt to resolve the grievance with the professor. If the issue is not resolved, the candidate may then take the issue to the C & I Department Chair. Finally, if the grievance is not resolved by the Department Chair, the candidate may attempt to resolve the issue with the Dean, School of Education.

A credential candidate in the Education Department who has a grievance may also appeal following the procedures established for La Sierra University which are outlined in the Student Handbook. These procedures are available in the Office of Student Services.

Requests for Exceptions to Policy

Candidates who desire an exception to department policy must submit a Variance Request in writing. This form must explain in detail the reasons for the request. The faculty will review the request, make a decision, and notify the candidate in writing of the decision.

Academic Integrity

For full information on the academic integrity policy at La Sierra University, please go to this link;
<https://lasierra.edu/academic-integrity/>

Resource Page

All forms and required documents can be found on the Department Resource Page;
<https://lasierra.edu/education/curriculum-instruction/resources/>

Hard copy (paper) versions of this Credential Handbook are available in the C & I Office. All candidates will need to sign a form acknowledging that this credential handbook has been read and understood. This form is available on the last page of this handbook. Please complete, initial, sign and submit to the C & I Office.

Teaching Credentials

La Sierra University offers the California multiple subject teaching credential for elementary teachers (K-6), and the single subject teaching credential (7-12) in any of ten authorized content areas (Art, Business, English, History-Social Science, Industrial and Technology Education, Math, Music, Science, Physical Education, and World Languages). The requirements for the California Preliminary teaching credential and the North American Division of Seventh-day Adventists (SDA) Basic Credential can be completed as part of the undergraduate degree, or they can be completed at the graduate level through the Master of Arts in Teaching (MAT) program.

A primary focus of the Teacher Education Program is ethical practice in multicultural environments. Candidates are required to master subject matter, demonstrate excellent teaching practices, and model ethical behavior.

California CTC Credential

North American Division (NAD) of Seventh-day Adventists Education Department

Preliminary Single Subject Credential	Preliminary Multiple Subject Credential	SDA Basic Secondary Teacher Certificate	SDA Basic Elementary Teaching Certificate
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Authorizations earned in specific content areas by passing the CSET or	Authorizations to teach all subjects	Endorsements earned by degree, passing	Endorsements to teach all general elementary subjects
completing the CTC approved coursework.	earned by passing CSET.	CSET, or 27 units in content area.	
Mainly used in Grades 6-12 in middle school and high school. Maybe be used in K-12 in areas of authorized content	Mainly used in TK-5 in elementary school. May be used in K-12 in any self-contained classroom	Mainly used in grades 9-12 senior academies. May also be used in grades 7-10 in junior academies	Use in grades 1-8 in elementary schools. A Kindergarten endorsement requires two additional specialty courses.

Please be aware that credential requirements for California and for the Seventh-day Adventist Church change periodically. You will be held to the legal credential requirements which are in effect at the time you are admitted to the credential program at LSU. It is to your advantage to complete your program in as timely a manner as is possible to avoid program changes.

Options for Earning Teaching Credentials

A. Bachelor’s Degree (Bachelor’s degree and credential)

Candidates in this program take credential coursework concurrently with their major and General Education coursework. With careful planning, the degree and credential program can be completed in four years, although student teaching sometimes occurs in a 5th year. This option meets California CTC preliminary and SDA Basic certificate requirements in one program.

Requirements:

1. Cumulative GPA of at least 2.75 to enter the program, to take professional preparation courses, clinical practice, and to be recommended for a credential.
2. No grade lower than a B- may be applied toward credential requirements.
3. Must take 400-500 level credential coursework.
4. Must pass BSR one quarter prior to full-time student teaching.

B. Non-degree 5th year Post Baccalaureate (credential only)

Candidates who hold a Bachelor’s degree enter this program and complete program coursework sequenced over four quarters. Credential coursework is the same as taken by undergraduate

candidates. It does not result in a degree but results in a credential. This option meets California (CTC) Preliminary and SDA Basic certificate requirements in one program.

Requirements:

1. Cumulative GPA of 2.75 to enter program, to take professional preparation courses, clinical practice, and to be recommended for a credential.
2. No grade lower than a B- may be applied toward credential requirements.
3. Must take 400-500 level credential coursework.
4. Must pass the BSR one quarter prior to full-time student or Intern Teaching.

C. Master of Arts in Teaching (Master's degree and credential)

Candidates enter this program after earning a bachelor's degree and completing coursework sequenced over the four quarters of the program. Candidates attend the same courses as undergraduate and 5th year candidates, but are required to complete additional graduate level assignments related to research, leadership, etc. They must also maintain a GPA of 3.00. This option meets the requirements of a California (CTC) Preliminary credential; SDA certificate requirements are not part of the degree, but can be completed concurrently with the program.

Requirements:

1. Cumulative GPA of at least 3.0 to enter program, to take professional preparation courses, clinical practice, and to be recommended for a credential.
2. No grade lower than a B- may be applied towards credential and degree requirements.
3. Must take 500-level credential coursework
4. Must pass the BSR prior to full-time student or Intern Teaching.

Admissions Process

Teaching is a very fulfilling career for caring and dedicated individuals. Information about the application process is available at the office of the Department of Curriculum and Instruction in the School of Education. Candidates may apply to La Sierra University as undergraduates for bachelor's degrees and preliminary credentials. After completing prerequisites for the Teacher Education Program (TEP), candidates apply to the Department of Curriculum and Instruction for admission into TEP. Candidates may apply at any time during an academic year for admission into the TEP.

Candidates may be eligible for financial aid and may obtain information through the Student Finance office. A faculty committee reviews candidate for admission.

Please go to the Department of Curriculum and Instruction in the School of Education and speak with Administrative Secretary DeAnne Knipschild if you have questions. Her number is (951) 785-2203 and email is dknipsch@lasierra.edu

The Credentialing Process (overview)

Before you begin:

Have a current negative TB test (within the last 2 years)

Have a Certificate of Clearance (fingerprints done through LiveScan)

Mandated Reporter Training (must pass with at least 80%)

Stage 1:

Pre-requisites:

HPSC 274 – American Government (or pass Constitution Examination)

HLSC 214/503 – Dimensions of Health

EDCI 204/502 – Introduction to Teaching

EDCI 413/516 – Technology in Education

EDFO 305/EDCI 507 – Psychological Theories of Instruction Exam:

Meet the California Basic Skills Requirement (BSR).

Submit the Teacher Education Program application (room SE 118A)

Stage 2:

Foundation Courses:

EDCI 498/500 – Introduction to Assessment

EDCI 416/522 – Language and Literacy Grades K-8 (for multiple subject candidates) or EDCI

416A/522A Language and Literacy Grades 9-12 (for single subject candidates)

EDCI 417C/523C – Culture, Society & Ethics K-12

EDCI 464/564 – Special Education in the General Education Classroom

Exam:

Take and Pass the Basic Skills Requirement (BSR) or alternative

Take and Pass the RICA exam (multiple subject candidates only)

Stage 3:

Professional Preparation Courses:

EDCI 410/510-Classroom Management (multiple and single subject candidates)

EDCI 414/520- Reading K-8 (multiple subject candidates)

EDCI 415/521-Math K-8 (multiple subject candidates)

EDCI 418/527-Science K-8 (multiple subject candidates)

EDCI 419/518-Reading in the Content Areas (single subject candidates)

EDCI 429/529-Middle School Methods (single subject candidates)

EDCI 430/530- Secondary methods (single subject candidates)

Documents:

CPR

Student Teaching application form

Stage 4:

Clinical Practice:

Student teaching (14 weeks in 2 placements)

Exam:

TPA 1 & TPA 2 (CalTPA Instructional Cycle 1 and CalTPA Instructional Cycle 2) submitted and passed during student teaching. TPA 1 is to be submitted and passed during the first portion of your student teaching. TPA 2 is to be submitted and passed during the second portion of your student teaching. Failure to pass either TPA 1 or TPA 2 may result in additional fees for retaking the assessment, and possible extension of student teaching beyond the 14 weeks.

Confirmation of at least 600 hours of clinical practice across the arc of the program.

The Credentialing Process (details)

Individuals who wish to become a teacher must complete requirements in three main areas:

1. Earn a Bachelor's degree from a regionally accredited college/university.
2. Pass the BSR and CalTPAs.

3. Verify subject matter competence to teach in the content area of the credential through either the completion of the appropriate coursework, or passage of the California Subject Examination for Teachers (CSET). Under AB 130 (July 2021), candidates may be able to satisfy the subject matter competence requirement by earning a degree in the content area from an accredited university or college. Please contact the Department of Curriculum and Instruction for additional information.
4. Complete a teacher preparation program of course work, clinical practice, and assessments that develop and demonstrate teaching pedagogy skill and expertise.
5. Candidates for SDA certification will have additional requirements.

Teaching Performance Expectations

Before being recommended for a California credential you must demonstrate to the C & I Department that you have beginning teacher mastery of all the Teaching Performance Expectations (TPEs). Teaching Performance Expectations are the group of skills, knowledge and abilities that beginning teachers should have and be able to demonstrate. In your coursework and clinical practice experiences, you will be introduced to each of the TPEs. You will also have multiple opportunities to practice and be assessed in each TPE. The current TPEs can be found here;

<http://www.ctc.ca.gov/educator-prep/standards/adopted-TPEs-2016.pdf>

The two Cal TPA (California Teaching Performance Assessment) Instructional Cycle (IC) assessments required by the state of California for all multiple and single subject credential candidates attending California teacher preparation programs are assessed during your student teaching.

Instructional Cycle 1: Learning About Students and Planning Instruction. This takes place during the first part of your student teaching placement.

Instructional Cycle 2: Assessment Driven Instruction. This takes place during your final student teaching placement.

Cycle 1: Learning about Students and Planning Instruction

Cycle 1 focuses on getting to know students' assets and needs and using this information for instructional planning. Candidates demonstrate their knowledge of students and instructional strategies including developing academic language, implementing educational technology, monitoring student learning, and making appropriate accommodations and/or modifications during the teaching of a lesson to meet individual student needs. They establish a positive learning environment, and provide

social and emotional supports through interactions with students. Candidates reflect on their teaching and on what students learned, and apply insights to future instructional planning.

Cycle 2: Assessment-driven Instruction

Cycle 2 focuses on assessing student learning during instruction using outcomes from multiple assessments to plan for and promote learning for all students. Candidates use what they know about students and the learning context to enact the plan, teach and assess sequence based on California state standards for students. Candidates provide feedback to students about their performance from both informal and formal assessments. Based on what the candidate learns about their students' skills and competencies and/or content knowledge, candidates either reteach or develop a connecting, extension activity to build on the instruction provided

All candidates will use the CTC lesson plan template and supporting materials for assignments. These materials will be provided by your instructor. PLEASE NOTE THAT THESE MATERIALS ARE COPYRIGHTED BY THE STATE OF CALIFORNIA AND YOU ARE NOT TO SHARE THEM ON SOCIAL MEDIA, OR ANY OTHER PLATFORMS. FAILURE TO FOLLOW THESE RULES MAY RESULT IN THE DENIAL OF YOUR CREDENTIAL APPLICATION. Please contact the Director of Accreditation and Assessment if you have any questions about this policy.

During your student teaching experience at the end of your Teacher Education Program, you will be assessed on the California Teaching Performance Expectations (TPEs). The assessment is called CalTPA 1 (Instructional Cycle 1) and CalTPA 2 (Instructional Cycle 2). CalTPA 1 takes place during your first student teaching placement, and CalTPA 2 takes place during your second student teaching placement.

This hyperlink will take you to the CTC page that will help prepare you for the CalTPA Instructional Cycles;

<http://www.ctcexams.nesinc.com/>

1. on the pull down menu, select CalTPA as the assessment
2. click Go
3. click on "Before You Register"
4. click on "Preparation Materials"

There are 7 areas of information: Video Recording Tips and Tools

Preparing Videos

Using the e portfolio system

CDE Standards and Frameworks

CTC Standards and Frameworks

Ed Tech Resources

Community Resources

5. click on “Alternative Arrangements”

Policies and forms for Alternative Assessment arrangements are found here.

6. click on “Policies and Rules”

A complete list of terms, definitions and CTC policies are found here.

You are strongly encouraged to review all of these items, especially the seven areas of information under the “Preparation Materials” section. Don’t wait until student teaching; review these items now and familiarize yourself with what will be assessed in the CalTPAs. You will also be receiving several CTC forms (e.g. lesson plan and rationale, etc.) from your professors that you will be using for your course assignments and in your CalTPA Instructional Cycle Assessments.

We recommend that you enroll in the CalTPA the quarter before you are planning on doing your student teaching. After you have paid the fee, your enrollment is good for one year. If you have to take either of the CalTPAs after the year has passed, you will need to pay a new enrollment fee. If you do not pass either of the CalTPAs, you will need to meet with faculty to review your submission and receive mentoring. Upon completion of the mentoring, you will need to pay the assessment fee again to re-take the CalTPA.

Please note: All candidates will use the CTC lesson plan template and supporting materials/forms for your course assignments as appropriate. These materials will be provided by your instructor. Please note that these materials are copyrighted by the State of California and you are not to share them on social media, SMS, email or any other platforms. Failure to comply with this requirement may result in the denial of your credential application by CTC.

Please contact the Director of Student Teaching or the Director of Accreditation and Assessment if you have any questions about these policies.

Please note that you **MUST** use the most current forms from CTC. For the 2021-2022 school year, the lesson plan template is version 4.1. Do not use earlier versions!

Don't Wait!

It is very important that you complete the following items as soon as you can in your Teacher Education Program (TEP). We strongly recommend that you complete these items no later than week 3 of your first term.

1. Your Tuberculosis (TB) clearance. You cannot enter a public school classroom in California without a negative TB test. Also keep in mind that the TB is good for 2 years. If your TEP program takes longer than 2 years, you will need another TB test. Your current test result are submitted to the state when your credential application is processed by our Credential Analyst.
2. Your Department of Justice (DOJ) fingerprint clearance. Again, you cannot enter a public school classroom without a DOJ clearance.
3. Your California Subject Examinations for Teachers (CSETs). Depending on which credential you are pursuing, you must take and pass from 2 to 5 CSETs. You will not be allowed into student teaching until all required CSETs have been passed. Note that there are alternatives for meeting the subject matter requirements.

Application Procedures for Credential Program Admission

Application packets for admission to the undergraduate program (option A), the 5th year program (option B), and the Master of Arts in Teaching program (option C) are available in the credentials office.

Applicants must submit the following materials to the admissions office and have an interview with the Department Chair in order to have your application reviewed.

1. Application form
2. Transcripts verifying GPA and degrees held/coursework
3. Personal statement
4. Verification of SDA membership (for SDA certificate applicants only)
5. Interview with department faculty.

Applicants must submit the following materials to the C & I Department Office;

1. Recommendation
2. Certificate of Clearance (COC)
3. Verification of Basic Skills Requirement (BSR) or alternative

4. Verification of registering, attempting or passing the CSET (5th year and MAT) or alternative
5. Verification of passing (80%+) Mandated Reporter training

To be accepted into the Teacher Education Program (TEP) the following must be completed:

1. Interview with C & I faculty
2. Submit completed Teacher Education Program application
3. Pass the Basic Skills Requirement (BSR).
4. Verify subject matter competence (either CSET or coursework). You may submit a waiver indicating the date you are scheduled to take the CSET.
5. You must have a GPA of at least 2.75
6. You must submit an autobiographical sketch
7. Verification of a negative TB test (submit the form from I-Health or your health care provider)
8. Verification of LiveScan fingerprint submission
9. Submit a current, valid CPR certificate

Credentialing Examinations

To complete requirements for various credentials the LSU credential candidate will be required to take specific examinations.

Basic Skills Requirement (BSR)

All credential candidates must satisfy the California Basic Skills Requirement (BSR). The options for meeting this requirement can be found on page 13 of this handbook.

Reading Instruction Competency Assessment- RICA (multiple subject candidates only)

The purpose of the Reading Instruction Competence Assessment (RICA) is to ensure that candidates for multiple subject teaching credential possess the knowledge and skills important for the provision of effective reading instruction to students. The goal of reading instruction is to develop competent, thoughtful readers who are able to use, interpret, and appreciate all types of text. Beginning teachers need to be able to deliver effective reading instruction that is based on the results of ongoing assessment; reflects knowledge of state and local reading standards for different grade levels; represents a balanced, comprehensive reading curriculum; and is sensitive to the needs of all students.

To be eligible to take the RICA, you must be taking it to satisfy part of the requirements for a multiple subject teaching credential, an Education Specialist Instruction Credential, or a special employment assignment. In addition, passage of the RICA is an option for fulfilling the teaching of reading

methods requirement for out-of-state trained candidates and for individuals adding a multiple subject teaching credential to their existing single subject teaching credential. Additional information about, and materials for the RICA and other programs are available through the CTC website; http://www.ctcexams.nesinc.com/about_rica.asp

CSET (in lieu of content area coursework for all candidates)

California teaching credential candidates are required to verify their subject matter knowledge and competence and are provided two alternative paths for fulfilling this requirement. One way is to complete a program of subject matter preparation (coursework) approved by the California Commission on Teacher Credentialing (CTC). The second way is to pass one or more of the California Subject Examinations for Teachers (CSET). Additional information about the CSET is available at <http://www.cset.nesinc.com>

Candidates may also satisfy this requirement by completing a degree in the content area from an accredited university or college.

C & I Department Credential Analysts and Faculty Advisors

Regular Admission Status to any of the program options will allow you to;

1. Work out your credential program schedule and be available for advising and support as needed. DeAnne Knipschild is available to help you in the C & I department at 951-785-2103 and work with you.
2. Come under the umbrella of the Credential Office with Sylvia Cordoba, Credential Analyst who will begin tracking your progress through the program.
3. To take all education courses, including the professional preparation sequence, clinical practice in classrooms, and pass the California Teaching Performance Assessments.

You will be assigned a faculty advisor in the C & I Department at the time you declare that you plan to earn teaching credentials. This assignment is formalized at the time of admission to the program. This faculty advisor is designated to help you plan your credential program sequence of courses and provide you with support as you meet the requirements of the program. If you are a single subject candidate with a content area major or a multiple subject candidate with a major other than Liberal Studies, then you will also have an advisor in your major department who will advise you regarding the completion of your major and degree requirements. Your C & I Department advisor will only advise you regarding your credential program.

If you have any questions about the credential program please contact the Credential Analyst, Sylvia Cordoba by phone at (951) 785-2224 or email scordoba@lasierra.edu. She will track your progress in meeting credential requirements and will submit your credential application to CTC upon completion of the program. She will be able to answer any questions you might have.

Your Credential File

A Credential File is started for you as soon as you declare your intent to enter the program, and is formalized at the time of admission to the credential program. This file contains documentation and records required for the credential recommendation at the end of your program. This documentation includes;

Basic Skills Requirement (BSR) verification

CSET score reports or alternative

Certificate of Clearance (COC)

Verification of Mandated Reporter training

RICA score report (multiple subject only),

Teaching Performance Assessment (CalTPA Instructional Cycle) results

Verification of US Constitution requirement

Check sheets showing credential and subject matter course work

Complete transcripts

Clinical Practice/Field Experience records and evaluations

Student teaching documentation

Correspondence from the department

Application materials

Verification of at least 600 hours of clinical practice

Other items the department feels should be preserved to demonstrate your eligibility for a credential.

This credential file will be kept in the Education Department archives in its original state for ten years from the time you exit the program.

The Certificate of Clearance (COC)

The Certificate of Clearance is a document issued by the California Commission on Teacher Credentialing (CTC) to candidates entering California teacher preparation programs. This document verifies that the holder does not have a criminal history which would make them ineligible for a TK-12 teaching credential. California requires that all teacher candidates working with children and youth

in public and private schools have on file a Certificate of Clearance before they enter the classroom. This clearance must be obtained even though you have previously completed a Live Scan for employment purposes in schools, child care, or other places where you worked with children. Previous fingerprint clearance completed for employment purposes at any location, including schools, is not accepted by the CTC for credentialing purposes. Once the clearance is obtained, the CTC will receive follow-up reports if you, as a credential holder, are ever arrested for a felony. If you have been arrested for a crime in the past it may affect your ability to obtain a teaching credential. In this case you will need to include a detailed and complete explanation of the circumstances of the event in your COC application form. It is essential that you are honest in completing the Professional Fitness section of the application.

The Certificate of Clearance must be submitted as a part of your application for admission to the credential program. You must complete the following steps; 1. Complete form 41-LS-Request for LiveScan Service.

2. Make an appointment with local law enforcement to submit your fingerprints. The agency will submit your fingerprints to the FBI and the Department of Justice.
3. Create an online account with CTC and pay the processing fee.
4. Submit a copy of your COC to the C & I office and Credential Office for verification of completion.

LiveScan and Certificate of Clearance packets are available in the department brochure rack. Detailed instructions on how to obtain a Certificate of Clearance are given in the packet along with the needed LiveScan forms.

It usually takes 7-10 days to obtain a Certificate of Clearance, although it can take longer if you have answered YES to any of the Professional Fitness questions. Be sure to obtain your COC well in advance of the time you wish to be admitted to the program so that your progress through the credential program will not be delayed while you wait for clearance.

The COC is valid for 5 years, after which it expires. If your COC expires before or during any clinical practice/fieldwork experience, then it will be necessary for you to obtain a new COC before you will be cleared to enter the classroom.

Memoranda of Understanding (MOU)

For CTC and NAD teaching certifications you are required to participate in clinical practice in various settings (this includes student teaching, intern teaching and coursework lab/field placement). To be able to do this in a public school district a Memorandum of Understanding (MOU) will need to be established by the school district and LSU. These often take weeks and months to accomplish. If a candidate is not in the southern California area, a request for a new MOU in the candidate's geographical region must be submitted to the School of Education, Department of Curriculum and Instruction at least three months in advance in order to allow time for a new MOU to be established.

Information on CTC credential programs can be found at this website;

<http://www.ctc.ca.gov/credentials/default.html>

Information on Seventh Day Adventist Teaching Credential program can be found at these websites;

<http://adventisteducation.org/>

<http://circle.adventist.org/browse/resource.phtml?leaf=180>

Department Communications

The Education Department will communicate with credential candidates in several ways.

-Email: The main method of written communication between department personnel and candidates is through your LSU email address. Announcements, messages, requests, and information are all shared through your email. Please check it regularly and respond immediately to requests from faculty and staff. Also note that once you are admitted to a credential program, you are required by the Federal Educational Right to Privacy Act (FERPA) to communicate using only your official La Sierra University email address.

-TV display in lower level of the Education Building. Watch for announcements.

-Bulletin board in the lower level of the Education Building.

-www.lasierra.edu/teach

The Credential Recommendation Process

The process of applying for your credentials will begin during the last quarter of your credential program. During that quarter the Credential Office will send you a packet which includes the

credential application paperwork which you must fill out and return to the office, along with a list of the deficiencies, which need to be completed before the application can be submitted to the accrediting bodies. All application materials should be returned to the Credential Analyst at the time of the Exit Interview. The following items must be in your credential file before your application will be processed;

1. Completed application forms (California and/or SDA)
2. Official transcripts verifying credential coursework, GPA, and bachelor's degree.
NOTE: Official transcripts are required for both state and SDA certification. You will need to request official transcripts from the Records Office to be sent directly to the Credentials Office, attn: Sylvia Cordoba, Credentials Analyst. Official transcripts are required from all universities attended.
3. Copy of Basic Skills Requirement (BSR) passing score report
4. Copy of score reports for any required examinations, such as the RICA and CSET
5. Final passing score report for the Cal TPA Instructional Cycles
6. Original, valid, signed American Red Cross or American Heart Association adult + child + infant CPR card
7. Certificate of Clearance
8. US Constitution exam letter (if requirement met by exam)
9. Mandated Reporter verification of passing

Every effort is made by the Credential Office to process all applications as quickly as possible once your program is completed. Your responsibility is to provide all required documentation so that your program can be verified as completed and the completion/issuance date can be given. The recommendation for your credentials will not be made until every program requirement is verified as completed, the Exit Interview is completed, and all documentation is on file.

Your applications will be submitted to the California Commission on Teacher Credentialing and/or the Pacific Union Conference Office of Education. A copy of the entire application packet for both recommendations will be retained in your file in the Credential Office for five years.

The SDA Recommendation is a paper application sent through the mail to the Certification Registrar at the Pacific Union Conference Office of Education, unless you request it be sent to NAD. If you sign a teaching contract with a Union other than the Pacific Union, then the application will be sent to that Union instead. The recommendation will include your signed application for a teaching certificate, a copy of BSR, a list of coursework completed for endorsements, official transcripts from all colleges or

universities you have attended, and a verification of eligibility for a teaching certificate signed by the Credential Analyst. The Certification Registrar at the Pacific Union Conference Office of Education will issue the SDA certificate, usually within one to two months of receipt. The Pacific Union Conference office will return the issued certificate directly to you or to your employing school principal. If you have not received your certificate within a couple of months of submission you should first contact your school principal and then the Pacific Union Conference Office of Education Certification Registrar.

The California recommendation is made by the Credential Office through an electronic online application process. Once the recommendation has been made, you will be required to verify that the online recommendation for your credential is correct, make an online application for the credential, pay the application fee, and participate in a brief survey about your credential program. Once you have completed your part of the recommendation and application process, your credential will be issued online in 10-14 days. You can print a copy of your credential from the CTC website at any time.

The Exit Interview

Prior to recommendation for your credentials you are required to have a two-part personal Exit Interview with a faculty member and with the Credential Analyst.

During the faculty member portion of the interview, you will present your Culminating Portfolio, answer a series of questions based on the Teaching Performance Expectations (TPEs), and collaboratively develop an Individualized Learning Plan (ILP) which will be used to guide you as you clear your credential. A list of the questions can be found at the end of this handbook. You will be asked at least one question from each of the six TPEs. Please note that your CTC preliminary credential is good for five years and is non-renewable. You are expected to “clear” your credential within that five-year period by completing the following requirements;

1. You must document at least two years of full-time service under your preliminary credential. This is usually done in the form of a letter from the HR Department at your employing school district.
2. You will also need to take additional coursework, either through an Institution of Higher Education or through a CTC-approved Induction Program. Many districts and/or county offices of education have induction programs (such as BTSA, induction, etc.)

The Credential Analyst portion of the Exit Interview will verify that you have completed all program requirements, collect your credential application paperwork, obtain your signature on various documents, explain the requirements for maintaining and upgrading credentials, collect any materials pending, and have you complete a Credential Program Exit Survey.

Recommendations for credentials will not be made to the accrediting bodies unless both portions of the Exit Interview have been completed. It is your responsibility to schedule an appointment for the Exit Interviews with the faculty member and the Credential Office.

Completion Date of Program & Issuance Date of Credential

The Completion Date of your credential program is the date on which all paperwork is on file in the Credential Office verifying that all credential requirements have been completed in full. The Issuance Date is the date that you are legally authorized to teach with your credentials. The Completion Date and the Issuance Date are usually the same date. The Recommend Date is the date the Credential Office actually submits the recommendation for your credentials to the Commission on Teacher Credentialing and/or the SDA Union where you will teach.

Making Application for the Master of Arts in Teaching Degree

If you are in the Master of Arts in Teaching (MAT) degree program leading to a credential, then in addition to making applications for credentials, you must also make application to graduate with the MAT degree through the LSU Records Office. Contact the Graduation Analyst in the LSU Records Office for appropriate application materials and deadlines.

Student Teaching

The guidelines and requirements described in this section of the handbook apply to all candidates who have advanced to student teaching.

Student teaching is perhaps the most significant experience in the teacher's professional preparation. The student teacher candidate is expected to participate in all activities normally expected of a classroom teacher.

Because of the constantly changing nature of California state requirements for teacher education, and while this document is revised regularly, it should be considered with the understanding that more recent information may have come forward to supersede that which is found in this document. Regular attendance at the weekly seminar will help student teachers maintain awareness of developing changes.

Your application to be a student teacher must be submitted at least 1 month prior to the start of the assignment. Your e-portfolio presentation will be made during the Student Teaching Seminar, and again at your exit interview with faculty at the end of your program.

Student teaching consists of 14 weeks in two placements of 7-9 weeks each, in a voluntary position working towards the preliminary single subject (secondary teaching) or the preliminary multiple subject credential (elementary teaching). Student teaching also applies to those seeking the NAD teaching certificate. Student teaching must be with students in a TK-12 classroom. Lesson planning, faculty meetings, etc. are important parts of your clinical practice experience, but the time you are engaged in those activities does not count toward the state-required total of at least 600 hours of clinical practice. Part of this total can take place in a private school (SDA, for example) setting, but you must be able to verify that the private school is similar to a California public school in terms of student demographics, etc. Please see the Director of Student Teaching for details. Each student teaching placement will include a minimum of 2 weeks of independent teaching. The typical student teaching requirement is a total of 14 weeks in two different placements, but your student teaching experience may be extended as needed. If you do not meet minimum program standards during student teaching, your student teaching placement may be discontinued. Completion of all credential coursework and acceptance into Student teaching does not guarantee you will be recommended for a teaching credential. Candidates are allowed to enroll in student teaching for up to three weeks while completing other requirements for placement. If all other pre-placement requirements are not successfully completed by the end of the third week of student teaching, candidates will be dropped from the placement and will not be eligible for a refund. Student teachers cannot be placed outside of California public schools if they are pursuing CTC credentials. California teaching candidates are required to be supervised by mentor teachers who hold clear California credentials and have taught for at least three years.

Teachers seeking NAD credentials can be placed anywhere in the country, under the supervision of a NAD credentialed teacher.

Participants in the Student Teacher Process

Participants in the student teaching process work as a team to provide support to help the candidate develop a high level of competence. The participants include:

The Student Teacher Candidate

The student teacher candidate is engaged in the experiences of supervised teaching and reports to the assigned school classroom each day of the arranged assignment. While a guest in the classroom of the mentor teacher, the student teacher assumes professional responsibility for the teaching role assigned by the mentor teacher. Before entering a placement, the student teacher will have thoroughly read this student teaching handbook.

The Director of Student Teaching

The student teaching program is administered by the Director of Student Teaching in the Department of Curriculum and Instruction at La Sierra University's School of Education. The Director is a university faculty member who is responsible for overseeing the student teaching program, which includes establishing legal contracts (MOUs) with local school districts and SDA conference schools. The director also maintains formal records and documentation of the various student teaching experiences, oversees the processing of student teaching applications, requests for variance, placements, assignments, and giving the final student teaching grade.

The Director of Student Teaching is responsible for securing the placements and working with the school districts to determine the mentor teachers, and/or other supervisors. Additional placements may be added at the discretion of the Director of Student Teaching.

The Mentor Teacher

The mentor teacher is an experienced teacher in the host school classroom who has the responsibility of supervising the student teacher. This is a highly competent classroom teacher who holds a valid teaching credential (e.g., Seventh-day Adventist standard and/or professional California clear credential), has a minimum of three years successful teaching experience in California public schools, or has been teaching in the current conference/school district for at least one year.

The Subject Matter Expert

For candidates pursuing a single subject California credential, a Subject Matter Expert will work with you during your professional preparation courses prior to student teaching. This person holds a clear credential and has extensive experience in the content area the candidate is pursuing.

The Principal

The Principal is the on-campus administrator who establishes and maintains an educational environment conducive to teaching and learning. The Principal is willing to accept a LSU student teacher candidate in their school and will from time to time check on the progress of the classroom while the student teacher is on campus.

The University Supervisor

The university supervisor is an experienced educator who is a member of the university faculty or is a contracted academic staff member. The supervisor is responsible for observing and evaluating student teachers in collaboration with the mentor teacher. The supervisor reports to the Director of Student Teaching, who may serve in this capacity. Students/candidates who live more than 25 miles from campus will have to pay additional fees for supervision visits.

The School District Office or SDA Church Conference

The personnel in this office arrange for placements for the student teachers. They sign a MOU with La Sierra University while the student teacher candidate works in their school district. No LSU student teacher candidate can work in a public school district without a signed a MOU in place.

The SDA Conference Director of Education will also work with LSU to facilitate the process of placement in a Seventh-day Adventist church school. The Conference Director of Education may be asked to supervise and observe a student teacher candidate when necessary.

Site Visit by Director of Student Teaching

The Director of Student Teaching will visit the student teacher at least once if the student teacher is not within reasonable driving distance from LSU. The director will spend a portion of the school day shadowing the student teacher. This visit should be at a time when the student teacher is teaching full time. The purpose of this visit is to see the school situation, meet the mentor teacher, principal, and others involved in this placement.

If a student teacher chooses to teach in a school more than 250 miles round trip from La Sierra University, the student teacher will be responsible for the expenses of the visiting supervisor. These expenses will include airline tickets, lodging, and transportation. The director will work with the student teacher candidate in arranging this site visit. Appointments should be made at the same to visit with the mentor teacher and principal.

Pre-Session Student Teaching

Pre-Session Student Teaching meets the California requirement for a “beginning of the year” experience and the SDA requirement for a “multi-grade experience” for elementary teachers. In some cases this experience also meets the requirement for a diverse school setting, as it is often completed in a small rural school.

The Pre-Session Student Teaching experience is ten school days in length, one to two days prior to the start of school and the first eight to nine days of the school year. The experience starts in mid- to-late August and is completed before LSU starts the fall quarter. Starting and ending dates of the experience vary depending upon the schedule of the school in which the candidate is placed.

The main objectives of the experience are to expose the candidate to the process of getting ready for and beginning a new school year, and for an elementary SDA candidate, to give experience in a small school multigrade classroom. All candidates earning a SDA teaching credential are required to complete pre-session in a SDA school. SDA elementary candidates are required to work in a multi-grade small school setting with two or more grades under the direction of a single teacher. Secondary candidates usually complete the experience in a middle school (6-8) or an academy (9-12) classroom setting. Dual candidates must meet the elementary requirement. SDA placements may be made in approved SDA schools anywhere in California.

Prerequisites to the Pre-Session Student Teaching experience are: 1) regular admission status in the program, and 2) successful completion of at least one professional preparation course and TPA.

A formal application to the department for approval to complete Pre-Session Student Teaching must be submitted prior to the summer when pre-session will be completed. Applications will be given out to eligible candidates at an Application Session. A mandatory Pre-Session Student Teaching Orientation is held during Spring Quarter. At this orientation, you will learn the requirements of the pre-session experience. Successful completion of this experience is a prerequisite to starting the full-time student teaching experience.

Full-Time Student Teaching

The full-time student teaching experience is one full quarter in length (eight to eleven weeks). It is a full time, full-day experience which culminates in at least four weeks of solo teaching during which you take full responsibility for the classroom, including all instructional planning, classroom management, parent conferencing, grading, etc.

The student teaching experience may be completed fall, winter, or spring quarter. Summer placements are not usually available because most schools in this area do not offer summer sessions. However, summer placements can be made in the regular district schools when those schools begin in August. This is at the discretion of the Director of Student Teaching.

Elementary placements are made in a TK-5 setting, while middle/secondary placements are usually at the middle school and high school level. Dual credential placements are made at the elementary level.

Placements are made by the Director of Student Teaching with a district with which LSU has a MOU and which meets the specific requirements of the placement. The Director verifies that mentor teachers are fully credentialed and high-quality mentors with three or more years of teaching experience. You may not make your own placements although you may request an area in which you would prefer to intern/student teach at the time of student teaching application. The Director of Student Teaching will make the decision on a case-by-case basis.

All student teaching experiences are supervised by LSU faculty and/or experienced, credentialed teachers who have been contracted by LSU specifically to supervise candidates. Supervisory visits occur at least four times per quarter.

All prerequisites to student teaching must be completed in full before you will be allowed to begin the experience. If these prerequisites have not been completed by the time of your scheduled student teaching, then the experience will be postponed until the prerequisites have been met.

Each student teaching placement will include a minimum of 2 weeks of independent teaching. The typical student teaching requirement is a total of 14 weeks in two different placements, but your student teaching experience may be extended as needed. If you do not meet minimum program standards during student teaching, your student teaching placement may be discontinued. Completion of all credential coursework and acceptance into Student teaching does not guarantee you will be recommended for a teaching credential. Candidates are allowed to enroll in student teaching for up to three weeks while completing other requirements for placement. If all other pre-placement requirements are not successfully completed by the end of the third week of student teaching, candidates will be dropped from the placement and will not be eligible for a refund.

The Student Teaching Seminar: Culminating Teaching Experience must be completed concurrently with the full-time intern/student teaching experience. During this class students meet together weekly with the Director of Student Teaching to discuss/reflect on the intern/student teaching experience, as well as other activities.

A passing grade for intern/student teaching is issued when a candidate has met these requirements: 1.) completed the required number of hours/days of teaching, 2.) successfully completed the required amount of solo teaching, 3.) passed the final assessment of Cal TPA Instructional Cycles, passing every

TPE at the level expected of a beginning teacher, and 4.) completed and submitted all required documents from the experience. Please study all sections of this handbook for the requirements.

Application for Student Teaching

A candidate must apply for student teaching no later than two months (one quarter) before the expected start of the student teaching experience. This time allows for verification of:

- Subject-matter competence with the Credential Analyst
- Processing of information for teaching credentials issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education and/or by the California Commission on Teacher Credentialing
- Action on the application by the faculty
- Appropriate placement in the schools
- Verification of passing Mandated Reporter training

Prerequisites for Student Teaching

- Bachelor's degree earned or a documented enrollment in a credential program on the MA level
- Passed the BSR, documentation on file in the credentials office
- Certificate of Clearance on file in the credentials office
- TB Test passed
- Verification of subject matter competence (coursework or CSET)
- Mandated Reporter training verification of passing
- Registered for one of the following;
- EDCI 425/524 student teaching in the Elementary School 14 units
- EDCI 457/556 student teaching in the Secondary School 14 units

Student Teaching Experience is designed to help the Student Teacher Candidate:

- Practice the art and skills of teaching with direction from an experienced teacher and the university supervisor.
- Identify the relationship between theory and practice.
- Gain a better understanding of the school system operating within a community and the functions that school personnel fulfill (principals, teachers, support staff) as well as the relationship to students, families, and community.

- Grow in an understanding of personal strengths, weaknesses and interests associated with a career in education.
 - Formulate a more conscious educational philosophy.
 - Raise questions, stimulate discussions, and outline ways to test ideas and seek better solutions to problems and issues facing education today.
 - Work effectively in multicultural/multilingual classroom.
 - Facilitate learning for English Language Learners and students with special needs.
 - Demonstrate the ability to integrate technology into the curriculum.
 - Apply the Teaching Performance Expectations (TPEs) in classroom clinical practice
- Student Teacher Candidate and Academic Requirements
- To complete the student teaching assignment and receive a passing final grade plus qualify for CTC or NAD certification the following must be accomplished:

Credential Requirements

If the student teacher candidate is planning to apply for California certification, all of the requirements must be fulfilled by the end of the student teaching experience. This process usually begins when the student is accepted into the School of Education, Curriculum and Instruction Department.

Student Teacher Placements

The student teacher candidate will participate in two different placements at two different school sites for 14 weeks in two different grade levels for multi-subject credentials and two different classrooms for single subject credentials. Multiple subject candidates should do one placement in a multi-grade classroom if possible. All student teacher candidates will serve in placements that include ELL, students with special needs and children of trauma.

Lesson Plans

A complete lesson plan will be prepared for every class taught during the two placements. Each lesson plan should include samples of worksheets or whatever handouts the student teacher candidate will prepare. Candidates must use the CTC provided lesson plan template and rationale forms. Details on this can be found in the course syllabus.

Weekly Seminar

Attendance at a one-hour weekly seminar on the La Sierra Campus is required. The seminar provides essential information not necessarily covered in teacher preparation classes. Both sections of student

teaching and the seminar must be successfully completed for the student teacher candidate to receive full credit for his/her student teaching. The student teaching seminar is designed to assist the student teacher candidate with the following:

- Refine professional teaching skills, including the development of a professional attitude that is reflective and centered on the student teacher's growth and development as a teacher.
- Solve instructional problems that may arise in the classroom.
- Provide a support group comprised of student teacher and his/her peers.

Seminars will be a series of current training topics that are pertinent to teachers today. A schedule will be given at Seminar. Please see the course syllabus for more information.

Journal

Student teachers are required to keep a reflective journal. At the end of each placement, they will post the journal entries on Blackboard. At the end of your journal entries, you will need to include a reflective paper on your Student Teaching experience, and copies of your formal evaluations you're your mentor teacher(s), university supervisor(s), etc. Please see the course syllabus for more information.

Textbooks/Materials:

These materials are online and you will be expected to download these standards and become familiar with them.

State of California Standards and Frameworks for subject areas: <http://www.cde.ca.gov/be/st/>

Reading List

Student teachers will be required to read one of the first three books and post a two to three page reflection on Blackboard with their thoughts and reactions to what they have read by the end of the first placement. The recommended books will help in planning lessons and learning how to run a classroom.

Thompson, Julia G. (2007), *The First-Year Teacher's Survival Guide*. San Francisco, CA: Jossey-Bass

Partin, Ronald L. (2009) *Classroom Teacher's Survival Guide*. West Nyack, NY: Center for Applied Research in Education.

Wong, Harry K and Rosemary T. (2009) *The First Days of School*. Harry K Wong Pub.,Inc. Mt. View, CA

Teaching Performance Assessments 1 & 2

Student teacher candidates submit Cal TPA Instructional Cycle 1 in the first placement and Cal TPA Instructional Cycle 2 in the second placement.

Signature Assignment

The Signature Assignment for the student teaching experience is the presentation of your Culminating Portfolio during the faculty portion of your exit interview.

Zoom Connection

Those student teacher candidates who are not teaching in the Inland Empire and cannot attend on campus will be required to join the weekly seminar by a Zoom conference. You will be sent a link to be able to connect with the whole group from your classroom or home. You must have Wi-Fi to be able to connect. Attendance will be taken as though you were actually at the seminar.

Please use this time wisely by preparing questions or brief synopses of your progress through the student teaching experience. The times for the seminar will be decided upon as a group. You will be notified of the first meeting.

Professional Expectations

Student teaching is perhaps the most significant experience in the teacher's professional preparation. The student teacher candidate is expected to participate in all activities normally expected of a classroom teacher. The following suggestions may be helpful in assisting the student teacher to maximize professional development opportunities provided by the student teaching experience. The student teacher candidate should take advantage of observing other teachers in their classrooms, attending teacher meetings, and other educational meetings.

Before Student Teaching Experience Begins

- Locate the assigned school
- If possible, meet with the master teacher at the school site before the first day of student teaching.
- Follow the district dress code
- Prepare thoroughly and carefully for each day of teaching.
- Accept assignments from the mentor teacher.

- Work with the master teacher and university supervisor to develop needed skills in the instructional process.
- Prepare and present lesson plans to the master teacher before teaching the lesson.
- Assist in curriculum planning.
- Demonstrate a working knowledge of appropriate textbooks, instructional materials, and technology.
- Keep accurate records of students' work
- Keep attendance, complete register, and cumulative files as necessary.
- Teach the entire program (or 5 periods for single subjects) for several weeks with a minimum of 10 days at each placement. You must have a total of at least four weeks of solo or co-teaching when you finish your program.
- Utilize feedback from the master teacher and university supervisor in self-evaluation.
- Prepare and present an integrated unit of instruction that focuses on a theme and includes a series of lessons.
- Plan, organize, and deliver instruction that accommodates ELLs at the same time you are providing appropriate instruction for English-only learner. Each student must be in a classroom that has at least one English Language Learner and at least one student with special needs. These students must have been assessed by a state certified professional.

Attendance

The student teacher candidate will arrive in the classroom when the master teacher arrives and attend the full day of the classroom experience from the first day to the last day. Arrive at the school at least one half hour prior to the class time in order to sign in at the main office, review plans, make adjustments, set up any necessary equipment, greet students as they enter the classroom, and have materials ready when class begins. You will teach or attend class activities according to the school site's academic calendar, not the LSU calendar. If there is a conflict in vacation periods, the student teacher must follow the calendar of the assigned school and teach during LSU's vacation period if the school site is in session.

Absences

Inform the mentor teacher and the university supervisor as soon as possible in case of unavoidable absence. Absences will need to be made up. Contact the mentor teacher, the school secretary, and the university in case of illness or emergency with as much advance warning time as is possible. Call the university supervisor or email to prevent an unnecessary site visit.

Professionalism

- Become familiar with the characteristics of the community in which the school is located in terms of diversity, multiculturalism, and language.
- Work with the mentor teacher in providing the best possible learning environment.
- Work with the mentor teacher in maintaining high professional standards including being well groomed and appropriately dressed.
- Be at the school whenever the mentor teacher is.
- Become acquainted with classroom rules and routines.
- Discuss student problems only with appropriate persons.
- Attend professional meetings open to student teacher candidates. This may include faculty meeting, parent/teacher conferences, in-service meetings, Professional Learning Community (PLC) meetings, and other school related functions.
- Demonstrate a sincere desire to learn, a cooperative attitude, and an appreciation of suggestions for improvement.
- Demonstrate positive rapport with school personnel and students that reflects cultural sensitivity. - Be available for conferences with the mentor teacher.

Academic Attire during Student Teaching

There should be a distinct difference between what the student teacher candidates wear as opposed to how the students in the classroom dress. Student teacher candidates are expected to dress professionally during their placement.

Attire guidelines for women include:

- Skirt hem-length to the knee
- Shoulders and midriff covered as well as tattoos.
- Dresses and tops with an appropriate neckline
- If jeans are worn, they must be in good order, no holes or frayed pant legs

Attire guidelines for men include:

- Collared shirt
- Shirt tucked in
- Belts
- Closed toe shoes
- Pants must not be “sagged”

-If jeans are worn, they must be in good order, no holes or frayed pant legs

PE Teachers:

-Dress appropriately for the activity of the day.

-Modesty should be considered at all times.

Social Networks

Participation in student teaching is a privilege and carries with it professional responsibilities. As a future professional educator, student teacher candidates are expected to maintain high standards of personal and professional ethics at all times and in all settings. Most school districts expressly prohibit student teacher contact with students via social networks, and La Sierra University strongly encourages you to maintain professional boundaries at all times.

Professional Relationships with Students

-A student teacher candidate is not placed in a school to be a friend or confidant to students.

-Student teacher candidates can be friendly, concerned, and approachable without being “one of the crowd.” Students should address student teacher candidates as Miss, Ms., Mrs., or Mr., not by first name or a nickname.

-Student teacher candidates should follow the guidelines of the mentor teacher regarding student extra credit or rewards.

-If a student teacher candidate comes into physical contact with students—even in the most innocent of contexts—it may place the student teacher candidate and his or her future career at risk. Even the simple act of congratulating a student with a pat on the back can be misinterpreted.

Suggestions for Maintaining a Professional Relationship with Students

-Do not meet with students alone in closed settings. Have another adult present when meeting with a student privately and keep the door open. Be aware of and sensitive to physical and emotional boundaries.

-Avoid physical horseplay with students. Do not engage in roughhousing, wrestling, tickling, or other physical play.

-Do not let students sit on your lap.

-Do not meet with students in non-school settings, especially when other adults are not present.

-Never use physical force with a student.

Classroom Students Privacy

LSU student teacher candidates may have access to information (grades and personal information) about students that must remain confidential. Student teacher candidates should take concerns about confidential student information to their mentor teacher and/or their student teacher supervisor in a private setting. This includes the sharing of information with the media or other non-school related personnel.

Data on student achievement can be collected (including student work) during student teaching, but all data must be carefully screened to remove any information that could identify individual students.

Teaching English Language Learners (ELLs)

Student teacher candidates adhere to legal and ethical obligations for teaching English Learners including the identification, reclassification and monitoring processes.

Student teacher candidates implement district policies regarding primary language support services for students.

Plan instruction for English Learners based on the students' levels of proficiency and literacy in English and primary language as assessed by multiple measures such as state language proficiency assessments, state standards assessment, and local assessments.

Know and use Specially Designed Academic Instruction in English (SDAIE) strategies in the classroom. Based on teaching assignment and the adopted language program instructional model(s), student teacher candidates implement one or more of the components of English Language Development (ELD); grade level academic language instruction, ELD by proficiency level, and/or content-based ELD.

Demonstrate effective strategies that support student learning and lead to mastery of academic content standards and objectives. Develop language objectives to address language and literacy demands inherent in content area instruction (e.g., linguistic demands, language function and form, audience and purpose, academic vocabulary, comprehension of multiple oral and written genres).

Demonstrate skills for managing and organizing a classroom with first- and second-language learners. Plan instruction that demonstrates their understanding of the importance of students' family, cultural backgrounds, and experiences.

Communicate effectively with parents and families, taking into account the linguistic and cultural backgrounds of students and their families.

Instruct English Learners using adopted standards-aligned instructional materials.

Differentiate instruction based upon their students' primary language and proficiency levels in English considering the students' culture, level of acculturation, and prior schooling.

Teaching Special Populations

Adhere to legal and ethical obligations relative to the full range of special populations (students identified for special education, students with disabilities, advanced learners and students with a combination of special instructional needs) including the identification and referral process of students for special services.

Implement district policies regarding support services for special populations.

Communicate and collaborate with special services personnel to ensure that instruction and support services for special populations are provided according to the students' assessed levels of academic, behavioral and social needs.

Based on assessed student needs, student teacher candidates provide differentiated instruction including accommodations and modifications based on assessed student needs.

Recognize student strengths and needs, use Positive Behavioral Interventions and Supports (PBIS), and employ a strengths-based approach to meet the needs of all students, including the full range of special populations.

Instruct special populations using adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing para-educators, using assistive and other technologies).

Have knowledge and skills in Multi-Tiered Supports and Services (MTSS) and Positive Behavior Interventions and Supports (PBIS)

Teaching Children of Trauma

The Commission on Teacher Credentialing expects teachers to be able to help all students in their classrooms. This includes English Learners, student with special needs, and children who have experienced trauma. Instructional and behavioral strategies for helping these types of students have been embedded in all coursework in the Teacher Education Program at La Sierra University.

Reporting Suspicion or Incidence of Child Abuse

Student teacher candidates are mandated by the state of California to report child abuse and/or neglect. Student teacher candidates must report the situation to Child Protective Services (CPS), the mentor teacher, appropriate administrator, and/or the student teacher supervisor as soon as possible. Training in child abuse reporting is embedded in both LSU coursework and student teaching seminars. In addition, you must complete the Mandated Reporter Training for School Personnel and submit your verification of training certificate to the C & I office for inclusion in your credential file. The training must be

completed and passed with a score of at least 80% correct before you can begin student teaching. The training can be found here;

<http://www.mandatedreporter.ca.com/training/educators.htm>

Media

Photographs, pictures, and video clips of students may not be used without written parental permission. Additionally, the student teacher candidates should always check school policy and LSU policy to determine usage of any form of media involving students.

Assessment of Mentor Teacher and University Supervisor

Student teachers will be asked to fill out confidential evaluation forms on the mentor teacher and university supervisors. The C & I Department has the forms which should be sent directly to the Administrative Assistant.

Evaluation of the Student Teacher Experience

Completions of assignments and evaluations by the mentor teacher, supervisor, and Director of Student Teaching will all be used collaboratively to help determine the final grade. Participants in the student teaching process work as a team to provide support to help the student teacher candidate develop a high level of competence. The Director of Student Teaching assigns the final letter grade for the student teaching experience.

Internships

This section provides information guidelines to intern student teachers. Intern teaching candidates are expected to read and become familiar with all sections of this handbook, as those materials also apply to internships.

The Intern Teaching Program is administered by the Director of Student Teaching in the Department of Curriculum and Instruction in La Sierra University's School of Education. The Director of Student Teaching assigns supervisors and assigns the final grade.

Because of the constantly changing nature of California requirements for teacher education, and while this document is revised regularly, it should be considered with the understanding that *more recent information may have come forward to supersede that which is found in this document*. Regular attendance at weekly Seminar will help interns maintain awareness of developing changes.

Intern Teaching Program-State and SDA Credential

The Internship is a teaching program provided to individuals who are employed full-time as teachers and who have completed all other requirements. The LSU Teaching Education Program (TEP) is approved by both the California Commission on Teacher Credentialing (CTC) and the North American Division of Seventh-Day Adventists (NAD).

Intern Teaching Program

Intern teaching allows candidates to be employed as the full-time teacher of record in a classroom. Candidates must petition the department for special permission to complete intern teaching. Decisions will be made on an individual basis.

A formal application must be made to the department at least one full quarter prior to the quarter desired for Intern teaching. CSET must be passed in full before an application for intern teaching will be approved or an intern teaching placement made.

Once an intern teaching placement has been made, candidates are required to meet with school personnel so that both parties can verify satisfaction with the placement. Some school districts require a full DOJ LiveScan prior to the start of intern/student teaching, in addition to the Certificate of Clearance required for program admission. Please check with the Director of Student Teaching to determine if your employing district has this requirement.

The Student Teaching Seminar: Culminating Teaching Experience must be completed concurrently with the full-time intern teaching experience. During this class students meet together weekly with the Director of Student Teaching to discuss/reflect on the intern teaching experience, as well as other activities.

A passing grade for intern teaching is issued when a candidate has met these requirements: 1) completed the required number of hours/days of teaching, 2) successfully completed the required amount of solo teaching, 3) passed the final assessment of Cal TPA Instructional Cycle 1 and Cal TPA Instructional Cycle 2, passing every TPE at the level expected of a beginning teacher, and 4) completed and submitted all required documents from the experience. Please study all sections of this handbook for expected requirements.

Placement Privileges

LSU maintains agreements and partnerships with many school districts and SDA Conference Schools that allow intern teachers to work within their schools, but LSU does not arrange internship positions for candidates. In some instances, a school will invite a candidate to teach in an Internship position, and in that event, immediate contact must be made with the Director of Student Teaching by the candidate.

Intern teaching candidates should be aware that arranging for placements is a time-consuming, multifaceted responsibility. School districts are not required to honor requests for intern teaching placements. La Sierra enjoys the *privilege* of collaborating with local districts and expects intern teachers to abide by all program specifications.

Placement Timing

Completion of program coursework prior to intern student teaching does not automatically qualify an individual for a teaching placement. All requirements—as stated on the Intern Teaching Application—must be met previously. Once an Intern is accepted into the Intern Teaching Program, regular evaluations determine whether the candidate’s continuation will be permitted.

Though placements requests are made to districts in advance, often districts must delay placements for a variety of reasons. Intern teachers should plan well in advance in order to achieve a smooth transition into an intern student teaching position. It is important to read and study all sections of this document very carefully.

Intern Teaching experiences are designed to help the Intern to:

- Practice the art and skills of teaching in their own classroom with direction from an experienced teacher, principal, and the university supervisor.
- Identify, more clearly, the relationship between theory and practice.
- Gain a better understanding of the school system operating within a community and the functions that school personnel fulfill (principals, teachers, support staff) as well as the relationship to students, families, and community.
- Grow in an understanding of personal strengths, weaknesses and interests associated with a career in education.
- Formulate a more conscious educational philosophy.
- Raise questions, stimulate discussions, and outline ways to test ideas and seek better solutions to problems and issues facing education today.
- Work effectively in multicultural/multilingual classroom.

- Facilitate learning for English Language Learners.
- Demonstrate the ability to integrate technology into the curriculum.

Participants in the Intern Teacher Process

Active participants work as a team to provide support to help the intern teacher develop a high level of competence. Please see the section on student teaching for a description of the other participants in the process. The participants for the internship process include the following;

The Intern Teacher is one who is engaged in the experiences of teaching. The intern teacher assumes professional responsibility for the teaching role assigned by the school and is the teacher of record. Before entering a placement, the intern teacher will have thoroughly read this handbook and discussed any questions with the Director of Student Teaching. This handbook will be discussed at the first seminar and subsequent seminars as needed.

Director of Student Teaching is a University faculty member who is responsible for overseeing the Intern teacher and intern teacher programs. This includes establishing legal contracts with local school districts, maintaining formal records and documentation of the various Intern teaching experiences, overseeing the processing of intern teaching applications and requests for variance, placement, assignment of supervisors, and issuing the final student or Intern teaching grade

The Mentor Teacher is an experienced teacher in the host school who has the responsibility of supervising the Intern teacher. They will spend one-two hours per week in reviewing, counseling, critiquing supporting the intern teacher. (See 144-hour requirement). This is a highly competent classroom teacher who;

- Holds a valid teaching credential (e.g., standard or professional Seventh-day Adventist, or a California professional clear credential)
- Has a minimum of three years successful teaching experience, and
- Has been teaching in the current conference/school district for at least one year. -Is viewed as a positive professional role model committed to the teaching profession, and -
- Is willing to help the candidate teacher develop a personal style and teaching expertise.

The Principal is the on-campus administrator who establishes and maintains an educational environment conducive to teaching and learning. The Principal will also support and encourage the Intern teacher.

While the principal and/or designee may evaluate the Intern for the employing school district, s/he will not be doing a formal evaluation for LSU's purposes.

Admission to Intern Program

In accordance with the requirements set forth by the CTC and California Education Code, the candidate must meet the following requirements before being recommended for the university Intern credential:

Prerequisites

-Applications may be obtained from the Office in the Department of Curriculum and Instruction in the School of Education.

-Application for Admission to the intern program. This application form must also include a letter specifically applying for an internship position, and a second letter from the employing school district confirming an offer of an internship teaching placement.

-Bachelor's degree earned from an accredited school of higher education

-Passing of BSR

-Completion of the CSET or CTC-approved subject matter program

-Verification of subject matter competence by passing of the CSET examination/s

-U.S. Constitution (CTC-approved course or passing score on an approved U.S. Constitution exam) -

Verification of passing CTEL

-Passing of Cal TPA Instructional Cycles 1 & 2

-Verification of Employment

-TB clearance

-Certificate of Clearance on file in the credentials office

-Mandated Reporter training verification of passing

-CPR passed

-A brief autobiographical sketch

-Resume

-Admission to LSU -Registered for:

EDCI 525 Elementary Intern Teaching OR EDCI 557 Secondary Intern Teaching

California State Intern Credential

LSU students who plan to receive state credentials can apply for an Intern Credential through the LSU Credential Analyst Sylvia Cordoba. You will send to her the following:

-Acceptance letter into Student/Intern Teaching Program

-LSU transcript

-Copy of your contract with the School District

She then can apply with CTC for an Intern Credential to cover the school year.

SDA Intern Teachers can be contracted with a SDA school. They do not need a California State Intern Credential.

Deadline for Application

A candidate must apply for Intern teaching no later than two months prior to the anticipated start of the Intern teaching experience. This time allows for verification of;

-Subject Matter Competence with the Credential Analyst

-Processing of information for teaching credentials issued by the Pacific Union Conference of Seventh-day Adventists, Department of Education and/or by the California Commission on Teacher Credentialing

-Action on the application by the faculty

-Intern teachers will be enrolled in one of these courses;

EDCI 525 Elementary Intern Field Work 14 Units

EDCI 557 Secondary Intern Field Work 14 Units

-Intern teachers are required to have 120 hours of Pre-Service Intern teaching preparation which can take place in their professional preparation classes and lab hours.

-Candidates who enter the Intern program with a passing score on the California Teachers of English Learners (CTEL) exam, or who already have EL authorization are not required to receive the additional 45 hours of support and supervision during the internship. LSU candidates will have fulfilled the requirements for EL authorization in their professional preparation course work if they have successfully completed the School of Education CTC credential curriculum.

If the intern candidate does not have CTEL certification (or have a credential with EL authorization), an additional 45 hours of support/mentoring specific to meeting the needs of ELLs is required. This support and mentoring can overlap with the existing 120 hours.

Waiver of Pre-Service Requirement

To waive the pre-service requirement, a candidate **MUST** have served as a classroom K-12 teacher of record for a minimum of two years and have a school administrator who can sign off on that experience relevant to specific categories of instruction covered in the pre-service course. Substitute teaching and other teaching experience not as a K-12 teacher of record are not acceptable.

Requirements While Intern Teaching

Mentoring & Supervision

Each intern will receive a minimum of 144 hours of support/mentoring and supervision during the school year through coaching, modeling, demonstrations, assistance with course curriculum and design, problem solving student issues, and developing instructional strategies. The employer will identify a mentor or other designated individual who meets CTC criteria prior to the intern assuming daily teaching responsibilities. An intern who begins daily teaching responsibilities after the beginning of the school year will receive 5 hours of support/mentoring times the number of months remaining in the school year. At the end of each of the school terms, the intern will submit documentation of the hours they have been mentored. Please see the appendix for the form.

A minimum of 2 hours of support/mentoring and supervision will be provided to the intern every five instructional days. If the intern begins daily teaching responsibilities after the start of the school year, support/mentoring hours will total at least 4 hours times the instructional weeks remaining in the school year.

In addition, all Intern Teachers must receive at least 45 hours of support and mentoring specifically for addressing the needs of English Language Learners. These hours are documented on a separate form that can also be found in the appendix.

All Interns are formally evaluated by LSU at least four times per quarter. Evaluations by the site principal or designee are important, but do not count toward the four required formal evaluations.

Journaling

Intern teachers are required to keep a reflective journal. Interns will post the journal entries in Blackboard. At the end of your journal entries, you will need to include a reflective paper on your intern teaching experience, and copies of your formal evaluations from your mentor teacher(s), university supervisor(s), etc. Please see the course syllabus for more information.

Cal TPA Instructional Cycles 1 and 2

Intern teachers will submit TPA 1 and 2 during their intern teaching.

Reading List

Intern teachers will be required to read one of four books and post their thoughts and reactions to what they have read. This report is uploaded into Blackboard.

Partin, Ronald L. (2009) Classroom Teacher's Survival Guide. West Nyack, NY: Center for Applied Research in Education.

Wong, Harry K and Rosemary T. (2009) *The First Days of School*. Harry K Wong Pub.,Inc. Mt. View, CA.

Kronowitz, Ellen L. (2012) *The Teacher's Guide to Success*. Upper Saddle River, NJ: Pearson'

Thompson, Julia G. (2007), *The First-Year Teacher's Survival Guide*. San Francisco, CA: Jossey-Bass.

Done, Phillip (2005) *32 Third Graders and One Class Bunny, Life Lessons From Teaching*, Touchstone Rockefeller Center 1230 Avenue of the Americas New York, NY, 10020, ISBN: 13:978-0-7432-7239-1

Lesson Plans

Intern teachers will be required to make daily lesson plans for days and classes they teach. Please see the syllabus for information.

Signature Assignment

Your Signature Assignment will be posted on LiveText by the end of the internship. Your Signature Assignment will consist of presenting your Culminating Portfolio to faculty, an interview based on the TPEs, and completion of an Individual Learning Plan (ILP). This ILP will guide you as you work to clear your preliminary credential in a process called Induction.

Weekly Seminar Teleconferences

If an intern is not in a local school, the intern must attend the weekly seminar online. Attendance at a one-hour weekly seminar is required to "meet virtually" with the Director of Student Teacher Placements at least once a week via Zoom in the regular seminar with other intern teachers. It provides an opportunity to interact with peers who are involved in the teaching process on a daily basis. Interns share problems and possible solutions to problems, new ideas, and perspectives on teaching in culturally and linguistically diverse classrooms. Please use this time wisely by preparing questions or brief synopses of your progress through the Intern teaching experience. You will be given a Zoom log in. Zoom allows each teacher to be seen and meet the rest of the group. The times for the seminar will be decided upon as a group. You will be notified of the first meeting.

Textbooks/Materials

These materials are online and you will be expected to download these standards and become familiar with them.

State of California Standards and Frameworks for subject areas: <http://www.cde.ca.gov/be/st/>

Professional Growth

The intern is expected to participate in all activities normally expected of a classroom teacher. The following suggestions may be helpful in assisting the intern teacher to maximize professional development opportunities provided by the intern teaching experience. The intern teacher should take advantage of observing other teachers in their classrooms, attending teacher meetings, and educational meetings.

Professionalism

- Become familiar with the characteristics of the community in which the school is located in terms of diversity, multiculturalism, and language.
- Work with the mentor teacher in providing the best possible learning environment.
- Work with the mentor teacher in maintaining high professional standards including being well groomed and appropriately dressed (professional attire is expected).
- Become acquainted with classroom rules and routines.
- Discuss student problems only with appropriate persons.
- Attend professional meetings open to intern teachers. This will include faculty meetings, parent/teacher conferences, in-service meetings and other school related functions whenever it is possible to do so. - Demonstrate a sincere desire to learn, a cooperative attitude, and an appreciation of suggestions for improvement.
- Demonstrate positive rapport with school personnel and students that reflects cultural sensitivity.

Reporting Suspicion or Incidence of Child Abuse

Student teacher/intern candidates are mandated by the state of California to report child abuse and/or neglect. Student teacher/intern candidates shall report the situation to Child Protective Services (CPS), the mentor teacher, appropriate administrator, and/or the student teacher supervisor as soon as possible. Training in child abuse reporting is embedded in both LSU coursework and student teaching seminars. In addition, you must complete the Mandated Reporter Training for School Personnel and submit your verification of training certificate to the C & I office for inclusion in your credential file. The training must be completed and passed with a score of at least 80% correct before you can begin intern teaching. The training can be found here;

Mandated Reporter Training (passing grade of 80%)

<https://www.mandatedreporterca.com/>

Please note that you will need to take both the General Training and the School Personnel Training.

Attendance

Be present on time at the appointed school site, operating on the school site calendar (*not LSU calendar*). The Intern should attend all school events as he/she is the regular classroom teacher.

End-of-Year Intern Requirements

The end of your intern teaching year will be full of activities outside of the normal school routine. Besides the evaluations listed below, please finish the following and post by last day of the quarter of the LSU school year:

- Reflective Journal of Intern year experiences
 - Signature Assignment (LiveText)
 - Final 2-3 page Reflection of intern year (at end of journal entries) -Book report
 - Evaluation form of university supervisor(s) (at end of journal entries)
 - Evaluation form of mentor teacher(s) (at end of journal entries)
 - Identified curricular units of instruction for which the intern is to assume full responsibility
- Please see the syllabus for more information on these items.

Evaluation and Final Grade of the Intern Teaching Experience

The Director of Student Teaching assigns the final letter grade for the Intern teaching experience based on collaboration with the mentor teacher(s), university supervisor(s), and Subject Matter Expert(s).

Early Completion Program (ECO)

The Early Completion Option (ECO) program track is an accelerated program designed to be completed in two semesters and is available only to intern teachers. To qualify for the program, ECO candidates must successfully complete assessment examinations approved and mandated by the California Commission on Teacher Credentialing (CCTC) that allow 12 units of required coursework to be waived. Because the exams assume prior teaching experience, the ECO program is ideally designed for experienced classroom teachers who have not yet earned a Preliminary teaching credential. The required exams are as follows: Verification of passing the NES Assessment of Professional Knowledge (APK) in [Elementary \(Multiple Subject\)](#) or [Secondary \(Single Subject\)](#)- Use these links to review candidate study guides and other materials, as well as to register for the assessment.

Passing scores on the Cal TPA Instructional Cycles 1 and 2

ECO candidates must;

-Complete all entrance requirements for the intern program

-Possess a Bachelor's or higher degree from an accredited university

-Pass BSR

-Pass appropriate CSET

-Fulfill the US Constitution requirement (exam or coursework)

-Department of Justice background check (fingerprinting)

-Pass Parts 1 and 2 of the NES APK

-Pass all TPAs on the first attempt

-Pass the Reading Instruction Competence Assessment (multiple subject candidates only) -Submit verification of passing Mandated Reporter training

If you wish to be considered for the Early Completion Option (ECO), you must make a written request to the Curriculum and Instruction Department. Your request must include all of the completed items above.

Teaching Credential Candidate Checklist
(effective 7/1/21)

Name: _____ LSU ID Number: _____
 Phone: _____ Email: _____ Date: _____
 Bachelor's degree major: _____ Date: _____ GPA: _____
 IHE: _____
 Multiple Subject Single Subject Content Area: _____

Initial Requirements	Date			
TB test				
Certificate of Clearance (COC)				
Stage 1- Prerequisite Courses	Date	Grade	Trnsf	IHE
HPSC 274 American Government or Constitution Exam				
HLSC 214/EDCI 503 – Dimensions of Health				
EDCI 204/502 – Introduction to Teaching				
EDCI 413/516 – Technology in Education				
EDFO 305/507 – Psychological Theories of Instruction				

Basic Skills Requirement (BSR)				
Teacher Education Program (TEP) application				
Stage 2- Foundation Courses	Date	Grade	Trnsf	IHE
EDCI 498/500 – Introduction to Assessment				
EDCI 416/522– Language and Literacy Grades K-8 (for multiple subject candidates) or 416A/522A – Language and Literacy Grades 9-12 (for single subject candidates)				
EDCI 417C/523C – Culture, Society & Ethics				
EDCI 464/564 – Special Education in the General Classroom				
CSET I (if applicable)				
CSET II (if applicable)				
CSET III (if applicable)				
RICA (multiple subject candidates only)				

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Stage 3-Professional Preparation Courses	Date	Grade	Trnsf	IHE
EDCI 410/510-Classroom Management (multiple and single subject candidates)				

EDCI 414/520- Reading K-8 (multiple subject only)				
EDCI 415/521-Math K-8 (multiple subject only)				
EDCI 418/527-Science K-8 (multiple subject only)				
EDCI 419/518-Reading in the Content Areas (single subject only)				
EDCI 429/529-Middle School Methods (single subject only)				
EDCI 430/530- Secondary Methods (single subject only)				

Mandated Reporter Training (passing grade of 80%) https://www.mandatedreporterca.com/ Please note that you will need to take <u>both</u> the General Training and the School Personnel Training.				
CPR				
Student Teaching application form				
Stage 4-Clinical Practice/Student Teaching	Date	Grade		
Student teaching (14 weeks in 2 placements)				
TPA Instructional Cycle 1 (during student teaching)				
TPA Instructional Cycle 2 (during student teaching)				
Verification of 600+ hours clinical practice				
Exit Interview with Faculty				
Exit Interview with Credential Analyst				

La Sierra University
Professional Dispositions for Teacher Candidates

Candidate: _____ Date: _____ [] Self Evaluation [] Faculty
Evaluation: _____ To be completed at the beginning,
middle and end of course work (prior to student teaching)

This disposition matrix was developed based on research with input from our candidates, advisory board members and faculty. Descriptors (in *italics*) are listed as guidelines, and each indicator (non-italics) is offered as a suggested type of behavior, and not as a required determining factor. Rate yourself or the candidate you are teaching/supervising in each of the following professional behaviors. Please rate the items in the table below on a scale from 1-4:

**1 = Beginning/limited evidence of skill 2 = Developing/some evidence of skill 3 = Proficient/evidence of skill level
4 = Advanced/evidence of advanced skill**

	Intro to Teaching (Stage 1)				Prepa (
	1	2	3	4	1
DISPOSITION: Spiritual					
<i>a. Care for students</i> ---exhibits a genuine concern for students, a core belief that all students can learn, and supports every student in the learning process. Understands that teaching is a calling.					
<i>b. Patience</i> ---demonstrates the knowledge that not all students learn at the same time or in the same way. Models emotional stability and consistency.					
<i>Service</i> ---exhibits a commitment to serve others as part of a personal spiritual journey. Actively seeks out opportunities for service.					
DISPOSITION: Thinking Skills					
<i>a. Critical thinking</i> --- Demonstrates the ability to carefully analyze and problem solve. Engages in self-directed, self-disciplined, self-monitored, and self-corrective thinking.					
<i>b. Cognitive flexibility</i> ---exhibits the ability to adapt to unexpected changes in environment, behavior, etc. Can “think on his/her feet”. Understands that some issues may need to be managed rather than resolved.					
<i>Creativity and Innovation</i> --- Demonstrates the ability to work creatively with the others. Suggests and implements innovative solutions to conflict, resource issues, etc.					
DISPOSITION: Professional Ethics					
<i>a. Commitment to ethical conduct</i> ---maintains professional boundaries in both real world and digital environments. Is dedicated to advancing the profession. Is personally committed to supporting the teaching/learning process.					

<i>b. Honesty and Integrity</i> --- is truthful in all professional interactions. Is self-aware and honest in evaluation of personal and professional areas for growth.						
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Notes:

S 2		Intro to Teaching (Stage 1)				Pro Prepar — (
		1	2	3	4	1
	4. DISPOSITION: Social Emotional Skills					
	<i>a. Communication</i> --- Communicates on a regular basis with mentors, university personnel, other professionals and families. Communicates effectively in writing. Is articulate and clear when speaking.					
	<i>b. Collaboration</i> --- Collaborates with others in the modification of instruction/curriculum and assessment of students. Consults with other professionals and stakeholders and implements suggestions in a timely and professional manner.					
	<i>c. Willingness to take direction</i> --- Receives direction professionally (even when corrective in nature) and implements suggested actions in a timely manner. Receives negative feedback in a professional manner. Asks for help when needed.					
	<i>d. Growth mindset</i> --- Is committed to continuing personal and professional growth. Understands that abilities and intelligence can be developed, and demonstrates the ability to set goals in areas of need.					
	<i>e. Empathy</i> --- Demonstrates an understanding of complex personal and social issues faced by students, colleagues and others. Is supportive and nurturing of those who are struggling with personal and/or professional issues.					

Candidate Signature:

Date:

Exit Interview Questions Related to TPEs

TPE 1: Engaging and Supporting All Students in Learning

1. Give me some examples of how you 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.
2. Explain how you use the principles of Universal Design of Learning (UDL) and MultiTiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
3. What have you done or will you do to provide a supportive learning environment for students' first and/or second language acquisition including English Language Development (ELD), Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion?
4. How would you provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning?
5. In the area of your subject matter competence, explain how you would 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. Discuss how you would 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. Describe how to 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.
3. Explain how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

4. What are some ways to maintain high expectations for learning with appropriate support for the full range of students in the classroom?
5. In the area of your subject matter competence, describe how you would 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. Describe how you 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.
2. Individually and through consultation and collaboration with other educators and members of the larger school community, how do you plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge?
3. Explain how you model and develop digital literacy by using technology to engage students and support their learning, promote digital citizenship, understand fair use and the use of Creative Commons license, and internet security
4. How can you use a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum?
5. In the area of your subject matter competence, explain how you would adapt 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.

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

- 1) What are some ways you can plan instruction that promotes a range of communication strategies and activity modes between student and teacher that encourage student participation in learning?
- 2) Describe your understanding and knowledge of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

- 3) What are some strategies and techniques you can use to 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?
- 4) Explain how you 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
- 5) In the area of your subject matter competence, how can you 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)

TPE 5: Assessing Student Learning

- 1) Explain how you collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- 2) What are some ways to 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?
- 3) Provide some examples of how you can use technology to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- 4) How could you use assessment data from students' IEP, IFSP, ITP and 504 plans to establish learning goals?
- 5) In your area of subject matter competence, how could you 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?

TPE 6: Developing as a Professional Educator

1. Reflect on your own teaching practice and share your thoughts.
2. Explain your role and responsibilities as a mandated reporter, including the responsible use of social media and other digital platforms.
3. What are some professional learning goals you plan on pursuing? Professionally, where do you see yourself in ten years?
4. What are some ways you can 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. In your area of subject matter competence, explain how you will 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.

La Sierra University
Curriculum and Instruction Department

The Commission's adopted program standards for Preliminary Multiple Subject, Single Subject, preparation programs includes the requirement that preliminary credential programs work with candidates to develop an Individual Development Plan (IDP). The IDP is used to inform the Individual Learning Plan (ILP) that is developed between preliminary credential holders and their induction programs. The IDP is an important tool which is reflected in the requirement that Program Review submissions include a blank copy of this document. With the recent flexibilities approved by the Commission and those implemented by the Governor's Executive Order, the IDP will be a crucial tool for preliminary programs to clearly identify for both the program candidates/completers and induction programs any remaining program requirements that must be completed. Further, the portability of this document as candidates/completers carry it with them from preliminary program to induction program is one of its more important aspects.

Intern Program Individual Development Plan (IDP)

A. Contact information for Preliminary Teacher Preparation Program

1. La Sierra University
2. Enrollment dates _____
3. Pathway: Intern
4. Dr. Keith Drieberg, Chair
5. kdrieb@lasierra.edu
6. (951) 785-2484

B. Identification of the Credential that has been Recommended for this Candidate

1. Preliminary Credential _____
2. Preliminary Credential with a Renewal code _____

C. Candidate's Program Requirements

1. Identification of any remaining Preliminary Credential requirements: _____
 2. Information on the breadth and depth of supervised clinical practice that the candidate completed, including the modalities in which the candidate was supervised, e.g., virtual, hybrid, in-person.
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D. Candidate's Level of Practice

1. Identification of specific TPEs/CSTPs where the candidate has demonstrated strength.
-
2. Identification of specific TPEs/CSTPs where the candidate's skills need focused mentoring and coaching to support continued development.
-

E. Acknowledgements

1. Acknowledgement that the preliminary program, candidate, district-employed supervisor, and program supervisor collaborated on the development of the individual development plan (IDP).
2. Acknowledgement that the IDP is a portable document archived by the preliminary program and provided to the candidate for transmission to the induction program and employer.
3. Acknowledgement that the program completer has received a copy of the IDP and understands the requirement to provide the IDP to the teacher induction program.

Intern Candidate: _____ Date: _____
District Employed Supervisor: _____ Date: _____
Preliminary Program: _____ Date: _____

A. Annual Evaluation

The intern will be formally evaluated at least once per quarter by La Sierra University, to include a final annual evaluation. Evaluations by the site principal/designee should also be conducted by the employing district, but an evaluation by the intern's administrator may not be used in lieu of the La Sierra University annual evaluations. All evaluations must be based on the 2016 Teaching Performance Expectations (TPEs), and provide evidence of competence in each TPE.

B. Courses to be completed by the intern

Concurrent enrollment in either EDCI 525 (Elementary Intern Teaching) or EDCI 557 (Secondary Intern Teaching) is required. These courses include attendance at a weekly Intern Seminar meeting, compilation and submission of a professional journal, and passing of TPA 3 and TPA 4. There are also required reading assignments each week.

C. Additional Instruction during the first semester of service for interns in grades K-6 (multiple subject candidates) 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.

District Support Provider Activities- List planned activities including the content and frequency of meetings:

School Based Activities- List the meetings and professional development opportunities that will be provided by your district and school. These may include faculty and department meetings if they support your professional development, and should include the date of your annual evaluation:

Intern Teacher signature: _____ Date: _____

California Teaching Performance Expectations

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

Verification of 45 Hours of Support/Mentoring ELL

Name: _____ Student ID: _____

All Intern Teachers must receive at least 45 hours of support and mentoring specifically for addressing the needs of English Language Learners. Please note that this is in addition to the 144 hours of general mentoring and support to be provided to all interns. If the intern candidate has a valid CTEL certification (or a credential with EL authorization), the additional 45 hours of support/mentoring specific to meeting the needs of EL students is not required.

Intern Mentored Hours

A minimum of 45 hours are required.

Week/Date	Total Time	Mentored with:	Topic

TOTAL:			

Intern Teacher signature: _____ Date: _____



La Sierra
UNIVERSITY

TEACHING CREDENTIAL HANDBOOK

Acknowledgement of Receipt

Name: _____ LSU ID Number: _____

I have received and read the Credential Handbook concerning my participation in the Teacher Education Program (Teacher Credentialing, Student Teaching and Intern Teaching programs) at La Sierra University.

(Please initial each line below.)

_____ **I WILL** familiarize myself with the entire handbook. I understand and will comply with all requirements expected of me to participate in the Teacher Education Program in the Curriculum and Instruction Department of La Sierra University.

_____ **I WILL** adhere to and enact the department policies and procedures outlined in the handbook. I understand that I may be removed from the program should I violate these policies, or if I demonstrate an inability or unwillingness to meet all the professional requirements, standards and dispositions.

_____ **I UNDERSTAND** that La Sierra University and the Curriculum and Instruction Department reserve the right to modify or revoke any of the policies/procedures within the handbook, in whole or in part, at any time, with or without advance notice.

_____ **I AFFIRM** that I will follow all applicable video policies for the TPA task(s) requiring a video.

A current version of this handbook may be accessed on the Curriculum and Instruction Department forms and handbooks page of the La Sierra University website.

Signature: _____

Date: _____