

Teacher Education Program Handbook

2025-26



CHAPMAN
UNIVERSITY

**Attallah College of
Educational Studies**

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Conditions of Accuracy

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

IN CASES OF CONFLICT BETWEEN THE HANDBOOK AND GRADUATE CATALOG

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

Abbreviations

ACES: Attallah College of Educational Studies
AAQEP: Association for Advancing Quality in Educator Preparation
Assessment CCSS: Common Core State Standards
CDE: California Department of Education CoC: Certificate of Clearance
CPR: Cardiopulmonary Resuscitation
CSTPs: California Standards for the Teaching Profession CTA: California Teacher Association
CTC: California Commission on Teacher Credentialing CTCL: California Teacher of English Learner
ECE: Early Childhood Education ELD: English Language Development ESN: Extensive Support
Needs IDP: Individual Development Plan IEP: Individual Education Program IES: Integrated
Educational Studies
Issuance Date: The date the credential is initially valid LEA: Local Education Agency
MACI: Master of Arts in Curriculum and Instruction MAT: Master of Arts in Teaching
MMSN: Mild to Moderate Support Needs MT: Mentor Teacher
MTSS: Multi-Tiered Systems of Support PIP: Provisional Internship Permit
SST: Student Study Team TC: Teacher Candidate
TPEs: Teaching Performance Expectations US: University Supervisor
UDL: Universal Design for Learning
SMC – Subject Matter Competency BSR – Basic Skills Requirements
EDA – Educator Disposition Assessment
CBEST - Ca. Basic Educational Skills Test

Welcome, Mission, and Accreditation

Welcome from the Director of Teacher Education

Dear Teacher Educators,

On behalf of the Teacher Education Program, welcome to the 2025-26 academic year! You are beginning an exciting time in your preparation to become a teacher.

Here in Attallah College of Educational Studies, we believe in Changing Education, Changing the World. Our teacher education program's mission is to prepare reflective teachers who use integrated, developmentally appropriate, and critical pedagogies and are ready to collaborate within diverse educational communities. As you begin this journey, I encourage you to connect with your peers, build strong relationships, and seek out opportunities to make a positive impact each day you step into the classroom.

This handbook includes essential policies and procedures for the Teacher Preparation Program at Attallah College. Our dedicated faculty and staff are here to support your success. Be sure to schedule regular check-ins with your faculty advisor to discuss your progress, questions, or any concerns you may have. We also encourage you to take full advantage of the many resources and support systems available to you.

I wish you the very best in your educational journey. Go Panthers!

All the best,

A handwritten signature in black ink, appearing to read 'Trisha Sugita', with a stylized flourish at the end.

Trisha Sugita, Ph.D.
Director of Teacher Education

Teacher Education Vision & Mission



Welcome, Mission, and Accreditation

Teacher Education Mission & Vision Statement

VISION

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

MISSION

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

LEARNING OUTCOMES

Learning outcomes for the Teacher Education Program are the California Commission on Teacher Credentialing's (CTC) seven **Teaching Performance Expectations for Multiple- and Single-Subject Preliminary Credentials and seven Teaching Performance Expectations for Education Specialist Credentials**. Chapman University does not currently offer a stand-alone TK-3 credential program. However, candidates pursuing the Multiple Subject Credential may choose to complete early childhood education coursework through Chapman and our partner community college that may

be applied toward the TK-3 credential. Candidates interested in pursuing the TK-3 credential must first complete a Commission-approved Multiple Subject Credential and then apply directly to the California Commission on Teacher Credentialing (CTC) upon completing the required early childhood education coursework and fieldwork. If you are interested in this option, please notify the Credential Specialist as early as possible so that the Fieldwork Manager can help design a placement that fulfills both Multiple Subject and TK-3 fieldwork requirements. For more information about the TK-3 credential and application process, visit the [CTC TK-3 Credential Information Page](#).

Program Commitments to Equity, inclusivity and culturally responsive and data-informed practice

Teacher Candidates:

The program is committed to preparing educators who reflect the cultural and linguistic backgrounds of California's schools. We actively recruit candidates from historically underrepresented backgrounds and ensure that all candidates, including multilingual and neurodivergent individuals, have access to inclusive support structures that respond to a range of learning needs.

Equity-Minded Assessment Policies:

The program promotes fairness in evaluation through a scaffolding learning structure allowing candidates to grow their skill and knowledge throughout the scope of the program. Additionally, our candidates are formatively assessed throughout coursework, fieldwork, and student teaching ensuring that candidates who multiple opportunities to demonstrated consistent competency across all Teaching Performance Expectations (TPEs) in coursework prior to taking the CalTPA.

Data-Informed Improvement:

Program leadership, including the Director of Teacher Education and faculty, regularly examine disaggregated candidate performance data to identify gaps and guide ongoing, culturally responsive program improvements. This commitment supports a continuous cycle of reflection, adaptation, and accountability.

Accreditation Status (CTC, AAQEP, WASC)

Chapman University has been accredited by WASC since 1956 and was last reaffirmed in 2023. Chapman University's Teacher Education program is fully accredited by the California Commission on Teacher Credentialing (CTC), and all elements of our curriculum, student teaching, and assessment system are intentionally aligned with California's Teaching Performance Expectations (TPEs). This ensures that every candidate is prepared to meet the state's rigorous standards and enter the profession as a capable, equity-focused novice teacher. In addition to our state accreditation, we are also a proud member of the Association for Advancing Quality in Educator Preparation (AAQEP). The AAQEP standards are embedded throughout our program, reinforcing our commitment to continuous improvement, professional growth, and impact on P-12 learning. This dual commitment benefits our students and alumni by providing a comprehensive, high-quality preparation experience that is both locally grounded and nationally informed ensuring they are ready to thrive in diverse educational settings and make a meaningful difference in their communities.

Purpose and Use of Teacher Education Handbook

The Teacher Education Handbook serves as a comprehensive guide for candidates, faculty, mentor teachers, and university supervisors involved in Chapman University's credential programs. It outlines key policies, program expectations, procedures, and resources to support candidate success from admission through credential recommendation. The handbook is designed to ensure clarity, consistency, and alignment with state accreditation standards (CTC, AAQEP) and serves as a reference for navigating coursework, fieldwork practice, assessment requirements (such as the CalTPA), and professional responsibilities. Users should consult the handbook regularly for updates and guidance throughout their program.

Overview and Structure of the Teacher Education Program

History and Research Foundation of the Program

Overview and Structure of the Teacher Education Program

The Teacher Education program at Chapman University's Donna Ford Attallah College of Educational Studies has a rich history rooted in the university's longstanding commitment to preparing educators. Established as the Department of Education in 1958, it evolved into the School of Education in 1991 and was restructured as the College of Educational Studies in 2008. In 2017, the college was renamed in honor of alumna Donna Ford Attallah, a 1961 graduate who dedicated over 40 years to teaching in California's public schools.

Program Research Foundation

Cochran-Smith et al. (2018) emphasize that authentic accountability in teacher education must be rooted in both strong democracy and strong equity. Achieving this vision requires educator preparation programs to establish and sustain meaningful, reciprocal partnerships with educational stakeholders. At Attallah College of Educational Studies, our mission—"to collaborate with individuals, families, communities, schools, and organizations toward an inclusive, equitable, and just world"—reflects this commitment. Drawing from the work of Cochran-Smith, Stern et al. (2016) and Cochran-Smith, Carney et al. (2018), our partnerships are designed around respectful outreach that centers the voices and expertise of community members. We intentionally seek to understand the priorities of our partners and incorporate their insights to strengthen and refine our programs.

Our approach is also informed by Linda Darling-Hammond's (2006, 2010) research, which highlights the importance of equity-centered teacher preparation and high-quality clinical experiences as foundational to preparing effective educators. Consistent with her emphasis on professional learning within real-world contexts, we prioritize clinically rich experiences that connect theory to practice and prepare candidates to teach diverse learners in varied settings. Inspired by Goodlad's (1993) work with the National Network for Educational Renewal, and extending the critique of university-centric models offered by Zeichner (2016), we cultivate horizontal partnerships that foster bi-directional learning and shared ownership (Martin, Snow, & Franklin Torrez, 2011). These partnerships aim to elevate educator quality and advance justice, in line with the principles of Zimpher and Howe (2005).

The Attallah Teacher Education Program applies research-based practices across all pathways—Multiple Subject, Single Subject, and Education Specialist—to build reflective educators who build asset based learning environments. These practices are aligned with the California Teachers Association (CTA) Code of Ethics, which affirms the educator's responsibility to create equitable and inclusive learning environments. In addition, our commitment to community-embedded clinical practice reflects AAQEP Standard 2 and supports candidates in meeting California Teaching Performance Expectation 7, ensuring they are prepared to provide responsive instruction that meets the needs of all learners.

Overview of Credential Pathways

Attallah College of Educational Studies at Chapman University offers multiple teacher preparation pathways designed to meet the diverse needs of aspiring educators across elementary, secondary, and special education settings. Each program integrates rigorous academic coursework, early and sustained fieldwork, and comprehensive performance assessments aligned with California's Teaching Performance Expectations (TPEs).

Integrated Bachelor's Degree Programs

Attallah College of Educational Studies at Chapman University offers Integrated Bachelor's degree programs that allow students to earn both a bachelor's and a master's degree in just five years. These programs are ideal for students who want to become elementary, secondary, or special education teachers. By beginning graduate-level coursework during their junior or senior year, students can apply up to 15 credits toward both degrees, saving time and money. Options include pathways to a Master of Arts in Teaching (MAT) with a Multiple or Single Subject credential or a Master of Arts in Special Education with a Mild to Moderate or Extensive Support Needs credential. These streamlined programs provide a clear, efficient path to becoming a credentialed teacher prepared to meet the needs of diverse learners.

Undergraduate Integrated Pathway (Multiple, Single Subject or Special Education)

Undergraduate students in the Integrated Pathway complete both a bachelor's degree (e.g., in Integrated Educational Studies or a related major) and a Preliminary Teaching Credential in a four- to five-year program.

- **Coursework** includes general education, major requirements, and credential-specific pedagogy and methods courses.
- **Fieldwork** is embedded beginning in early program stages, increasing in intensity and culminating in full-time student teaching or residency.
- **Performance Assessments** include course-based assessments, formative evaluations, and the CalTPA, ensuring candidates meet or exceed all [TPEs](#).

[Program at-a-Glance](#)

MACI Pathway (Multiple Subject and Special Education Credentials + M.A. in Curriculum & Instruction)

The MACI program is a five-year blended bachelor's and master's degree program that leads to:

- A bachelor's degree,
- A Preliminary Multiple Subject or Education Specialist Credential (MMSN), and
- A Master of Arts in Curriculum and Instruction.
- Coursework is integrated across the undergraduate and graduate levels, focusing on curriculum design, inclusive pedagogy, and research-informed instruction.
- Fieldwork includes early experiences followed by a yearlong residency in a local partner school, where candidates apply co-teaching and gradually assume full teaching responsibilities.

- **Performance Assessments** include course-based assessments, formative evaluations, and the CalTPA, ensuring candidates meet or exceed all [TPEs](#).

[Program at-a-Glance](#)

Graduate Pathways Combined Credential and Graduate Degree Programs

The Attallah College comprehensive teacher education programs combine California teaching credentials with graduate degrees. These programs are designed to prepare educators for elementary, secondary, and special education roles through a blend of academic coursework and practical field experiences. Students can pursue a Master of Arts in Teaching (MAT) with embedded credentials for Multiple Subject (elementary) or Single Subject (secondary) teaching, as well as a Master of Arts in Special Education with Education Specialist credentials for Mild to Moderate or Extensive Support Needs. Each pathway emphasizes culturally responsive pedagogy, inclusive teaching practices, and hands-on learning in diverse school settings. Programs can be completed in as few as 15 months, and all are accredited by the CTC and reflect AAQEP standards.

MAT: Multiple Subject Credential

The Master of Arts in Teaching (MAT) with a Preliminary Multiple Subject Credential pathway leads to a teaching credential to teach in self-contained TK-8 classrooms and a master's degree.

- **Coursework** addresses child development, content area methods, literacy, mathematics, and inclusive practices.
- **Fieldwork** is integrated each term, progressing from guided observations to solo teaching during the culminating student teaching or residency.
- **Performance Assessments** include course-based assessments, formative evaluations, and the CalTPA, ensuring candidates meet or exceed all [TPEs](#).

[Program at a Glance](#)

MAT: Single Subject Credential

The Single Subject pathway leads to a **Master of Arts in Teaching (MAT)** with a **Preliminary Single Subject Credential** for departmentalized secondary classrooms (e.g., English, Math, Science).

- **Coursework** focuses on subject-specific pedagogy, adolescent development, content-area literacy, and equitable instructional practices.
- **Fieldwork** includes structured fieldwork experiences in middle and high school settings, culminating in a full-time student teaching semester.
- **Performance Assessments** include course-based assessments, formative evaluations, and the CalTPA, ensuring candidates meet or exceed all [TPEs](#).

[Program at a Glance](#)

SPED: Mild to Moderate Support Needs (MMSN) Education Specialist

This pathway leads to a **Master of Arts in Special Education (SPED)** and a **Preliminary Education Specialist Credential** in MMSN.

- **Coursework** addresses special education law, inclusive instructional strategies, behavioral supports, and IEP implementation.

- **Fieldwork** includes diverse placements in inclusive and specialized settings, culminating in full-time student teaching or a supervised intern experience.
- **Performance Assessments** include course-based assessments, formative evaluations, and the CalTPA, ensuring candidates meet or exceed all [TPEs](#).

[Program at a Glance](#)

SPED: Extensive Support Needs (ESN) Education Specialist

This SPED pathway leads to a **Preliminary Education Specialist Credential** in ESN with a focus on high-need student populations.

- **Coursework** includes instruction in alternative communication, life skills, transition services, and adaptive curriculum.
- **Fieldwork** places candidates in moderate/severe classrooms where they gradually assume teaching responsibilities under supervision.
- **Performance Assessments** include course-based assessments, formative evaluations, and the CalTPA, ensuring candidates meet or exceed all [TPEs](#).

[Program at a Glance](#)

All credential pathways feature:

- **Embedded field experiences** that progress from observation to full-time teaching or residency;
- **Performance assessments**, including the CalTPA, that ensure candidates demonstrate competence across all TPEs;
- **Culturally responsive and inclusive pedagogy** centered on equity, access, and learner diversity.

Each program is approved by the California Commission on Teacher Credentialing (CTC) and aligned with AAQEP accreditation standards, offering a high-quality preparation experience that equips candidates to make an immediate impact in California schools.

Fieldwork

Fieldwork: Policies, Descriptions, and Requirements by Pathways

Fieldwork

Fieldwork Policy

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

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

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

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

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

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

The CTC has deemed the following activities as not applicable to fieldwork hours:

- Independent lesson planning without supervision
- Supervision of extracurricular activities
- Observing fellow candidates without TK–12 students present

Candidate observations of classroom teaching may or may not qualify toward the 600 hours. Only those that are intentionally designed by the program, occur in placements that are selected or approved by

the program, and are for the purpose of helping candidates understand the link between specific objectives in coursework and teaching practice may qualify as part of the 600 hours.

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

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

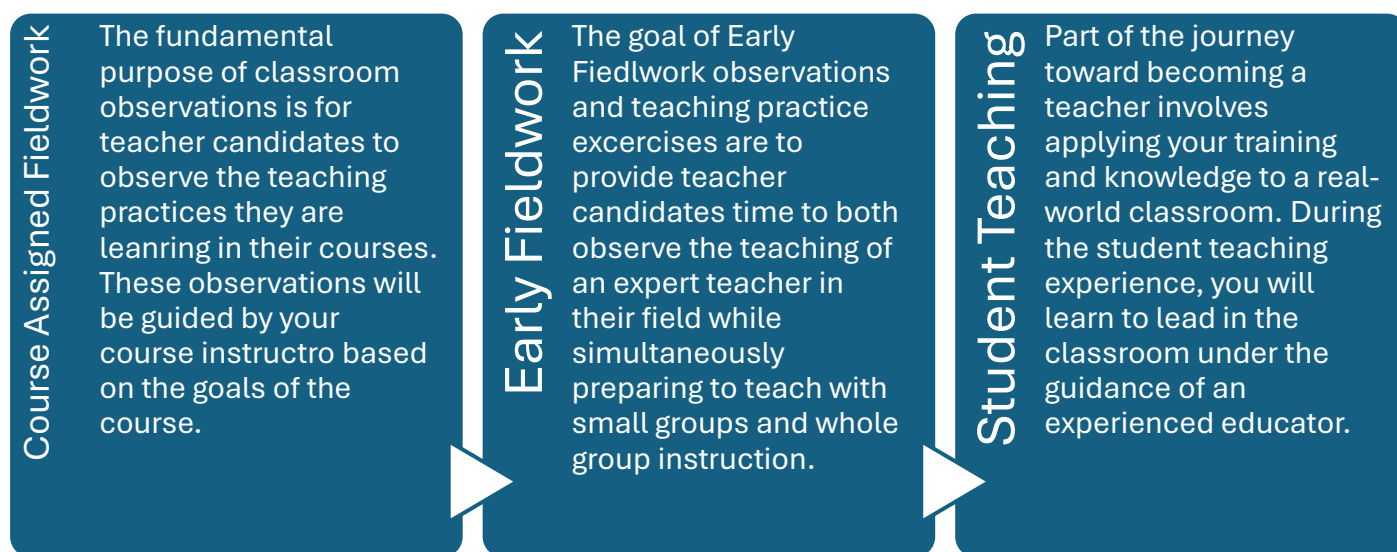
Fieldwork Descriptions

The Three Levels of Fieldwork

Fieldwork is required by the California Commission on Teacher Credentialing (CTC) of all preliminary multiple- subject, single-subject candidates and education specialist candidates. As illustrated in Figure 5, Fieldwork consists of three levels of development: Course Assigned Fieldwork, Early Fieldwork, and Student Teaching. It is the expectation of CTC that fieldwork experiences evolve over the course of the program, increasing in responsibility as the candidate moves closer to completion of the preparation program and licensure. Fieldwork experience can encompass a wide variety of activities that range from observation of veteran teachers modeling good practice in instruction, to beginning practice using various teaching strategies in diverse settings, to assuming full responsibility for students in the classroom, and demonstrating pedagogical competence.

Before starting any fieldwork, all teacher education candidates must complete their Certificate of Clearance, TB test, and CPR certification.

Figure 5: Three Levels of Fieldwork



Course assigned Fieldwork

In the Teacher Education program, many credential courses include assigned fieldwork hours that provide candidates with structured, hands-on experience in TK–12 classrooms. These fieldwork hours are intentionally designed to align with course objectives and the California Teaching Performance Expectations (TPEs). Candidates' complete observations, assist with instruction, and engage in reflective practice under the guidance of a qualified mentor teacher and university faculty. All fieldwork must be documented in Tevera, Chapman's official system for tracking fieldwork experiences. This coursework-based fieldwork ensures that candidates apply what they are learning in real classroom settings and are well-prepared for student teaching.

Early Fieldwork

Before beginning student teaching, candidates in the Teacher Education program must complete early fieldwork hours as part of their credential coursework. These hours provide opportunities to participate in classrooms, support instruction, and connect theory to practice in diverse TK–12 settings. Early fieldwork is supervised, course-embedded, and aligned with the California Teaching Performance Expectations (TPEs). All hours must be approved by the program and documented in Tevera, Chapman's fieldwork tracking system. Early fieldwork helps candidates build foundational skills and prepare for the responsibilities of student teaching.

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

Student Teaching

Traditional student teaching candidates are required to complete their more than 600 hours of carefully designed fieldwork that provides a developmental and sequential learning experience, integrating theoretical and pedagogical coursework culminating in student teaching in TK–12 classrooms. During the 16-week Chapman semester, you will teach in an approved placement that meets the California Commission on Teacher Credentialing (CTC) diversity requirements. To ensure the best possible experience and support your growth as an educator, placements may be adjusted—lengthened, shortened, or changed—based on the joint recommendation of your University Supervisor, school principal, Mentor Teacher, and the Teacher Education Leadership Team.

Your student teaching will include:

- **Initial Student Teaching:** Co-planning and co-teaching with experienced educators, gradually increasing your instructional responsibilities.
- **Final Student Teaching:** A culminating experience that includes a minimum of four weeks of solo or co-teaching, where you assume full responsibility for planning, instruction, assessment, and classroom management under the supervision of a qualified mentor teacher.

All fieldwork experiences will be:

- **Supervised:** You will be guided both a district-employed mentor teacher and a Chapman University supervisor, who will provide regular feedback and support throughout your placement.

- Aligned with the Teaching Performance Expectations (TPEs): Designed to help you demonstrate competency in the knowledge, skills, and abilities required for effective teaching.
- Documented: Accurately recorded in the university's designated system (e.g., Tevera) to verify completion of required hours and experiences.

Please note that certain activities do not count toward the 600-hour requirement, including:

- Independent lesson planning without supervision
- Supervising extracurricular activities
- Observing peers or engaging in mock instruction without TK–12 student involvement

Table 9: Fieldwork in the Teacher Education Pathways

MACI Pathway	MAT Pathway	SPED Pathway
Course Assigned Fieldwork & Early Fieldwork is completed prior to admission to 5th year	Course Assigned Fieldwork completed as part of coursework requirements - Summer	Course Assigned Fieldwork completed as part of coursework requirements - Summer
Multiple Subject Student teaching - Fall/Interterm rotation	Early Fieldwork - Fall Term	Early Fieldwork: Education Specialist (MMSN or ESN)
Education Specialist MMSN Student teaching - Spring/Summer rotation	Student teaching - Spring Term	Student teaching-Spring Term

Student Teaching in Teacher Education Pathways

At Attallah College, student teaching experiences are designed to match your specific credential and program pathway depending on what you're working toward. For example, if you're in the Multiple Subject program, you'll complete placements in two different grade levels to give you a broad range of classroom experience. If you're in the Single Subject program (for middle or high school teaching), your placement will focus on your subject area, like math or English, in a secondary school setting. Special Education candidates in the Mild to Moderate or Extensive Support Needs programs will be placed in settings that align with the types of supports they'll provide as future educators. If you're in a traditional pathway, you'll complete 16 weeks of student teaching. If you're in a residency or intern pathway, your student teaching may be integrated with your paid job or extended over a longer period. No matter your path, all student teaching experiences are structured to give you hands-on practice, mentoring, and the chance to grow into your role as a teacher. Below is a brief overview of student teaching based on your credential and pathway. Details regarding student teaching may be found in the Student Teaching section of this handbook.

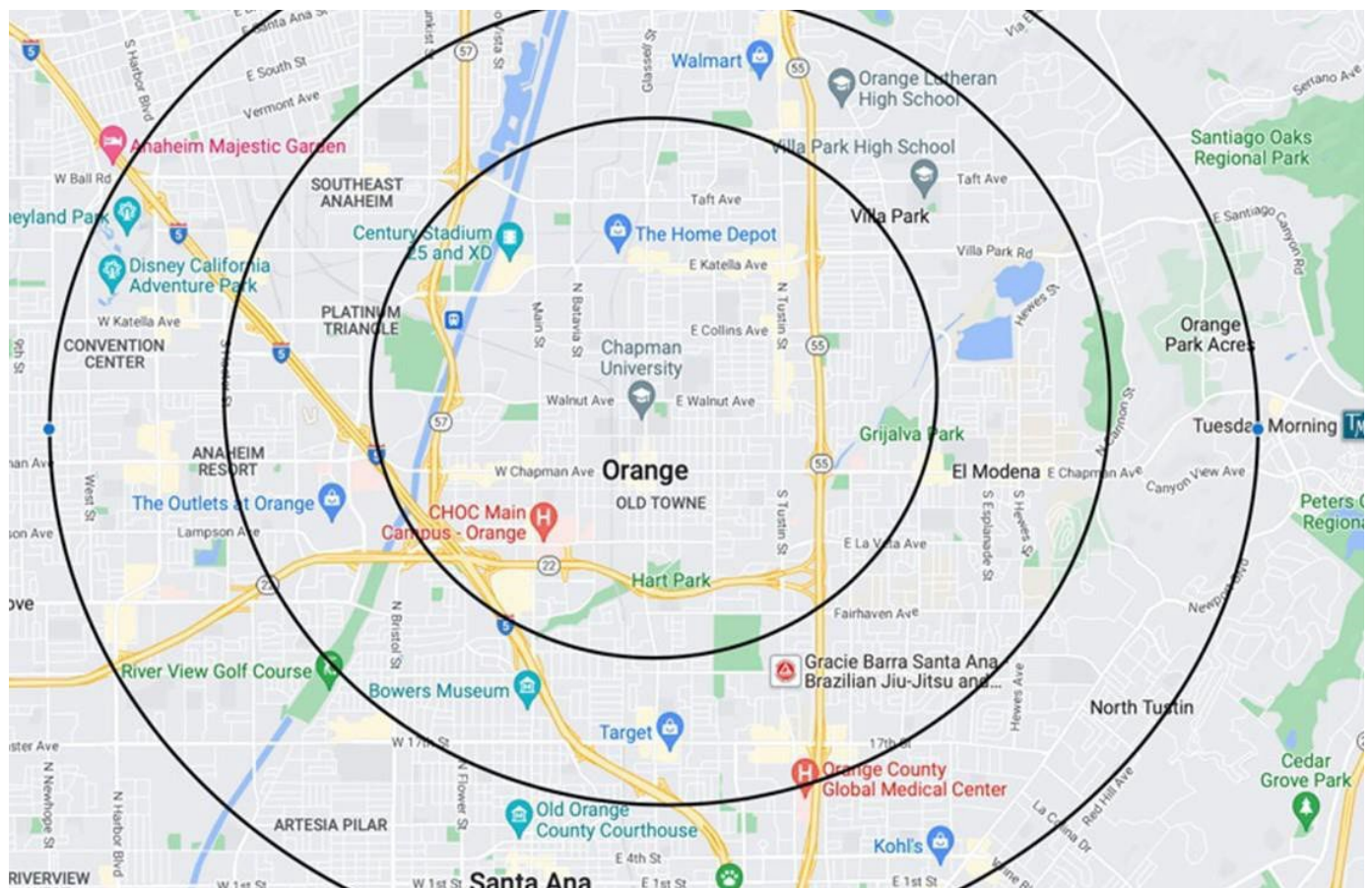
Fieldwork Placements

Fieldwork Placements

Geographic Location of Chapman University

Fieldwork and student teaching placements are coordinated by Chapman University's Teacher Education program based on proximity to the university and in compliance with California Commission on Teacher Credentialing (CTC) placement requirements. All placements are selected to ensure candidates receive appropriate, diverse, and standards-aligned fieldwork experiences.

Figure 11: Geographic Location of Chapman University



Tracking your Fieldwork Hours

Tracking your Fieldwork Hours

Candidates in all Chapman University teacher education programs are required to use Tevera to log their fieldwork and student teaching/teaching residency hours. This includes candidates in the Integrated, MACI, MAT, and SPED pathways.

Training and Support:

Information on how to use Tevera will be provided to candidates, Mentor Teachers, University Supervisors, and Faculty prior to or at the beginning of both the fall and spring terms.

Responsibilities and Approval Process:

- Candidates are responsible for logging their daily fieldwork and student teaching/teaching residency hours in Tevera
- Instructional faculty are responsible for approving coursework and early fieldwork hours in Tevera
- Mentor Teachers are responsible for reviewing and approving hours weekly.
- MAT Early Fieldwork Instructors will verify total early fieldwork hours with Mentor Teachers at the end of the fall term.
- University Supervisors are responsible for to verify total student teaching or residency hours with Mentor Teachers at the end of each term.

Only hours that meet CTC criteria—occurring in program-approved placements, aligned with credential objectives, and guided by qualified supervisors—may be counted toward the required student teaching total.

CONTINUITY OF HOURS

Once the candidate has begun the Early Fieldwork hours in a classroom, their ongoing presence at the site is expected. Candidates must continue fieldwork at the Early Fieldwork school site until the end of Week 16 and meeting the 168 hour count. Candidates may not end Early Fieldwork early. Your Mentor Teacher counts on your attendance, so it is critical the candidate is present for the expected hours each week. Arriving late or leaving early is not acceptable and in situations where it is unavoidable, you should always notify the Mentor Teacher out of professional courtesy.

Schedule & Absences

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

EARLY FIELDWORK TCHR (TCHR 507, 508 or 509)

Each teacher candidate will be placed in the Early Fieldwork course with several other peers.

Candidates must work with their Mentor Teacher to establish a consistent weekly schedule for Early Fieldwork. If a candidate must miss a scheduled fieldwork session due to illness or emergency, they are required to notify the Mentor Teacher as soon as possible, and no later than the expected arrival time at the school site.

Candidates are allowed no more than three (3) absences during the Early Fieldwork term. All missed hours must be made up to ensure compliance with student teaching requirements.

Early Fieldwork Course (TCHR 507, 508, or 509)

Each candidate is enrolled in an Early Fieldwork course (TCHR 507, 508, or 509) with a cohort of peers. Fieldwork placements are coordinated by the program and aligned with CTC standards.

Weekly Hour Requirements:

Multiple Subject and Education Specialist candidates must complete a minimum of 12 hours per week at their school site, Monday through Friday, during Weeks 2–16 of the fall term.

Single Subject candidates must complete a minimum of 10 hours per week, Monday through Friday, and must be placed in at least two instructional periods per day.

Placement Structure:

Multiple Subject candidates will be placed in two classroom settings:

8 weeks in lower elementary (TK–3)

8 weeks in upper elementary (grades 4–8)

Education Specialist candidates (including interns) will be given opportunities to work with students in both lower and upper grades to ensure they can be ensure they have the opportunity to observe TPEs including TPE 7.

Placements must support candidates in developing foundational literacy knowledge and applying cross-cutting themes in literacy. Student teaching should include the use of assessments informed by the ELA/ELD Framework and the California Dyslexia Guidelines, including knowledge of structured literacy and characteristics of dyslexia.

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

Fieldwork Responsibilities

Fieldwork Responsibilities

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

ENGAGING CLASSROOM OPPORTUNITIES: PARTICIPATION WITHIN THE FIELDWORK PLACEMENT

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

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

Transitions:

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

Environment:

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

Routines:

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

Individualizing and Differentiation:

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

Teaching Strategies/Techniques:

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

Curriculum Development & Implementation:

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

Group Time:

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

Families:

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

Support & Advising

Teacher Education Faculty & Advising Roles

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

DIRECTOR OF TEACHER EDUCATION

Trisha Sugita

sugita@chapman.edu

Reeves Hall 137

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

TEACHER EDUCATION FACULTY ADVISORS

Dr. Tara Barnhart	tbarnhart@chapman.edu	Reeves Hall 139
Dr. Margie Curwen	mcurwen@chapman.edu	Reeves Hall 133
Dr. Jamie Gravell	Jgravell@chapman.edu	Reeves Hall 135
Dr. Corinna Hathuc	hathuc@chapman.edu	Reeves 134
Dr. Jennifer Kong	jekong@chapman.edu	Reeves Hall 136
Dr. Colette O'Bannion	cobannion@chapman.edu	Reeves 132

Program Contact List & Support

ADMINISTRATIVE COORDINATOR

Zac Graycen

zgraycen@chapman.edu

Reeves Hall 131

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

FIELDWORK MANAGER

Stephanie Farrington

sfarrington@chapman.edu

Reeves Hall 138

- Stephanie arranges fieldwork and student teaching placements for candidates in the MACI, SPED, and MAT pathways of the Teacher Education program.

CREDENTIAL SPECIALIST

Leah Klingsporn

credentials@chapman.edu

Reeves Hall 223

- Leah advises and assists candidates on teaching credential requirements outside of coursework (i.e., credential examinations, clearances, health testing, and other requirements that are fulfilled outside of Chapman coursework. She submits credential recommendations to the Commission on Teacher Credentialing (CTC).

CalTPA SUPPORT

Sara Pelly

spelly@chapman.edu

Carol Beaumont

beaumont@chapman.edu

- Sara and Carol provide support to students and faculty on the CalTPA and through workshops, office hours, and trainings.

Other Questions?

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

Fieldwork Support Team

Fieldwork Resource Team

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

Your **course instructor** will plan, guide and approve your course assigned fieldwork.

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

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

Student Teaching Resource Team

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

Fieldwork Manager

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

University Supervisor

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

Host/Mentor Teachers

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

Host Schools and Districts

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

Course Instructor

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

Program Planning & Enrollment

Orientation & Program Onboarding

Orientation and Program Onboarding

The new teacher education candidate orientation at Attallah College provides an essential introduction to the expectations, supports, and requirements of the credential program. During this session, candidates meet faculty and staff, review program timelines, explore key assessments including the CalTPA, and learn about fieldwork placements, professional conduct, and available resources. The orientation ensures that all candidates begin their preparation with a clear understanding of the program structure, California Teaching Performance Expectations (TPEs), and the pathway to earning a Preliminary Teaching Credential.

Preparing and Registering for Classes

Preparing and Registering for Classes

Official Acceptance

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

Conditional Students

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

Obtaining Your Username/Password

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

Setting Up Your Panther Mail Email Account

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

Registration

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

Financial Aid

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

Business Office

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

Canvas

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

Student Center & Program Verification

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

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

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

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

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

Petition to Transfer Coursework

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

Graduate Petition*

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

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

Petition to Transfer Graduate and Credential Degree Coursework

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

Petitions can take 1-2 weeks for turnaround.

Course Equivalency

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

Course Registration

Course Registration

Make your Course Selection

Refer to the suggested course sequence on the program sheet you received at intake. If you have questions or need a new copy, contact your faculty advisor.

Anticipate a Notification E-Mail

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

Check

The academic calendar monthly to note deadlines and for planning. Don't forget to note courses that require fieldwork.

Stay aware of Timelines and Deadlines

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

Courses might not qualify for financial aid or count toward your degree if:

- They aren't part of the program requirements for your admission year (your "catalog year"), or
- You need to submit a petition to have them count toward your program requirements.

Tevera (Program Software)

Tevera Subscription

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

Leave of Absence, Deferrals, and Withdraw Policies

Leave of Absence, Deferrals, and Withdraw Policies

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

Admission Deferral Policy: Attallah College at Chapman University adheres to the university's policies regarding admission deferrals and student withdrawals. These policies are designed to provide flexibility while maintaining academic integrity.

Prospective students admitted to Chapman University may request to defer their enrollment for up to one academic year. To be eligible for a deferral, students must:

- Submit their enrollment deposit.
- Refrain from enrolling in courses at other institutions during the deferral period.
- Not apply to other two- or four-year institutions during the deferral period.

Deferral requests are evaluated individually by the Admission Committee. Students interested in deferring should contact their Admission Counselor to initiate the process.

Withdrawal and Interrupted Enrollment Policies

Withdrawal: Students who decide to withdraw from Chapman University must drop all enrolled courses through the Student Center or the Registrar's Office. Undergraduate students planning to return after a break should review the Interrupted Enrollment policy, while graduate students should consult the Leave of Absence policy.

Interrupted Enrollment: Undergraduate students who have completed at least one term at Chapman may take up to four consecutive semesters off. During this period, they may take a limited number of courses elsewhere, subject to approval. It's recommended to inform relevant campus offices, such as the Registrar, Financial Aid, and Residence Life, about the interruption.

Late Withdrawal: In cases of significant medical issues, family emergencies, or other unforeseen circumstances, students may petition for a late withdrawal after the standard deadline. Such petitions require substantial documentation and are reviewed by the Dean of Students Office. Approved late withdrawals result in "W" grades, and tuition refunds are not provided.

Curriculum & Instruction

Curriculum and Instruction Overview

The Curriculum and Instruction component of the Attallah College Teacher Education Program is designed to prepare reflective, culturally responsive educators who can meet the needs of California's diverse TK–12 student population. Our teacher education programs are grounded in a cohesive instructional design that integrates theory, practice, and reflection. The curriculum is structured around evidence-based pedagogical frameworks, including Universal Design for Learning (UDL), culturally responsive teaching, and the Multi-Tiered System of Supports (MTSS). Coursework is intentionally sequenced to build foundational knowledge and then deepen instructional competence through methods courses, clinical fieldwork, and performance assessments. Each course is aligned with California's Teaching Performance Expectations (TPEs), ensuring that candidates have multiple, scaffolded opportunities to engage with key concepts and apply them in diverse classroom settings. Faculty use active learning strategies, collaborative inquiry, and case-based learning to prepare candidates to make data-informed decisions and adapt instruction to meet the needs of all learners. This integrated approach ensures candidates are well-prepared for the complex demands of today's schools and classrooms.

As a candidate, you will engage in a developmental sequence of pedagogy courses integrated with field experiences, allowing you to apply theory to practice in real classroom settings. The program supports multiple credential pathways—including Multiple Subject, Single Subject, and Education Specialist (Mild to Moderate and Extensive Support Needs)—and offers both traditional and integrated bachelor's-to-master's options.

Course content focuses on:

- Engaging all students in equitable and inclusive learning
- Designing standards-based instructional units and lesson plans
- Implementing effective instructional strategies for diverse learners
- Using formative and summative assessments to inform instruction
- Creating positive learning environments that support social-emotional development
- Reflecting on professional growth and instructional impact

All credential coursework is aligned with state and national accreditation standards and prepares you to meet the rigorous expectations of the CalTPA and your future role as a credentialed educator.

California's Teaching Performance Expectations (TPEs) are embedded throughout the Attallah College teacher education curriculum to ensure candidates develop the knowledge, skills, and dispositions required to be effective novice teachers. Each course, including fieldwork and methods classes, is intentionally aligned to specific TPEs, providing multiple opportunities for candidates to be introduced to, practice, and reflect on these expectations in varied instructional contexts. Key assignments are integrated into coursework as signature tasks that serve as formative assessments of candidate progress toward meeting the TPEs. These assignments—such as lesson plans, case studies, or video reflections—are directly connected to clinical practice and are designed to prepare candidates for both internal program assessments and external evaluation through the CalTPA. This comprehensive approach ensures that by the time candidates are recommended for their credential, they have demonstrated competency across all TPEs in both coursework and field experiences.

English Learner Authorization

English Learner Authorization

All Teacher Education Program pathways at Chapman University include the English Learner Authorization as part of the Preliminary Multiple Subject, Single Subject, and Education Specialist Credential preparation. See table below for additional information:

English Learner Authorization	Prepares candidates to support students' English language acquisition as well as access to academic content across curriculum.	Coursework requirements fully integrate into the curriculum in all credential pathways.
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The California Commission on Teacher Credentialing (CTC) website provides the following information on the English learner authorization:

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

Overview of Required Coursework: Pathways at a Glance

Overview of Required Coursework and Programs at a Glance

Coursework in Attallah College's teacher education undergraduate and graduate programs is intentionally designed to align with each candidate's credential pathway—Multiple Subject, Single Subject, or Education Specialist (MMSN or ESN). Each program includes a carefully sequenced set of courses that integrate foundational knowledge, pedagogy, and fieldwork practice aligned with California's Teaching Performance Expectations (TPEs). Program-specific coursework is outlined in the "Programs at a Glance" section below to help candidates understand their unique pathway requirements and how each course builds toward credential and degree completion.

Program at-a-Glance

Integrated MA in Teaching Program with Elementary Education Credential

Integrated MA in Teaching Program with Elementary Education Credential

35 Credential credits + 6 MA credits=41 credits

Courses	Credits	Fieldwork Hours
TCHR 500: Literacy and Learning PK 3	3	
TCHR 500L: Literacy and Learning PK-3	1	25 hours
TCHR 547: Theories of Learning and Development for Education	3	10 hours
TCHR 571: Introduction to Exceptional Learners	3	15 hours
TCHR 568: Math Methods for Elementary Settings	3	15 hours
TCHR 501: Language Acquisition for Elementary Settings (meets Ed Code § 44259(b) & 44259.5.)	3	15 hours
TCHR 507: Designing Effective Learning Environments in Elementary Settings	3	98 hours
TCHR 505: Literacy and Learning Grades 4-8	3	15 hours
TCHR 520: Teaching History in Elementary Settings	2	
TCHR 521: Science Teaching in Elementary Settings	2	
TCHR 589: Elementary Teacher Inquiry and VAPA	3	
TCHR 582: Student Teaching Multiple Subject	6	490 hours
TCHR 550: Evaluating Teacher Performance Expectations-CalTPA Cycle 1 and 2	0	
Credential Totals	35 credits	683 hours

Master's Sequence

Courses	Credits	Fieldwork Hours
Master's Elective	3	
TCHR 695: Master of Arts Teaching Capstone -Demonstration of Mastery	3	
Master Totals	6 credits	

Program at-a-Glance

Integrated MA in Teaching Program with Secondary Education Credential

Integrated MA in Teaching Program with Secondary Education Credential

30 Credential credits + 6 MA credits=36 credits

Courses	Credits	Fieldwork Hours
TCHR 532: Content Literacy	3	25 hours
TCHR 547: Theories of Learning and Development for Education	3	10 hours
TCHR 571: Introduction to Exceptional Learners	3	15 hours
TCHR 504: Language Acquisition for Secondary Settings (meets Ed Code § 44259(b) & 44259.5.)	3	15 hours
TCHR 508: Designing Effective Learning Environments in Secondary Settings	3	128 hours
TCHR 517: Secondary Subject Matter Methods Math and Science OR TCHR 577: Secondary Subject Matter Methods Social Studies and Language Arts	3	15 hours
TCHR 522: Educational Technology for Secondary Settings	3	
TCHR 589: Secondary Teacher Inquiry	3	
TCHR 583: Student Teaching Single Subject	6	490 hours
TCHR 550: Evaluating Teacher Performance Expectations-CalTPA Cycle 1 and 2	0	
Credential Totals	30 credits	698 hours

Master's Sequence

Courses	Credits	Fieldwork Hours
Master's Elective	3	
TCHR 695: Master of Arts Teaching Capstone-Demonstration of Mastery	3	
Master Totals	6 credits	

Program at-a-Glance

Integrated MA in Special Education with Mild/Moderate or Extensive Support Needs Credential

Integrated MA in Special Education Program with Mild/Moderate or Extensive Support Needs Credential

34 Credential credits + 6 MA credits=40 credits

Courses	Credits	Fieldwork Hours
TCHR 500: Literacy and Learning PK 3	3	
TCHR 500L: Literacy and Learning PK-3	1	25 hours
TCHR 571: Introduction to Exceptional Learners	3	15 hours
TCHR 566: Assessment Practices in Special Education	3	15 hours
TCHR 563: Literacy Interventions & Technology Grades 4-8 or TCHR 558: Curriculum and Instruction for Students with Extensive Support Needs	3	15 hours
TCHR 562: Differentiating Curriculum and Instruction: Math/Science or TCHR 559: Advanced Positive Behavioral and Communication Supports for Students with ESN	3	15 hours
TCHR 509: Designing Effective Learning Environments in Special Education	3	113 hours
TCHR 564: ELD for Exceptional Learners (meets Ed Code § 44259(b) & 44259.5.)	3	
TCHR 550: Evaluating Teacher Performance Expectations	0	
TCHR 544: Legal Aspects in Special Education	3	
TCHR 595: Education Specialist Proseminar	3	
TCHR 590/592: Student Teaching Mild/Moderate or TCHR 591/593: Student Teaching ESN	6	490 hours
Credential Totals	34 credits	688 hours

Master's Sequence

Courses	Credits	Fieldwork Hours
TCHR 654: Introduction to Educational Research	3	
TCHR 603: Special Education Capstone (Demonstration of Mastery)	3	
Master Totals	6 credits	

Program-at-a-Glance

Master of Arts in Curriculum and Instruction Dual Credential Multiple Subject & Education Specialist Mild Moderate

Master of Arts in Curriculum and Instruction Dual Credential

55 Credential credits + 3 MA credits= 58 credits

UG MACI Courses	Credits	Fieldwork Hours
Junior Year Fall Semester		
TCHR 409: Literacy and Learning: PK-3	3	
TCHR 409L: Literacy and Learning: PK-3	1	25 hours
TCHR 471: Introduction to Exceptional Learners	3	15 hours
Credential Totals	7 credits	40 hours
Junior Year Spring Semester		
TCHR 311: T&L Math Concepts, Skills, & Critical Thinking	3	15 hours
TCHR 312: Contextual Teaching and Learning of Science	3	
TCHR 313: Teaching History for Diverse Learners	3	15 hours
Credential Totals	9 credits	30 hours
Senior Year Fall Semester		
TCHR 464 English Language Acquisition and Issues of Diversity (meets Ed Code § 44259(b) & 44259.5.)	3	15 hours
Credential Totals	3 credits	15 hours
Senior Year Spring Semester		
TCHR 431: Developing Effective Educational Environments	3	
TCHR 493: Instructional Design and Assessment	3	
TCHR 550: Evaluating Teacher Performance Expectations-CalTPA Cycle 1 and LPA	0	
Credential Totals	6 credits	

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

GR MACI Courses	Credits	Fieldwork Hours
Year 5 Summer		
TCHR 563: Literacy Interventions and Technology Grades 4-8	3	15 hours
TCHR 566: Assessment Practices in Special Education	3	15 hours
Credential Totals	6 credits	30 hours
Fall Semester		
TCHR 600: Proseminar	3	
TCHR 550: Evaluating Teacher Performance Expectations	0	
TCHR 506: Math Interventions	3	
TCHR 582: Student Teaching	3	490 hours
Credential Totals	9 credits	490 hours
Interterm		
TCHR 582: Student Teaching	3	120 hours
Credential Totals	3 credits	120 hours
Spring Semester		
TCHR 600: Proseminar	3	
TCHR 544: Legal Aspects in Special Education	3	
TCHR 590: Student Teaching Education Specialist MMSN	3	490 hours
Credential Totals	9 credits	490 hours
Summer Semester		
TCHR 592: Student Teaching Education Specialist MMSN	3	120 hours
TCHR 575: Critical Analysis of Educational Practice (Demonstration of Mastery)	3	

Credential Totals	6 credits	120 hours
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Program at a Glance

Master of Arts in Teaching with Multiple Subject Credential

Master of Arts in Teaching with Multiple Subject Credential

35 Credential credits + 6 MA credits=41 credits

Courses	Credits	Fieldwork Hours
Summer I		
TCHR 500: Literacy and Learning: PK-3	3	
TCHR 547: Theories of Learning	3	10 hours
TCHR 571: Introduction to Exceptional Learners	3	15 hours
Credential Totals	9 credits	25 hours
Fall Semester		
TCHR 500L: Literacy and Learning PK-3	1	In a classroom placement for 12 hours/wk. minimum, Mon-Fri.
TCHR 568: Math Methods for Elementary Settings	3	
TCHR 501: Language Acquisition for Elementary Settings (meets Ed Code § 44259(b) & 44259.5.)	3	
TCHR 507: Designing Effective Learning Environments for Elementary Settings	3	
TCHR 505: Literacy and Learning II Grades 4-8	3	
TCHR 550: Evaluating Teacher Performance Expectations	0	
Credential Totals	13 credits	168 hours
Interterm		
TCHR 520: Teaching History in Elementary Settings or TCHR 521: Science Teaching and Learning in Elementary Settings	2	

Credential Totals	2 credits	0 hours
Spring Semester		
TCHR 520: Teaching History in Elementary Settings or TCHR 521: Science Teaching and Learning in Elementary Settings	2	
TCHR 579: Elementary Teacher Inquiry and VAPA	3	
TCHR 582: Student Teaching Multiple Subject	6	490 hours
Credential Totals	11 credits	490 hours
Summer II		
TCHR MA Elective	3	
TCHR 696 MA in Teaching Capstone (Demonstration of Mastery)	3	
MA Totals	6 credits	

Program at a Glance

Master of Arts in Teaching with Single Subject Credential

Master of Arts in Teaching with Single Subject Credential

30 Credential credits + 6 MA credits=36 credits

Courses	Credits	Fieldwork Hours
Summer I		
TCHR 504: Language Acquisition for Secondary Settings (meets Ed Code § 44259(b) & 44259.5.)	3	15 hours
TCHR 547: Theories of Learning	3	10 hours
TCHR 571: Introduction to Exceptional Learners	3	15 hours
Credential Totals	9 credits	40 hours
Fall Semester		
TCHR 532: Content Literacy	3	In a classroom placement for 12 hours/wk. minimum, Mon-Fri.
TCHR 501: Language Acquisition for Elementary Settings	3	
TCHR 508: Designing Effective Learning Environments for Secondary Settings	3	
TCHR 517: Secondary Subject Matter Methods Math and Science or TCHR 577: Secondary Subject Matter Methods: Social Studies and Language Arts	3	
TCHR 550: Evaluating Teacher Performance Expectations	0	
Credential Totals	12 credits	168 hours
Spring Semester		
TCHR 522: Educational Technology in Secondary Settings	3	
TCHR 589: Secondary Teacher Inquiry, Professionalism, and Wellbeing	3	

TCHR 583: Student Teaching Single Subject	6	490 hours
Credential Totals	12 credits	490 hours
Summer II		
TCHR MA Elective	3	
TCHR 696 MA in Teaching Capstone (Demonstration of Mastery)	3	
MA Totals	6 credits	

Program at-a-Glance

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

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

30 Credential credits + 6 MA credits= 36 credits

Courses	Credits	Fieldwork Hours
Summer I		
TCHR 504: Language Acquisition for Secondary Settings (meets Ed Code § 44259(b) & 44259.5.)	3	15 hours
TCHR 547: Theories of Learning	3	10 hours
TCHR 571: Introduction to Exceptional Learners	3	15 hours
Credential Totals	9 credits	40 hours
Fall Semester		
TCHR 532: Content Literacy	3	In a classroom placement for 12 hours/wk. minimum, Mon-Fri.
TCHR 501: Language Acquisition for Elementary Settings	3	
MUS 533: Foundations of Music Education	3	
MUS 534: Managing School Programs	3	
TCHR 550: Evaluating Teacher Performance Expectations	0	
Credential Totals	12 credits	168 hours
Spring Semester		
TCHR 522: Educational Technology in Secondary Settings	3	
TCHR 589: Secondary Teacher Inquiry, Professionalism, and Wellbeing	3	

TCHR 583: Student Teaching Single Subject	6	490 hours
Credential Totals	12 credits	490 hours
Summer II		
TCHR MA Elective	3	
TCHR 696 MA in Teaching Capstone (Demonstration of Mastery)	3	
MA Totals	6 credits	

Program at a Glance

Master of Arts in Special Education with Mild Moderate or Extensive Support Needs Credential

Special Education with Mild Moderate or Extensive Support Needs Credential

34 Credential credits + 6 MA credits=40 credits

Courses	Credits	Fieldwork Hours
Summer I		
TCHR 500: Literacy and Learning: PK-3	3	
TCHR 566: Assessment Practices in Special Education	3	15 hours
TCHR 563: Literacy Interventions & Technology Grades 4-8 or TCHR 558: Curriculum and Instruction for Students with Extensive Support Needs	3	15 hours
Credential Totals	9 credits	30 hours
Fall Semester		
TCHR 500L: Literacy and Learning I: PK-3	1	In a classroom placement for 12 hours/wk. minimum, Mon-Fri.
TCHR 571: Introduction to Exceptional Learners	3	
TCHR 509: Designing Effective Learning Environments in Special Education	3	
TCHR 562: Differentiating Curriculum and Instruction: Math/Science or TCHR 559: Advanced Positive Behavioral and Communication Supports for Students with ESN	3	
TCHR 564: ELD for Exceptional Learners (meets Ed Code § 44259(b) & 44259.5.)	3	
TCHR 550: Evaluating Teacher Performance Expectations	0	
Credential Totals	13 credits	168 hours
Spring Semester		

TCHR 544: Legal Aspects in Special Education	3	
TCHR 595: Education Specialist Proseminar	3	
TCHR 590/592: Student Teaching Mild/Moderate or TCHR 591/593: Student Teaching ESN	6	490 hours
Credential Totals	12 credits	490 hours
Summer II		
TCHR 654: Introduction to Educational Research	3	
TCHR 603: Special Education Capstone (Demonstration of Mastery)	3	
MA Totals	6 credits	

Program at a Glance

Master of Arts in Special Education with JOINT Education Specialist Mild Moderate and Multiple Subject Credentials

Special Education with JOINT Ed. Specialist Mild Moderate and Multiple Subject Credentials

47 Credential credits + 6 MA credits=53 credits

Courses	Credits	Fieldwork Hours
Summer I		
TCHR 500: Literacy and Learning: PK-3	3	
TCHR 566: Assessment Practices in Special Education	3	15 hours
TCHR 563: Literacy Interventions & Technology Grades 4-8 or TCHR 558: Curriculum and Instruction for Students with Extensive Support Needs	3	15 hours
Credential Totals	9 credits	30 hours
Fall Semester		
TCHR 500L: Literacy and Learning I: PK-3	1	In a classroom placement for 12 hours/wk. minimum, Mon-Fri.
TCHR 571: Introduction to Exceptional Learners	3	
TCHR 509: Designing Effective Learning Environments in Special Education	3	
TCHR 562: Differentiating Curriculum and Instruction: Math/Science	3	
TCHR 564: ELD for Exceptional Learners (meets Ed Code § 44259(b) & 44259.5.)	3	
TCHR 550: Evaluating Teacher Performance Expectations	0	
Credential Totals	13 credits	168 hours
Interterm		
TCHR 520: Teaching History in Elementary Settings	2	

or TCHR 521: Science Teaching and Learning in Elementary Settings		
Credential Totals	2 credits	
Spring Semester		
TCHR 544: Legal Aspects in Special Education	3	
TCHR 520: Teaching History in Elementary Settings or TCHR 521: Science Teaching and Learning in Elementary Settings	2	
TCHR 595: Education Specialist Proseminar	3	
TCHR 590/592: Student Teaching Mild/Moderate	6	490 hours
Credential Totals	14 credits	490 hours
Summer II		
TCHR 654: Introduction to Educational Research	3	
TCHR 603: Special Education Capstone (Demonstration of Mastery)	3	
MA Totals	6 credits	
Fall II		
TCHR 579: Elementary Teacher Inquiry and VAPA	3	
TCHR 582: Student Teaching II: Multiple Subject	6	490 hours
Credential Total	9 credits	490 hours

Student Teaching

Student Teaching Application

Student Teaching Application

All Attallah Candidates must complete all Student Teaching Requirements, Apply and be approved by the Credential Specialist prior to enrolling in student teaching.

Applying for Student Teaching

General Application Process

All candidates are required to submit a student teaching application through Tevera by the designated deadlines:

- **March 1** for Fall student teaching (MACI pathway)
- **October 1** for Spring student teaching (MAT and SPED pathways)

Student Teaching Pathway-Specific Requirements

Table 13: Student Teaching Application Requirements

MACI Pathway	Integrated Pathway	MAT and MA SPED
Due March 1st of Senior Year	Due March 1st of Senior Year	Due October 1st
Required Documents <ul style="list-style-type: none"> • Negative TB Test • Documentation of on track Bachelor's Degree • GPA 3.0 or above in all Chapman credential courses • Basic Skills Requirement • Subject Matter Requirement • Dispositional Screening (EDA) • Certificate of Clearance • CPR • US Constitution 	Required Documents <ul style="list-style-type: none"> • Negative TB Test • Documentation of on track Bachelor's Degree • GPA 3.0 or above in all Chapman credential courses • Basic Skills Requirement • Subject Matter Requirement • Dispositional Screening (EDA) • Certificate of Clearance • CPR • US Constitution 	Required Documents <ul style="list-style-type: none"> • Negative TB Test • Documentation of on track Bachelor's Degree • GPA 3.0 or above in all Chapman credential courses • Basic Skills Requirement • Subject Matter Requirement • Dispositional Screening (EDA) • Certificate of Clearance • CPR • US Constitution
Step 2: The Credential Specialist will review your application to confirm all requirements have been met. Once approved by the Credential Specialist, your student teaching application will be approved in Tevera	Step 2: The Credential Specialist will review your application to confirm all requirements have been met. Once approved by the Credential Specialist, your student teaching application will be approved in Tevera	Step 2: The Credential Specialist will review your application to confirm all requirements have been met. Once approved by the Credential Specialist, your student teaching application will be approved in Tevera
Step 3: Once cleared in Tevera, your name and information will be forwarded to the Fieldwork Manager for student teaching	Step 3: Once cleared in Tevera, your name and information will be forwarded to the Fieldwork Manager for student teaching	Step 3: Once cleared in Tevera, your name and information will be forwarded to the Fieldwork Manager for student teaching

placement.	placement.	placement.
Step 4: The Fieldwork Manager will contact you with your confirmed student teaching placement, mentor, and assigned University Supervisor.	Step 4: The Fieldwork Manager will contact you with your confirmed student teaching placement, mentor, and assigned University Supervisor.	Step 4: The Fieldwork Manager will contact you with your confirmed student teaching placement, mentor, and assigned University Supervisor.

Additional Considerations

- Candidates must complete all required coursework and fieldwork prior to beginning student teaching.
- Placements are arranged by the Fieldwork Manager and must meet the California Commission on Teacher Credentialing (CTC) diversity requirements.
- Candidates are not permitted to arrange their own placements and cannot be placed in schools they previously attended.
- All student teaching assignments are made in public schools, and candidates may not request specific school sites or mentor teachers.

By meeting these requirements, teacher candidates demonstrate their readiness to engage in student teaching, ensuring they are well-prepared to support diverse student populations in California schools. Additional information may be requested, and the Director of Teacher Education may attach conditions to a candidate's advancement or deny advancement to student teaching. Additionally, course instructors and faculty advisors are frequently consulted as to the readiness of the candidate to begin student teaching. Professional dispositions will also be considered as part of the readiness for student teaching.

Student Teaching Application Review and Approval Process

Student Teaching Application Review and Approval Process

After submitting a student teaching application, candidates will receive an email from the Credential Specialist indicating whether their application has been approved or denied.

- **If approved**, the candidate will receive a permission number from the Administrative Coordinator to enroll in student teaching courses. Once all placements are finalized, the full cohort will be notified of their assigned school sites and mentor teachers.
- **If denied**, the email will explain which requirements are missing. Once all requirements have been completed, candidates may resubmit their application in Tevera.

Once your application has been approved and you have received your approval email, the Fieldwork Manager will prepare your placement along with all candidates who have been approved from your cohort.

Placement Requests and Guidelines

The Fieldwork Manager coordinates all student teaching and intern placements in collaboration with school district partners. The primary goal of student teaching is to ensure each candidate engages in a high-quality, standards-aligned fieldwork experience that meets the California Commission on Teacher Credentialing (CTC) program expectations, including those related to school diversity, mentorship, and instructional support. Placements are made only in public TK–12 school settings that meet diversity requirements (page 74). Candidates may not be placed at any TK–12 school they previously attended as a student, nor may they arrange their own placements. All student teaching placements must be made through formal partnerships between Chapman University and the district or charter organization.

District Requests and Logistical Considerations

As part of the student teaching application, candidates may indicate preferences for school districts. However, candidates may not request specific school sites or Mentor Teachers. Student preferences related to commuting, childcare, and personal responsibilities will be considered whenever possible. If a candidate requires placement accommodations due to access needs (e.g., reliance on public transportation), they must communicate this to the Fieldwork Manager prior to the start of the placement process.

Whenever possible, candidates are placed in cohort clusters at school sites to foster a supportive Professional Learning Community.

ADA Accommodations

If a candidate requires accommodations under the Americans with Disabilities Act (ADA) to participate in fieldwork, they must notify the Fieldwork Manager in writing at the time of program entry and contact the University's Disability Services Office. This ensures an appropriate and legally compliant placement can be identified in a timely manner.

Golden State Teacher Grant Recipients

Candidates receiving the [Golden State Teacher Grant \(GSTG\)](#) should consult the [California Priority Schools List](#) when requesting district preferences. GSTG recipients are obligated to teach at priority schools upon program completion and are encouraged to consider fieldwork placements as an opportunity to network and demonstrate their readiness for future employment.

Placement Notification

Traditional student teaching candidates will receive placement details, including school site, Mentor Teacher, and assigned University Supervisor, via email from the Fieldwork Manager approximately **two weeks prior to the start of the term**.

University Internship Placements

Intern placements apply only to eligible Education Specialist and Single Subject candidates who have been offered full-time teaching positions at public TK–12 schools that meet CTC student teaching requirements. Internship eligibility is contingent upon meeting all CTC prerequisites, including passage of the Subject Matter and Basic Skills Requirements, completion of dispositional screenings, and verification of pre-service hours as outlined in the program's internship track.

Steps for Internship Approval:

1. As soon as a candidate is offered an internship position, they must immediately contact the Director of Teacher Education, the Credential Specialist, and the Fieldwork Manager to initiate the approval process.
2. The candidate must submit a Verification of Employment (VOE) form to the Credential Specialist to begin the Internship Agreement process.
3. Chapman University will work quickly to coordinate with the hiring district. However, candidates must understand that under state law, they may not begin teaching or be enrolled in student teaching until:
 - The Intern Credential is filed and issued
 - The VOE and Internship Agreement are fully executed by all parties

Student Teaching Placement Policy

Diversity of Placements

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

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

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

General Education Placements

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

Determination of appropriateness will be made by the Fieldwork Manager.

Transportation to/from the School Site

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

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

Changes In Placement

In the case of a health emergency, the school setting in which you are placed may be altered at any time during the academic year and student teaching may be finished in a hybrid or fully online model. The candidate will mimic the setting of the Mentor Teacher, including attending an empty classroom alongside the MT if the TK-12 students remain in a distance learning setting.

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

Enrolling in Student Teaching

Enrolling in Student Teaching

Student teaching is the culminating fieldwork experience in all credential pathways and must occur after completion of all required coursework and CTC-mandated educator preparation requirements, including course assigned and early fieldwork hours. All student teaching placements meet the California Commission on Teacher Credentialing (CTC) student teaching standards, including a minimum of 600 total hours, diverse settings, and ongoing supervision by qualified personnel.

Once you have been approved for student teaching and received your permission numbers from the Administrative Coordinator, please enroll in the correct course based on our program pathway.

Steps to Enroll in Student Teaching

1. **Complete All Program and Credential Requirements:** Ensure you have completed all required coursework, coursework and early fieldwork hours, and credential prerequisites (e.g., CPR)
2. **Submit the Student Teaching Application:** Complete and submit your Student Teaching Application through Tevera • Fall Student Teaching Deadline: March 1 • Spring Student Teaching Deadline: October 1
3. **Required Tevera Student Teaching Application Submission:** The Credential Specialist will review your Student Teaching submission. Upon approval, you will receive an email confirming your acceptance into Student Teaching. If denied, you will an email detailing the incomplete requirements for student teaching and will not be allowed to student teaching until these requirements have been completed and approved by the Credential Specialist.
4. **Once Approved:** The Fieldwork Manager will notify you of your placement along with your cohort when all placements have been made.
5. **Receive Permission Number:** The Administrative Coordinator will issue you a permission number for course enrollment once all criteria are verified.
6. **Register for the Correct Course(s):** Use your permission number to enroll in the appropriate student teaching course based on your pathway and term: • Interterm/Spring: Register in November • Summer: Register in April • Fall: Register in June

Tip: Placements are not guaranteed until you are officially enrolled in the correct course and have met all prerequisites. Timely application and enrollment are essential to securing your student teaching assignment.

Student Teaching Enrollment by Program Pathway: Credential Pathway Term(s) and Course(s)

MAT – Multiple Subject
Spring-TCHR 582

MAT – Single Subject
Spring-TCHR 583

MACI – Multiple Subject
Fall, Interterm-TCHR 582 (Fall & Interterm)

MACI – Education Specialist (MMSN)

Spring & Summer-TCHR 590 (Spring) & TCHR 592 (Summer)

Education Specialist – MMSN

Spring-TCHR 590 (Phase I) & TCHR 592 (Phase II)

Education Specialist – ESN

Spring-TCHR 591 (Phase I) & TCHR 593 (Phase II)

Note: These student teaching courses reflect full-time student teaching assignments and align with the final phase of the candidate's preparation. All placements are made in collaboration with approved school sites and supervising personnel to ensure compliance with CTC requirements, including observation, evaluation, and IEP participation for Education Specialist candidates.

Student Teaching Requirements

Student Teaching Requirements

Student teaching is a supervised experience where you apply what you've learned in your classes by working in a real TK–12 classroom. To be approved for student teaching, you need to be admitted to a credential program and meet all requirements—this includes finishing your early fieldwork hours, passing the Basic Skills Requirement, showing subject-matter competency (through CSET or an approved waiver), and having a current Certificate of Clearance. Student teaching takes place over one full Chapman semester. You'll start by co-teaching and gradually take on more responsibility, including at least five full weeks of solo teaching. During this time, you'll be supported by a Mentor Teacher and a University Supervisor who will guide and evaluate your progress. While student teaching, you will also complete both Cycle 1 and Cycle 2 of the CalTPA, which are required state assessments you must pass to be recommended for a Preliminary Teaching Credential.

Professional Dispositions, Behaviors, and Performance Expectations for Student Teaching

As a student teacher in Attallah College and in California public schools, you are expected to uphold the highest standards of professionalism at all times. This includes demonstrating a commitment to equity, inclusion, and respect for all students, families, and colleagues. You must arrive on time, be prepared, dress appropriately for a school setting, and maintain clear, professional communication with your Mentor Teacher, University Supervisor, students, and school staff. You are expected to take initiative, accept feedback with a growth mindset, and reflect on your teaching practice to support continuous improvement. Your conduct must align with the California Standards for the Teaching Profession (CSTPs), Teaching Performance Expectations (TPEs), and the ethical guidelines outlined by the California Commission on Teacher Credentialing (CTC). As a representative of Chapman University and Attallah College, your behavior—both in person and online—should reflect positively on the institution. Actions that may cause reputational harm to the University, the College, your school site, or yourself as a future educator are not acceptable and may lead to removal from your placement and affect your standing in the program. Student teaching is your opportunity to demonstrate your professionalism, integrity, and readiness to serve California's diverse school communities.

Student Teaching by Pathway

Student Teaching by Pathway

Student teaching at Attallah College is a pivotal part of your journey to becoming a credentialed teacher. Regardless of your credential pathway, you will be supported every step of the way by a dedicated team that includes faculty, University Supervisors, Mentor Teachers, and program staff. These experienced educators will guide you as you apply what you've learned in coursework to real classroom settings, gradually building your confidence and skills as a novice teacher. Throughout your student teaching experience, you will receive both formative and summative feedback aligned with the California Teacher Performance Expectations (TPEs), and you will complete and pass the California Teaching Performance Assessment (CalTPA) as a key milestone on your path to earning your preliminary credential.

MACI Multiple Subject Teaching Residency

The Multiple Subject teaching residency for candidates in the MACI program is a yearlong fieldwork experience designed to meet or exceed California Commission on Teacher Credentialing (CTC) expectations for student teaching. The residency provides candidates with extensive opportunities to engage in co-teaching, solo teaching, observation, and reflection across diverse grade levels.

Residency Duration and Participation Requirements

- Candidates must participate in student teaching from the first day to the last day of the district's academic year, following the calendar of the assigned school site.
- Candidates are required to be on site during all contract hours and attend all district-mandated professional development (PD) days alongside their Mentor Teacher.
- All placements take place in Chapman assigned classrooms that meet CTC diversity requirements, including settings with English Learners and students with disabilities.

Observation Requirements

- **Fall & Interterm Rotation:** A minimum of eight (8) University Supervisor observations must occur during the Fall semester, followed by two (2) observations during Interterm.
- **Spring & Summer Rotation:** A minimum of eight (8) University Supervisor observations are required during the Spring semester, followed by two (2) observations during Summer.

Grade Level Placement Requirements

To ensure exposure across developmental stages:

- Candidates are assigned two different placements—one in lower elementary grades (TK–2) and one in upper elementary grades (3–6).

Co-Teaching and Solo Teaching Requirements

- Candidates placed in Orange Unified School District (OUSD) will follow the co-teaching model, with the following expectations:
 - Minimum co-teaching hours: 163
 - Recommended co-teaching hours: 195–325
- Candidates placed in other partner districts must complete a minimum of five (5) weeks of solo teaching, during which they assume full responsibility for instructional planning and delivery under the guidance of their Mentor Teacher and University Supervisor.

MAT Student Teaching

The student teaching experience for candidates in the Master of Arts in Teaching (MAT) program—both Multiple Subject and Single Subject credentials—provides a rigorous, school-embedded student teaching aligned with the California Commission on Teacher Credentialing (CTC) standards. This experience ensures candidates are well-prepared to meet the needs of California’s diverse student population.

General Requirements

- Candidates are expected to complete student teaching during Chapman University’s 16-week semester.
- All student teaching assignments occur in public school classrooms and meet CTC diversity requirements, including the presence of English Learners and students with disabilities.
- Student teaching placements may be modified, extended, or reassigned based on the joint recommendation of the University Supervisor, Mentor Teacher, school principal, and the Teacher Education Leadership Team, to ensure a high-quality, standards-aligned fieldwork experience.

Internships: Single Subject Only

Candidates who are employed full-time as a teacher of record in a public school must receive prior approval from the Director of Teacher Education to complete student teaching as an Intern. This approval must be requested through the **Student Teaching as Intern Petition process** and the student must hold a University Intern Credential.

Interns are responsible for fulfilling all contractual teaching duties. The internship experience must meet the same CTC-aligned student teaching expectations as traditional student teaching.

Intern Support Team

Each Intern is supported by a collaborative team that includes:

1. District Support Provider (assigned by the school or district)
2. University Supervisor (assigned by Chapman University)
3. Faculty Advisor
4. Fieldwork and Assessment Manager
5. Director of Teacher Education

Co-Teaching/Solo Teaching

Candidates placed in all partner districts must complete a minimum of five (5) weeks of solo teaching, during which they assume primary responsibility for planning, instruction, and assessment under the guidance of their Mentor Teacher and University Supervisor.

Education Specialist Student Teaching

Chapman University’s Education Specialist credential candidates—Mild to Moderate Support Needs (MMSN) and Extensive Support Needs (ESN)—engage in a rigorous student teaching experience designed to meet the California Commission on Teacher Credentialing (CTC) requirements. Student teaching includes structured co-teaching and solo teaching, diverse classroom placements, and frequent support from a collaborative team of educators.

Traditional Student Teaching Overview

Candidates in traditional student teaching will be enrolled in:

- **MMSN Candidates:**
 - Fall: TCHR 590 (3 units)
 - Spring: TCHR 592 (3 units)
- **ESN Candidates:**
 - Fall: TCHR 591 (3 units)
 - Spring: TCHR 593 (3 units)

Enrollment in the appropriate student teaching courses is completed by the Fieldwork and Assessment Manager before the start of each semester. Candidates must verify their course registration in their program evaluation to ensure correct enrollment.

Placement Guidelines

Student teaching placements are arranged by the Teacher Education Fieldwork Manager in collaboration with the Director of Teacher Education. While candidate preferences and personal circumstances (e.g., commute, childcare) are considered, placement decisions prioritize high-quality, standards-aligned fieldwork experiences in public school settings. All schools, districts, and Mentor Teachers must be approved in accordance with Chapman University program standards. Alternative placements (e.g., private schools or alternative programs) may be considered if they meet CTC eligibility criteria. Candidates must consult with the Fieldwork and Assessment Manager for approval in such cases.

Minimum Diversity and Grade Level Requirements

- Racial/ethnic diversity of students
- Representation of students from low-income backgrounds (e.g., Title I, free/reduced lunch)
- English learners and multilingual learners
- Inclusion of students with disabilities and the presence of IEP/504 processes=

Duration and Teaching Responsibility

- **Minimum Duration:** Student teaching is a full-semester experience, a minimum of 16 weeks in length.
- **Solo Teaching Requirement:** Candidates must assume full teaching responsibility for a minimum of five (5) weeks, during which they plan and implement instruction for the entire class day.
- **Modifications:** The length or nature of the placement may be adjusted (e.g., extended or shortened) based on recommendations from the Mentor Teacher, University Supervisor, or Director of Teacher Education.
- **Online/Hybrid Teaching:** In cases of state or national emergencies (e.g., public health crises), student teaching may occur in virtual or hybrid environments.

Special Education Support Team Roles and Responsibilities

Mentor Teacher

- Completes six (6) formative evaluations and one summative evaluation.
- Evaluations are discussed with the candidate and uploaded to the E-Portfolio.
- The summative evaluation serves as a grade basis and a letter of recommendation.

University Supervisor

- Meets with candidates prior to the first assignment and observes every other week throughout the 16-week placement.
- Provides written narrative critiques, lesson feedback, and is available for conferences.

- In the event of remote learning, observations and lesson reviews may occur through GoReact (video-based platform).
- Completes a summative evaluation and facilitates:
- Observation of an IEP meeting
- Formal assessment activity
- Data collection for a Behavior Intervention Plan
- Collaborates with the Mentor Teacher to complete the formative Key Assignment TPE e-Portfolio grid.

Principal

- Encourages candidate participation in the full school community (e.g., faculty meetings, grade-level collaboration, in-services).
- May observe and provide informal feedback to support candidate development.

Fieldwork and Assessment Manager

- Coordinates all placements and serves as the primary contact for concerns related to the Mentor Teacher, placement site, or University Supervisor.
- Supports candidate advocacy and works in collaboration with the Director of Teacher Education.

Director of Teacher Education

- Oversees all aspects of the student teaching program and approves all exceptions, petitions, and placement modifications.

E-Portfolio Submission

At the conclusion of the student teaching experience, candidates are required to:

- Upload all observation forms, evaluations, and assessments to their Chapman E-Portfolio.
- Ensure the summative evaluations and artifacts demonstrate competency in the TPEs and fulfill program completion requirements.

Preparing for Student Teaching

Preparing for Student Teaching

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

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

Self-check

Before starting your student teaching, please consider the following:

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

Documents Required for a Student Teacher's:

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

University Supervisors submit the following:

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

Mentor Teachers submit the following via the means indicated:

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

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

Student Teacher Roles, Responsibilities and Tips

Student Teacher Roles, Responsibilities, & Tips

Schedule & Time Commitment

Teacher candidates will adhere to the school district's calendar during student teaching. The teacher candidate

should create and maintain a consistent attendance schedule agreed upon and approved by both the Mentor Teacher and University Supervisor. Any changes in the schedule must be made with the consent of all parties.

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

Absence Policy

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

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

Maximum Number of Absences

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

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

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

Student Teaching Interns

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

Continuity in Student Teaching

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

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

Student Teaching Tips

Student Teaching Tips

Student teaching is an exciting and transformative experience that requires dedication, flexibility, and a growth mindset. This is your opportunity to put theory into practice and begin shaping your professional identity as an educator. Below are tips to help you make the most of your time in the classroom:

- 1. Focus on Responsibilities, Not Just Hours** Teaching is about meeting the needs of students and fulfilling your professional responsibilities—not simply being present during school hours. Prioritize your tasks and be prepared to invest the time needed to plan, assess, and support student learning.
- 2. Observe and Learn from Others** In the early weeks, observe multiple classrooms and grade levels. This will expose you to a range of instructional strategies, classroom management styles, and student engagement techniques. Take notes and reflect on how these practices align with your developing teaching philosophy.
- 3. Actively Support Your Mentor Teacher** Use observation time to collaborate with your Mentor Teacher. Assist with preparing materials, identifying student learning needs, and assessing student work. Begin to shadow your Mentor Teacher's broader responsibilities, such as supervision duties and participation in school life.
- 4. Establish Consistent Communication** Set a regular schedule for daily or weekly check-ins with your Mentor Teacher. Open and consistent communication helps ensure alignment, fosters mentorship, and supports your professional growth.
- 5. Value Student Diversity** Every student brings unique strengths and experiences. Use culturally responsive strategies to connect with your learners and design lessons that reflect and affirm their identities. Attending to students' individual needs and lived experiences will enhance engagement and motivation.
- 6. Build a Respectful Classroom Culture** Effective classroom management starts with mutual respect. Establish clear expectations and routines, and model empathy and inclusivity. Get to know your students and build strong, trusting relationships that support learning and belonging.
- 7. Communicate Clearly and Positively** Clear, respectful, and purposeful communication is foundational in education. Whether you're engaging with students, families, or colleagues, strive to be professional, empathetic, and direct in your communication.
- 8. Assess Learning Authentically** Monitor student progress toward learning goals using authentic assessments that reflect real-world application and critical thinking. Use assessment data to inform your instruction and provide meaningful feedback.
- 9. Promote Critical Thinking** Guide students to think deeply and critically. Encourage them to make connections to prior knowledge, ask thoughtful questions, analyze information, and draw evidence-based conclusions.
- 10. Reflect and Grow** One of the most important habits of effective educators is reflection. Regularly evaluate your teaching, seek feedback, and be open to suggestions. Reflection helps you grow into a thoughtful, responsive, and intentional educator.
- 11. Engage in the School Community** As a student teacher, you are a valued member of the school community. Participate in faculty meetings, professional development, school events, and parent engagement opportunities. These experiences enrich your learning and demonstrate your professionalism.

12. Collaborate with Families Families are essential partners in student success. When appropriate, participate in parent-teacher conferences, family engagement nights, and communication efforts such as newsletters or classroom updates. Build respectful, supportive relationships with families.

13. Maintain Confidentiality Protect student privacy at all times. Student records, behaviors, and personal circumstances must only be discussed with authorized personnel in appropriate setting.

Solo & Co-Teaching

Solo & Co-Teaching

Solo teaching is a critical component of the student teaching and teaching residency experience. In accordance with the California Commission on Teacher Credentialing (CTC) requirements, all teacher candidates must complete a minimum of five (5) weeks of successful solo teaching. During this time, the Teacher Candidate assumes full instructional responsibility while continuing to receive support and guidance from the Mentor Teacher and University Supervisor. This period represents the culmination of the gradual release of responsibility from the Mentor Teacher to the Teacher Candidate.

Teacher candidates begin student teaching with foundational knowledge of pedagogy and student development, but with limited classroom leadership experience. In the early weeks, candidates work closely with their Mentor Teachers using co-teaching strategies such as One Teach/One Assist and One Teach/One Observe to become familiar with the classroom context, build rapport with students, and begin to plan and deliver portions of instruction (see Table 12).

As Student Teaching progresses, candidates assume increased responsibility for instructional planning, delivery, and classroom management. By mid-term, candidates are expected to engage in higher-level co-teaching models, such as Station Teaching or Team Teaching, and begin leading segments of the instructional day (see Figure 12). They also begin to take a more active role in assessing student learning and differentiating instruction.

This gradual release of responsibility leads to a defined period of solo teaching. During this required five-week minimum, candidates take the lead in planning, instructing, managing the classroom, analyzing student work, and communicating with families, with the Mentor Teacher present in a supportive, observational capacity.

Definition of Solo Teaching

Solo teaching involves the Teacher Candidate taking the lead in all aspects of instruction, including:

- Planning and delivering lessons aligned with student needs and content standards
- Managing the classroom environment and student behavior
- Assessing and monitoring student progress
- Communicating with families and colleagues
- Participating in school events and meetings

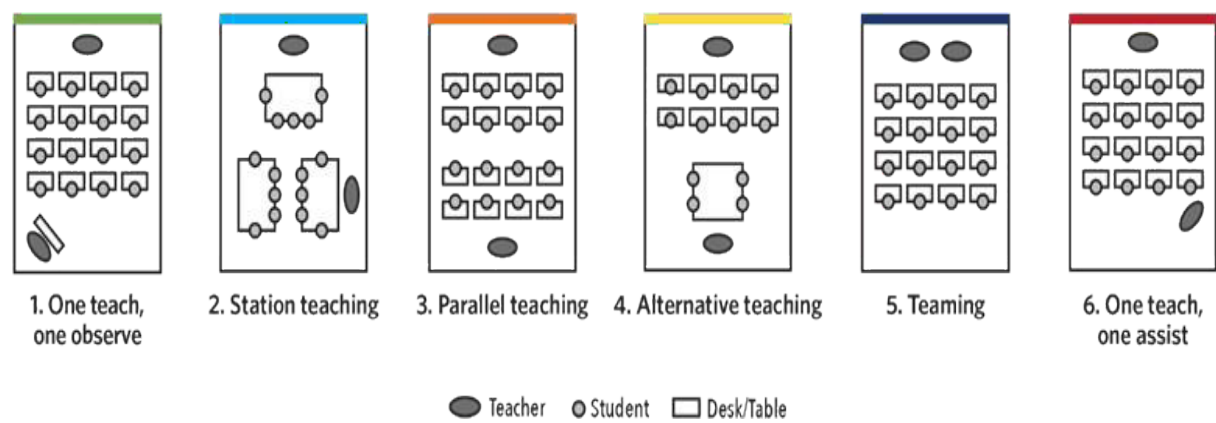
Mentor Teachers remain present in the classroom during solo teaching but provide support in a consultative capacity. This ensures continuity of student learning while allowing the candidate to demonstrate competence in the Teaching Performance Expectations (TPEs).

Co-Teaching Strategies

Co-teaching Strategies		
One teach, one observe <ul style="list-style-type: none">• MT teaches whole class, candidate gathers information• Candidate teaches whole class, MT gathers information	Station teaching <ul style="list-style-type: none">• Students rotate through at least three stations: MT and candidate provide instruction at one station each while other students work independently at the other station(s)	Parallel teaching <ul style="list-style-type: none">• MT and candidate provide instruction to half of the class each at the same time and with the same materials

<p>One teach, one assist</p> <ul style="list-style-type: none"> MT leads instruction while candidate circulates among students offering assistance Candidate leads instruction while MT circulates among students offering assistance 	<p>Alternative teaching</p> <ul style="list-style-type: none"> MT works with most students while candidate works with a small group Candidate works with most students while MT works with a small group 	<p>Team teaching</p> <ul style="list-style-type: none"> MT and candidate teach the whole class, equally dividing the teaching and assessment responsibilities
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Figure 12: Co-Teaching Diagrams



Recommended & Required Co-Teaching or Solo Teaching Hours

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

Table 13: Recommended Co-Teaching or Solo Teaching Hours

	Weeks 1-5	Weeks 6-10	Weeks 11-16 (or 20)
Co-Teaching	20 hours per week recommended (15 hours/week required)	20 hours per week recommended (15 hours/week required)	6-10 weeks recommended with candidate as lead teacher (5 weeks required)

Planning, grading/ analyzing student work, BTSN, grade/department meetings, etc.	20 hours per week recommended	20 hours per week recommended	6-10 weeks recommended with candidate as lead in planning, grading/ analyzing student work (5 weeks required)
Solo teaching			6-10 weeks recommended (5 weeks required)

Professional Dress for Teacher Candidates

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

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

Collared shirts, blouses, and khaki or chino pants are considered appropriate. When wearing a dress or skirt it is important to keep in mind appropriate length, especially in classrooms where students sit on the carpet.

Clothing should fit properly and not be too tight or revealing. Undergarments should not be visible and shirt lengths must cover the stomach and back. It is important to wear comfortable, well-fitting, close-toed shoes because you will be on your feet all day. Flip flops are not appropriate. Sweatpants, yoga pants, shorts, and spaghetti straps are also not appropriate.

CalTPA

Teaching Performance Assessment (TPA)

Teacher Performance Assessment

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

California law mandates that to earn a preliminary credential ALL teacher candidates must pass a TPA. Chapman University uses the CalTPA. As a teacher education candidate in the Attallah College program, you are required to complete and pass the California Teaching Performance Assessment (CalTPA) to be recommended for a Preliminary Teaching Credential. The CalTPA is a state-mandated, two-cycle assessment designed to measure your ability to plan, instruct, assess, and reflect on student learning in alignment with California's Teaching Performance Expectations (TPEs). Throughout your coursework and fieldwork, you will be supported in developing the knowledge and skills needed to complete each cycle. Successful completion of both CalTPA cycles is a graduation and credentialing requirement, and Attallah College provides preparation, guidance, and faculty support to ensure you are ready to demonstrate your competence as a beginning teacher.

Information regarding CalTPAs is provided during an orientation, in classes and over workshops and online resources throughout the program. If you have questions at any time, you may reach out to our CalTPA support team @ teachereducation@chapman.edu.

Enrolling TCHR 550

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

CalTPA Retake Policy

All students enrolled in TCHR 550 will receive vouchers to cover the cost of their initial CalTPA submissions. If a retake is necessary, students are responsible for the associated fees, as the University does not cover the cost of resubmissions.

CalTPA Secondary Passing Standards Information

To allow teacher preparation programs to recommend candidates who have met all other credential requirements and demonstrated competence across all Teaching Performance Expectations (TPEs) but scored just below the standard error of measurement (SEM) the Commission-adopted passing standard on

their CalTPA to be recommended for a credential, the California Commission on Teacher Credentialing (CTC) has approved a “Secondary Passing Standard”. This policy is based on Education Code §44320.2(e)(2).

Minimum Requirements:

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

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

To recommend a candidate¹ for a preliminary credential using the Secondary Passing Standard, the candidate must complete the Secondary Passing Standard form and submit it to the CalTPA Coordinator at Chapman University.

The CalTPA Coordinator will verify that all four of the following conditions have been met:

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

Once the CalTPA Coordinator has determined that all four of the above conditions have been met, they will sign off on the Secondary Passing Standard Form. Additionally, the CalTPA Coordinator will document the candidate’s recommendation via the Secondary Passing Standard on the on the Candidate’s IDP and the form will be forwarded to the Attallah Credential Specialist. Only after this process is complete may the program recommend the candidate for a preliminary credential using the Secondary Passing Standard. Education Code sec. 44320.2(e)(3) and the Commission’s adopted program standards require teacher education programs to work with candidates to develop an Individual Development Plan (IDP) which will be used by the candidates during their induction programs to develop an Individual Learning Plan (ILP) that identifies areas for continued support and professional growth. It is the Commission’s intent that there be a strong link between the IDP and ILP. The IDP should be informed, at least in part, by candidate performance on a Commission-approved teacher performance assessment. Following a credential recommendation made based on the Secondary Passing Standard, the teacher preparation program must work with the candidate to develop an IDP that reflects consideration of their CalTPA performance and the candidate’s documentation relied upon in making the determination to recommend the candidate for a credential using these new permissions approved by the Commission.

Candidates who do not pass either cycle must retake it until they pass. If a candidate does not pass a cycle and has used the allotted vouchers, the candidate is responsible for following Pearson’s policies and requirements to register for (cost \$150) and retaking the exam. If a candidate does not pass both CalTPA cycles by Pearson’s reporting window of May 2026, or submits a cycle for assessment during the June, or July

2026 exam submission dates, the candidate will not have their degree conferred until August 31. Candidates do not pass both cycles of the CalTPA by the last Pearson submission date (July) of the academic year, will earn a “no pass” in TCHR 550 and must re-enroll in TCHR 550 the following academic year to retake remaining cycles.

Please see your pathway’s CalTPA and Fieldwork Canvas Den for all Pearson CalTPA submission and results dates.

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

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

Literacy Performance Assessment & TPE 7

The Literacy Performance Assessment (LPA) ensures that teacher candidates possess the necessary literacy skills and knowledge to teach reading and writing effectively. The assessment evaluates various competencies related to literacy instruction. All teacher education candidates are required to demonstrate the skills and knowledge described in TPE 7. All Multiple Subject & Education Specialist candidates CalTPA Cycle 2 is the Literacy Performance Assessment or LPA. All Single Subject candidates are also responsible for demonstrating the skills and knowledge described in TPE 7 and that demonstration of competency is embedded in Cycle 1 & Cycle 2 of the Single Subject CalTPA.

Key Components

Reading Comprehension

- Assess your ability to understand, interpret, and analyze different types of texts.
- Demonstrate proficiency in reading comprehension strategies and skills.

Writing Proficiency

- Evaluate your writing skills, including clarity, coherence, organization, and grammar.
- Show competence in writing across various genres and for different purposes.

Instructional Strategies

- Demonstrate knowledge of effective literacy instruction techniques.
- Use strategies that support literacy development in diverse learners.

Assessment and Evaluation

- Understand various literacy assessments and their purposes.
- Use assessment data to inform and adjust literacy instruction.

Foundational Knowledge

- Exhibit understanding of literacy development principles, including phonics, phonemic awareness, fluency, vocabulary, and comprehension.
- Apply foundational knowledge to support students’ literacy growth.

Preparing for the Literacy Performance Assessment

- Review Key Concepts
- Ensure a thorough understanding of foundational literacy concepts and instructional strategies.
- Practice Reading and Writing
- Engage regularly in reading a variety of texts and practicing writing in different styles and formats.
- Study Assessment Techniques
- Learn about different literacy assessments and how to interpret and use the results.
- Utilize Study Guides and Resources
- Take advantage of available study guides, practice tests, and other resources to prepare effectively.

Bot7 and the Literacy Performance Assessment are integral to your preparation as a new teacher candidate in California. These components ensure that teacher education candidates are equipped to create an engaging, supportive, and inclusive learning environment while possessing the literacy skills necessary to support student success. By thoroughly understanding and preparing for these expectations and assessments, you will be well on your way to becoming a successful and effective educator

CalTPA & Recording in Classrooms:

The CTC requires teacher candidates to submit video recordings of their classroom instruction as part of the California Teaching Performance Assessment (CalTPA). These recordings are essential for evaluating candidates' teaching competencies and must adhere to specific guidelines to ensure compliance with privacy laws and assessment standards.

Key Requirements for Classroom Videotaping

1. Informed Consent

- Candidates must obtain written consent from parents or guardians of all students who will appear in the video recordings.
- If consent is not granted, candidates should arrange for those students to be seated out of the camera's view while still participating in classroom activities

2. Privacy and Confidentiality

- Use only students' first names during recordings to protect their identities.
- Avoid displaying any identifying information, such as full names or personal details, in the video or accompanying materials.
- Securely store video recordings and share them only with authorized individuals involved in the assessment process.

3. Video Content and Quality

- Recordings must be continuous and unedited, capturing the natural flow of instruction without interruptions or alterations.
- Ensure that both video and audio are clear and of high quality to allow assessors to accurately evaluate teaching practices.

4. Technical Specifications

- Videos should meet the technical requirements outlined in the CalTPA assessment materials, including format, file type, and length.
- Before submission, candidates should review their recordings to confirm they play correctly and meet all specified criteria.

5. Use of Recordings

- Video recordings are solely for the purpose of the CalTPA and should not be used for any other purposes.
- Candidates must not upload or share these recordings on public platforms or with unauthorized individuals

CalTPA Required, Acceptable, & Unacceptable Support

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

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

Required Forms of Support

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

Acceptable Forms of Support

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

Unacceptable Forms of Support

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

- Edit or revise a candidate's official materials prior to submission and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Provide specific feedback to candidate responses that suggests or provides alternative responses (i.e. telling candidates what to write/say), prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment).
- Provide a candidate with the content or answer in response to a prompt or task (e.g., selecting/suggesting the focus student, analyzing student work, determining next steps for instruction for a group of students)
- Tell candidates which video clips to select for submission.

- Upload candidate TPA responses (written responses or video entries) on public access websites, including social media.

CalTPA Scoring & Condition Codes

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

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

For all current models of the CalTPA, the following condition codes apply:

- California Content Standards, English Language Development Standards, and/or Curriculum Frameworks not used/not referenced (A6/A8)
- Content-specific learning goals and/or English Language Development goals not identified (A7/A9)
- Audio or video files or uploaded documents are blank, unviewable, or unintelligible (B6-7, C1, D3-6)
- 3-5 video lessons not provided in Cycle 2 submission (D8)
- Unrelated document uploaded in place of template (E6A-K)
- Annotations do not map onto video clips (G4)

CalTPA Appeal Policy and Remediation Process

Overview

Candidates who believe that their CalTPA was scored in error may submit an appeal to the California Commission on Teacher Credentialing (CTC) via Pearson's official CalTPA score review process. Attallah supports candidates through this process. Candidates who do not pass a CalTPA cycle must follow next steps based on the nature of the non-passing result. The process is designed to ensure all candidates receive appropriate support—whether addressing submission issues (condition codes), low performance scores, or formally appealing a CalTPA result. The goal is to help candidates meet the Teaching Performance Expectations (TPEs) and credential requirements established by the California Commission on Teacher Credentialing (CTC). CTC policy is that candidates may appeal their score only if they believe there was a scoring error or misapplication of the rubric—not based on disagreement with the score. Your CalTPA support team can help you with this process.

If you would like support with your appeal to Pearson, please reach out immediately to a CalTPA coordinator at teachereducation@chapman.edu.

Failure Due to a Condition Code

A condition code is assigned when a submission is unscorable due to formatting, technical, or structural errors (e.g., missing components or unplayable video files). This does not reflect the candidate's instructional performance and does not require formal remediation.

Steps to Address a Condition Code:

1. Schedule a meeting with your CalTPA coordinator to support you.
2. Review the Score Report: Candidates along with a CalTPA coordinator should carefully review the Pearson score report to identify the condition code(s).
2. Request Clarification (if needed): Contact Pearson at (916) 928-4081 or via the CalTPA support site to request a detailed explanation of the condition code.
3. Correct the Issues: Make necessary corrections (e.g., fix video/audio issues, upload the correct documents).
4. Collaborate with the CalTPA Coordinator: Before resubmitting, candidates are encouraged to collaborate with the CalTPA Coordinator to confirm submission readiness.
5. Resubmit: Once resolved, the candidate may resubmit. No remediation or appeal is required for condition code resubmissions.

Failure Due to Low Total Score

If a candidate receives a numeric score below the passing threshold, they must complete mandatory remediation before resubmitting the cycle.

Steps to Complete Remediation:

1. Contact the CalTPA Coordinator: Email teachereducation@chapman.edu to initiate remediation.
 2. Engage in Individualized Support: Candidates will meet with a faculty member or CalTPA support team to receive feedback aligned to their rubric scores and TPE performance.
 3. Revise and Resubmit: After completing remediation, candidates may revise and resubmit their CalTPA cycle via Pearson.
- Resubmission Fee: \$150 per cycle (paid directly to Pearson).

Intern Teaching

Intern Credentials

Intern Credentials

In California, an Intern Credential allows teacher candidates to serve as the teacher of record in a classroom while completing credential program requirements, typically in partnership with a school district. Unlike traditional student teaching, which is an unpaid, supervised placement where candidates gradually assume teaching responsibilities under the guidance of a mentor teacher, interns are employed by the district and receive a salary. Both pathways require candidates to meet preliminary credential requirements, complete coursework, and demonstrate competency through Teaching Performance Expectations (TPEs) and the CalTPA. However, interns must also complete additional intern-specific requirements, including formal support and supervision from both the university and employer, and may have less time for guided practice before assuming full instructional responsibilities

Intern Credential Pathways

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

MAT Single Subject: Intern Eligible Pre-Requisites

MAT Single Subject: Intern Eligible Co-Requisites Special Ed: Intern Eligible Pre-Requisites

Special Ed: Intern Eligible Co-Requisites

Recommendation for the Intern Credential

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

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

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

Intern Fieldwork Options

Candidates that are in our Single Subject, MMSN or ESN pathways may convert to University Interns, if they have completed the required course work. If a non-intern credential candidate is employed by a district/ school, they may be permitted to complete their fieldwork experience at the site that they are employed. a university approved paid internship with a school district that includes a signed and executed Internship Agreement between Chapman University's Attallah College of Educational Studies and the district in which the candidate is placed as an intern. All University Intern Credential's must meet both CTC and Chapman University's Attallah College of Educational Studies requirements. In such cases, the candidate completes a paid internship instead of student teaching or teaching residency.

Intern candidates must not "double dip" meaning that candidates must not count hours that they are working for the school in a different capacity for their fieldwork hours. Candidates who are employed by school districts, for example as instructional aides, may complete fieldwork hours at their school site, provided they do so outside of district- contracted paid hours. University Intern fieldwork hours must meet the same expectations as traditional student teaching candidates and additionally be:

- A minimum of 600 hours of supervised student teaching completed across your credential program
- A developmental sequence of responsibilities, beginning with observation and progressing to full instructional duties
- A minimum of four weeks of co-teaching or solo teaching under supervision
- Field placements that are diverse and appropriate for your credential type (Single Subject, MMSN, or ESN)
- Completed outside of your paid contract hours
- Aligned with your credential area and approved by Chapman
- Guided by a qualified mentor teacher and a Chapman University supervisor
- Planned and evaluated as part of your credential coursework
- Documented in Tevera, Chapman's official platform for tracking fieldwork hours

University Intern Credential Candidates

If you hold a University Intern Credential, you will complete your student teaching as a paid teacher of record under a formal Internship Agreement between Chapman University's Attallah College of Educational Studies and your employing school district. This agreement must be signed and fully executed before your internship begins.

Your experience as an intern replaces traditional student teaching or residency, but it must still meet all student teaching requirements outlined by the California Commission on Teacher Credentialing (CTC) and Chapman University. These include:

Student teaching Requirements for Interns:

- Minimum of 600 supervised hours of student teaching, distributed across the program
Progressive teaching responsibilities, with increasing complexity and independence over time
Supervision and support from both a district-employed mentor and a Chapman University supervisor

At least four weeks of solo or co-teaching, during which you assume full instructional responsibility
Experiences aligned with the Teaching Performance Expectations (TPEs)

- All fieldwork hours must be:
 - Approved by the program
 - Documented in Tevera, Chapman's official fieldwork tracking system
 - Completed during enrollment in the credential program
 - CTC specifies that only classroom observations that are intentionally planned, occur in approved placements, and are linked to program objectives and coursework may count toward the 600-hour requirement. Chapman's Teacher Education Programs require more than 600 hours to ensure comprehensive preparation.
- Placements that reflect the diversity and grade-level span of the credential sought
- Interns must also engage in:
 - Weekly support and supervision by the university and district
 - Ongoing formative feedback to guide improvement and ensure growth
 - Intentional fieldwork experiences that are co-designed by the program and connected to coursework

Important: Interns must still meet the same standards for quality, scope, and documentation of student teaching as traditional student teachers.

Internship Pathway Student Teaching Overview

Candidates who are employed full-time as a teacher of record in a public school must receive prior approval from the Director of Teacher Education to complete student teaching as an Intern. This approval must be requested through the **Student Teaching as Intern Petition process** and the student must hold a University Intern Credential.

Interns are responsible for fulfilling all contractual teaching duties. The internship experience must meet the same CTC-aligned student teaching expectations as traditional student teaching.

Recording Support & Supervision in Tevera

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

Examples of Support & Supervision:

- Classroom observations and coaching
- Support related to observations, planning, problem-solving, and/or instruction
- Activities specifically addressing intern's classroom
- Grade level or department meetings related to curriculum, planning, and/or instruction
- New teacher orientation
- Coaching from Administrator
- Co-planning with EL or SPED expert
- Observing SDAIE/ELD lessons online or in person

- Release time for participation in district/regional groups
- Review and discussion of test results with colleagues
- Weekly planning and/or review of plans with EL-authorized credential hold

Professional Development Plan

Professional Development Plan

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

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

Intern Support and Supervision

Intern Support and Supervision

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

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

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

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

Intern Support Team

Each Intern is supported by a collaborative team that includes:

1. District Support Provider (assigned by the school or district)
2. University Supervisor (assigned by Chapman University)
3. Faculty Advisor
4. Fieldwork and Assessment Manager
5. Director of Teacher Education

Single Subject Intern Early Completion Option

Single Subject Intern Early Completion Option

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

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

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

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

MAT Single Subject: Intern Eligible Pre-Requisites

MAT Single Subject: Intern Eligible Pre-Requisites

Pre-Requisite Courses	<p>Successful completion of the following:</p> <p>TCHR 547 TCHR 504 TCHR 571 TCHR 532 TCHR 508 TCHR 517 or TCHR 577 TCHR 522 TCHR 579 TCHR 550* TCHR 589</p>
Pre-Requisite Hours	<p>Met a minimum of 120 fieldwork hours in your area of study prior to student teaching.</p>
Pre-Requisite Credential Documents	<p>California Basic Skills Requirement</p> <p>Certificate of Clearance Must be valid through program completion</p> <p>Negative TB Results Must be valid through program completion</p> <p>U.S. Constitution Requirement CPR: Adult, Child, and Infant</p> <p>Must be valid through program completion Subject Matter Competency Requirement</p>

Other Considerations	Be in good academic standing Completion of a Dispositional Assessment by Program Faculty and/or a University Supervisor
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MA Special Education: Intern Eligible Pre-Requisites

Special Education: Intern Eligible Pre-Requisites

Pre-Requisite Courses	<p>Successful completion of the following:</p> <p>TCHR 509</p> <p>TCHR 500/500L</p> <p>TCHR 550*</p> <p>TCHR 571</p> <p>TCHR 562 or TCHR 558</p> <p>TCHR 566</p> <p>TCHR 509</p> <p>TCHR 595</p> <p>TCHR 564</p> <p>TCHR 563 or TCHR 559</p> <p>TCHR 544</p>
Pre-Requisite Hours	Met a minimum of 120 fieldwork hours in your area of study prior to student teaching.
Pre-Requisite Credential Documents	<p>California Basic Skills Requirement</p> <p>Certificate of Clearance</p> <p>Must be valid through program completion</p> <p>Negative TB Results</p> <p>Must be valid through program completion</p> <p>U.S. Constitution Requirement CPR:</p> <p>Adult, Child, and Infant</p> <p>Must be valid through program completion</p>

Other Considerations	Be in good academic standing Completion of a Dispositional Assessment by Program Faculty and/or a University Supervisor
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*Candidates must enroll in TCHR 550 to be eligible but will not successfully complete the course until completion of the Teaching Performance Assessment.

MAT Single Subject Intern Eligible Co-Requisites

MAT Single Subject Intern Eligible Co-Requisites

Co-Requisite Courses	Enrollment in the following: TCHR 589 TCHR 517 or TCHR 577 or MUS 533 or MUS 534 TCHR 583 (and MUS 583 for Music emphasis candidates)
Co-Requisite Hours	Progress towards completion of 450 fieldwork hours.
	Progress toward completion of the Individual Development Plan (IDP) Progress toward completion of the TPEs. Progress toward completion of the CalTPA.
Co-Requisite Credential Documents	
Other Considerations	Be in good academic standing Maintain “meets expectation” rating on the Educator Disposition Assessment (EDA)

MA Special Education: Intern Eligible Co-Requisites

Special Education Intern Eligible Co-Requisites

	Enrollment in the following: TCHR 590 or TCHR 591 TCHR 592 or 593 Master's Elective
Co-Requisite Courses	
Co-Requisite Hours	Progress towards completion of 450 fieldwork hours.
Co-Requisite Credential Documents	Progress toward completion of the Individual Development Plan (IDP) Progress toward completion of the E-Portfolio and TPEs. For those starting the program in Fall 2022, progress toward completion of the CalTPA.
Other Considerations	Be in good academic standing Maintain “meets expectation” rating on the Educator Disposition Assessment (EDA)

University Supervisor and Mentor Teacher Information

University Supervisor and Mentor Teacher Information

University Supervisors

University Supervisors

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

Introduction to being a University Supervisor

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

Rehiring is not guaranteed.

University Supervisors are required to:

1. Read the entire **Teacher Education Program Handbook**.
2. Review all of the report forms that are relevant to your supervision assignment (Handbook, Canvas, and Tevera). During University Supervisor Orientation, the Fieldwork Manager will explain these forms. If you have questions or need assistance, please contact the Stephanie via email sfarrington@chapman.edu or 714-516-5743.
3. Complete the mandatory **University Supervisor Orientation & Student Teaching Orientation** as required by accrediting bodies. These orientations include an overview of the assessment process, timeline, and the California Teaching Performance Expectations (TPEs) (CTC Standard 3 & 16 and AAQEP 3d & 3e
4. Complete calibration training for TPE Evaluations* and Educator Dispositional Assessment) as required by accreditors (CTC Standard 3a & 3b and AAQEP 3e) .
5. Attend GoReact** refresher training.
6. Attend Tevera*** refresher training.
7. Participate in all University Supervisor meetings, trainings, and professional development opportunities during each term.

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

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

***Attallah College ensures all teacher candidates are provided with structured, intentional opportunities to practice and demonstrate the TPEs throughout their student teaching placement(s). Each candidate's progress is assessed at the formative and summative levels using TPE-aligned rubrics and observation tools.

Overview for New and Returning University Supervisors

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

Communication

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

Observations

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

Overview for New & Returning University Supervisors (continued)

Student Teaching Observation Report

- Pre-observation conference – This discussion may take place via phone, Zoom, email, or in-person a day or two before the scheduled observation. You can request that candidate provide you with a lesson plan and

other relevant details. Ask the candidate to identify one or two specific areas they would like to focus on related to the Teaching Performance Expectations (TPEs).

- Observation – The observation should be of the candidate actively engaging with students and cover an entire period or lesson (exception: first visit). For each observation, check the candidate's Fieldwork Log via Tevera to ensure they are making progress toward the required number of hours for the term.
- Post-observation conference – This discussion should occur shortly after the observation. This meeting offers an opportunity for you and the candidate to collaboratively review, reflect upon, and evaluate the lesson and their teaching. The University Supervisor may support the candidate to identify and discuss the ways in which the observed lesson was aligned with the TPEs and CalTPA (CTC [Standard 5B](#)).
- Use the Student Teaching Observation Report for [Gen Ed](#), [MMSN](#), or [ESN](#) to provide formative assessment to the candidate on the TPEs. Use GoReact to complete the report immediately following the post-observation. Note: There must be one report per observation.

MAINTAINING CALIBRATION

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

Student Teaching Evaluation Report - Formative

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

Dispositions Assessment & Calibration

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

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

Student Teaching Evaluation Report - Summative

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

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

» Complete one summative Education Specialist MMSN Student Teaching Evaluation Report OR Education Specialist ESN Student Teaching Evaluation Report for each candidate at the end of the term/rotation.

INDIVIDUAL DEVELOPMENT PLAN (IDP)

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

Tips for Success for New University Supervisors

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

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

Student Teaching

Student Teaching

Protocol for Addressing Candidate Concerns within the Placement

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

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

Mentor Teacher Concerns

Addressing Mentor Teacher Concerns

Concerns about a Candidate's Performance

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

Interventions include:

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

Students of Concern in Need of Further Action

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

Due Process for All Candidates

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

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

- University Supervisor observations should occur at minimum 6 times over the term (8 times for MACI rotation), be comprehensive, and recorded on GoReact.

Work Hours Expected of University Supervisors

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

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

Suggested Activities

Check-in Meetings with Candidates

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

Check-in Meetings with Mentor Teachers

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

Observations & Reports

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

Evaluations

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

University Supervisor Meetings

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

Orientations & Trainings

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

University Supervisor Time Reporting

Directions on How to Complete the Timesheet

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

How to Record Hours Worked:

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

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

University Supervisor Mileage Reimbursement

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

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

Instructions for Mileage Reimbursement

Please [click here](#) for a short video tutorial on these steps. Step 1: Log onto [Concur](#).

Step 2: Click the Expense tab at the top of the screen. Step 3: Click Create New Report.

Step 4: Enter the following information & Click NEXT

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

Step 5: Answer “No” to “Will this report include per diem expenses?”

Step 6: Click +New Expense button

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

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

Step 8: Laurie approves the expense report or sends it back to you for revision Step 9: Kathy approves the expense report or sends it back for revision

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

Student Teaching Timelines

Student Teaching Timelines

University Supervisor Timeline (MACI), Multiple Subject

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

Observation 7 Summative EDA	<ul style="list-style-type: none"> • Conduct Observation #7 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed EDA ratings. • Complete the Summative EDA in Tevera
Observation 8 Summative TPE Evaluation IDP Signature	<ul style="list-style-type: none"> • Conduct Observation #8 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation & EDA ratings. • Complete the Summative TPE Evaluation in Tevera • Review & sign candidate's IDP

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

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

Student Teaching Timelines

University Supervisor Timeline (MACI) Education Specialist MMSN

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

Observation 8 Summative TPE Evaluation IDP Signature Exit Interview & E-Portfolio	<ul style="list-style-type: none"> • Conduct Observation #8 with post-conference & report & MT check-in • Check candidate's Tevera hours • Meet with candidate to discuss proposed TPE Evaluation ratings • Complete the Education Specialist Summative TPE Evaluation in • Review & sign IDP • Review Education Specialist Summative E-Portfolio
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The following required documents are all to be completed by the University Supervisor:

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

University Supervisor Timeline (MAT and Special Education)

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

- | | |
|--|---|
| | <ul style="list-style-type: none">• Complete the Summative TPE Evaluation Review & sign IDP |
|--|---|

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

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

Evaluation of University Supervisor

Evaluation of University Supervisor

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

University Supervisors are evaluated on the following areas:

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

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

University Supervisor Feedback Survey (candidate completes in Tevera)

Mentor Teacher Evaluation

Mentor Teacher Evaluation

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

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

Mentor Feedback Survey is completed in Tevera

Mentor Teacher

Mentor Teacher

Thank you for supporting and guiding our teacher candidates as a Chapman University mentor teacher. We are confident that our teacher candidates will benefit greatly from your mentorship. As a Mentor Teacher, you play a vital role in shaping their professional growth and ensuring a successful and meaningful learning experience.

Overviews of each of the credential programs are available in the Program at a Glance on pages 46-62. The information below provides an outline your role as a Mentor Teacher and clarifies what you can expect from your assigned teacher candidate throughout the student teaching experience and Chapman web links to available [Mentor Teacher Resource](#) page. If you have any questions or need any further support with Mentor Teacher training, please contact Stephanie via E-Mail : Sfarrington@chapman.edu or phone call 714-516-5743.

Role of Mentor Teacher:

Mentor Teachers play a central role in candidates' development during student teaching. The TE program is designed to provide candidates with opportunities to engage in a variety of early fieldwork experiences, including observation of experienced teachers modeling effective instruction and practice using teaching strategies in diverse settings.

Candidates are expected to be active learners as they observe and participate in the teaching and learning within Mentor Teachers' classrooms.

The following are ways that Mentor Teachers can support candidates:

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

Candidates will complete CalTPA Cycle during student teaching. For this state-required assessment, candidates will need to co-plan a lesson for the whole class and three focus students. Multiple subject and Special Education candidates will complete cycle 1 in MATH and the LPA (cycle 2). Single subject candidates must choose a class for their content area. All candidates must use state content and ELD standards to plan the lesson. Candidates will teach and record the lesson, reflect on student learning, and apply what they learned to determine possible next steps. Candidates should practice recording themselves teaching as well.

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

Mentor Teacher Training Requirement

In alignment with CTC requirements, all Mentor Teachers participating in Chapman University's teacher preparation programs complete a minimum of 10 hours of mentor training. All mentor teachers are required to complete a survey documenting prior training and documenting any needed training. Here is the [link](#) to Chapman's Mentor Teacher training webpage.

Chapman University ensures that this training includes essential topics such as effective mentoring practices, coaching and feedback strategies, and guidance on supporting teacher candidates in meeting the California Teaching Performance Expectations (TPEs). Training is delivered through a variety of accessible formats, including live workshops, online modules, and collaborative sessions, to accommodate the diverse needs and schedules of our Mentor Teachers.

In addition to the required training, we encourage all Mentor Teachers to engage in ongoing professional development opportunities offered by the university to further strengthen their mentoring practice and remain current with best practices in teacher education.

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

Mentor Teacher Compensation

Mentor Teacher compensation beginning Fall 2025 is as follows:

- a. \$500 per Mentor Teacher for 14-20 weeks of supervision of full-time (400+ hours) student teaching/teacher residency and Letter of Appreciation.
- b. \$250 per Mentor Teacher for 14-20 weeks of supervision of fieldwork placements between 200 and 399 hours and Letter of Appreciation.
- c. \$125 per Mentor Teacher for 14-20 weeks of supervision of fieldwork placements between 50 and 199 hours and Letter of Appreciation.
- d. Letter of appreciation for supervision of placements <50 hours.

In situations where the full-time student teacher/teacher resident 'splits' their time between two teachers, the \$500 honorarium will be split according to the percent (%) of time Mentor Teacher supervises the candidate. Examples of this situation would be elementary co-teachers who equally share a classroom or secondary subject area teachers where the candidate is in one period with the first Mentor Teacher and 2 periods with the other.

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

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

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

Student Teaching Expectations

Student Teaching Expectations

Transferring Full Classroom Responsibilities to the Candidate – Student Teaching

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

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

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

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

ALL MACI students placed in OUSD:

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

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

8. Attending all professional development, grade level planning meetings, and other experiences that are related to their assignment
9. Remain in class throughout the whole school day

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

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

District Policies Regarding Conduct of Teacher Candidates

District Policies Regarding Conduct of Teacher Candidates

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

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

Chapman University and the Attallah College of Educational Studies are committed to ensuring a safe and supportive environment for all teacher candidates during their clinical practice experiences. If you believe your student teaching site is unsafe, it is essential to report the concern immediately so that timely and appropriate action can be taken.

What Constitutes an Unsafe Site

An unsafe site may include, but is not limited to:

- Physical hazards (e.g., broken equipment, exposed wiring, mold, pest infestations)
- Threats to personal safety (e.g., violence, harassment, bullying, criminal activity)

- Unsafe or inappropriate behavior by students or staff
- Violations of school safety protocols (e.g., failure to follow emergency procedures, lack of required supervision)
- Repeated exposure to emotionally or psychologically harmful environments

Steps to Report an Unsafe Site

If you believe your site is unsafe:

1. **Prioritize Your Immediate Safety:** If you are in immediate danger, leave the situation and call 911 or campus public safety (714-997-6763).
2. **Notify Your University Supervisor:** Contact your assigned University Supervisor as soon as possible to discuss your concerns.
3. **Contact the Director of Teacher Education:** If your University Supervisor is unavailable or the situation warrants immediate administrative support, contact the Director of Teacher Education directly.
4. **Document the Concern:** Write a factual summary of the incident or conditions, including dates, times, people involved, and any actions taken. You may be asked to submit this in writing.
5. **Submit a Formal Report (if needed):** You may also file a formal concern using the Attallah Student Concern Reporting Form available through the College's website or office.

What Happens Next

Upon receiving a report, Attallah College will:

- Review the information promptly and conduct a follow-up with you and other relevant parties.
- Determine whether a site visit, mediation, or placement reassignment is necessary.
- Take action to protect your safety and well-being, which may include temporarily removing you from the site.

Your report will be handled with discretion, and retaliation of any kind is strictly prohibited. If needed, additional support services may be made available through Chapman's Student Psychological Counseling Services or the Dean of Students Office.

Confidential Support Resources

- Chapman Student Psychological Counseling Services: (714) 997-6778
- Chapman Dean of Students Office: (714) 997-6721
- Title IX and Equal Opportunity Office: titleix@chapman.edu

Please do not hesitate to speak up if you feel unsafe. Your safety is a top priority, and we are here to support you.

Student Teaching Curriculum Plan

Student Teaching Curriculum Plan

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

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

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

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

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

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

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

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

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

Student Teaching Observation and Evaluation

Student Teaching Observation and Evaluation

The California Teaching Performance Expectations (TPEs) serve as the foundation for all aspects of student teaching at Attallah College of Educational Studies. These expectations define what teacher candidates must know and be able to do at the point of initial licensure and are closely aligned with CSTPs for the teaching profession.

During student teaching, the TPEs guide the design of instructional experiences, candidate reflection, and the assessment of candidate growth and effectiveness. Teacher candidates are placed in diverse, inclusive classroom settings where they are given structured opportunities to practice the full range of TPEs, including those focused on instructional planning, assessment, classroom environment, equity, and professional practice.

Mentor Teachers play a critical role in the evaluation process. They observe and support candidates regularly and use both formative and summative assessments to measure progress toward mastery of the TPEs:

Formative Evaluations: Conducted throughout the student teaching experience, formative evaluations provide ongoing feedback on the candidate's instructional performance and professional behaviors. During formative assessment it is expected that the MT and US identify, document, and support candidates' areas for growth and areas where standards have not yet been met. It is important that the US, candidate, and MT discuss the draft assessments *before* they are finalized. If a candidate disagrees with assessment results from the US or MT, please see process on page 169.

Formative assessment of student teaching includes:

- In-person and video-based observations conducted by the US using the Student Teaching Observation Report.
- Observations conducted by the MT using the Lesson Observation Form.
- Formative TPE Evaluation completed by the MT and US at mid-term. Candidates are expected to demonstrate they are Progressing Toward Meeting Standard on all TPE elements at this time. Mentor Teachers use observation notes, coaching conversations, and informal assessments to help candidates reflect and improve.

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

Summative Evaluation: At the conclusion of the placement, Mentor Teachers complete a comprehensive summative evaluation that assesses the candidate's competence across all seven TPE domains. Summative assessment is used to document candidates' mastery of the TPEs.

Summative assessment of student teaching includes:

- Summative TPE Evaluation completed by the MT and US at the end of the term. Candidates are expected to demonstrate they have Standard Met or Exceeded on all TPEs at this time. This evaluation informs the university's recommendation for a preliminary teaching credential.

Dispositional Assessments: In addition to TPE-aligned evaluations, Mentor Teachers also assess candidates' professional dispositions, including ethical conduct, collaboration, responsiveness to feedback, and commitment to equity. These assessments are conducted using a dispositional rubric and are considered in both formative and summative reviews.

University Supervisors and program faculty and staff collaborate with Mentor Teachers to ensure calibrated, standards-based evaluations. This multi-tiered system of support and assessment ensures that all candidates are developing the knowledge, skills, and dispositions necessary to be effective, reflective, and equity-driven educators.

Pre-Observation Tasks

Pre-Observation Discussion

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

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

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

Lesson Plan

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

Candidate Self-Assessment

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

Post-Observation & Assessment Conferences

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

Post-Observation Discussion

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

Formative & Summative TPE Evaluation Discussion

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

Formative & Summative Educator Dispositions Assessment (EDA)

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

Clinical Practice Evaluation Policy for Multiple /Single Subject Mild Moderate Support Needs and Extensive Support Needs Candidates

To ensure candidates are prepared to meet the needs of today's K-12 students as a novice teacher and demonstrate competency with the California Teaching Performance Expectations (TPEs), the following policy outlines the evaluation structure for Multiple Subject and Single Subject clinical practice placements.

I. Observation Requirements

Each candidate is formally observed by and meets with a University Supervisor (US) at least six times, inclusive of the exit interview. These observations are structured to assess candidate progress in planning, instruction, classroom management, assessment, and professional practices aligned with the TPEs. There will be one formal mid-term formative assessment and one formal end of term summative assessment.

Lesson Plan Submission Requirement:

For each formal observation, the candidate must submit a TPE-aligned lesson plan at least one week in advance of the scheduled observation. This allows time for the University Supervisor and Mentor Teacher to provide feedback and for the candidate to revise the lesson plan accordingly.

Across the six University Supervisor observations, candidates must demonstrate:

- Delivery of formal, TPE-based lessons across content areas (for Multiple Subject, Mild Moderate Support Needs, or Extensive Support Needs candidates) or in the candidate's subject area (for Single Subject candidates)
- Differentiation and accommodations for diverse learners, including English learners and students with disabilities
- Use of formative and summative assessments, including analysis of student data and instructional decision-making
- Integration of culturally responsive pedagogy
- Implementation of effective classroom management strategies
- Collaboration with colleagues and families
- Participation in site-based meetings and professional responsibilities (e.g., grade-level teams, department meetings, IEP/504 meetings)
- Additional observations as determined by the University Supervisor based on candidate needs or context

In addition, each candidate is observed at least six times by the Mentor Teacher, who collaborates with the University Supervisor to ensure complementary focus. These observations may address instruction,

assessment, or other TPE-aligned responsibilities (e.g., co-teaching, classroom transitions, parent-teacher interactions). After each observation the University Supervisor holds a post-observation conference with the candidate (and Mentor Teacher if available). The feedback to the candidates will be focused on strengths, areas for growth, and suggestions for development. Each observation informs targeted support and the next steps for the remainder of the placement. The mentor teacher also evaluates the candidate six times using the same rubric and scoring method. The mid-term formative assessment will document the candidates' progress and inform their next steps and the end of term summative assessment will document final candidate scores.

II. Reflective Supervision and TPE Conversations

- At the start of student teaching, candidates and Mentor Teachers review the TPEs to identify opportunities for demonstration in the classroom.
- Candidates meet weekly with their Mentor Teacher to reflect on progress
- Candidates maintain a portfolio of artifacts that document their performance related to the TPEs. Artifacts may include lesson plans, assessments and student work samples, behavior plans, communication logs, and co-teaching reflections.

III. Use of GoReact for Observations

All formative observations by the University Supervisor are conducted through **GoReact**, a video-based observation platform. For each video submission:

- Candidates must annotate the video to identify where specific TPEs are demonstrated.
- The University Supervisor reviews the annotated video and scores the performance using the program-aligned rubric.

IV. TPE Scoring and Mastery

Each Teaching Performance Expectation (TPE) is evaluated using a 1–4 rubric scale:

Score	Level	Definition
1	Standard Not yet Met	The candidate demonstrates minimal or incomplete evidence of the TPE. Instruction may be unclear, lacking alignment to objectives or student needs, and often requires significant guidance or correction from the mentor teacher.
2	Progress Towards Meeting Standard	The candidate shows partial implementation of the TPE but demonstrates inconsistent application. Candidate provides 1–2 pieces of evidence they have met this TPE element. Practices may show potential but lack full alignment to expectations or may need refinement. Candidate has partial responsibility for the TPE element and requires some support from the Mentor Teacher to be successful in its implementation.
3	Standard Met	The candidate consistently and independently demonstrates the skill, behavior, or knowledge associated with the TPE. Instruction is clear, standards-aligned, responsive to diverse learners, and demonstrates sound pedagogical decision-making. Candidate provides consistently 3–4 pieces of evidence they have met this TPE element. Candidate is currently solo or co-teaching. Candidate has full responsibility for the element and rarely requires support from the Mentor Teacher to be successful in its implementation.
4	Exceeds Expectations	The candidate demonstrates advanced and reflective application of the TPE. Instruction is highly effective, adaptive, and responsive to student needs. Candidate provides at least 5-6 pieces of evidence they have met this TPE element. Candidate exhibits leadership qualities and exemplifies best practices beyond the expected level. Candidate is currently solo or co-teaching. Candidate has

Score	Level	Definition
		full responsibility for the element and requires no support from the Mentor Teacher to be successful in its implementation.

TPE Mastery Requirements:

- A score of 3 (Meets Expectations) or higher is required to demonstrate mastery for each TPE.
- Once a candidate earns a score of 3 or above for a given TPE, they are **not required to resubmit evidence** of that TPE in future observations.
- Candidates may choose to continue submitting evidence for growth, support CalTPA readiness, or deepen practice.

Student Teaching Assessments

Student Teaching Assessments

University Supervisor Formative Assessments

- Multiple Subject
- Single Subject
- MMSN
- ESN
- TPE 7 Assessment Checklist

University Supervisor Summative Assessments

- Multiple Subject
- Single Subject
- MMSN
- ESN
- TPE 7 Assessment Checklist

Mentor Teacher Formative Assessments

- Multiple Subject
- Single Subject
- MMSN
- ESN
- TPE 7 Assessment Checklist

Mentor Teacher Summative Assessments

- Multiple Subject
- Single Subject
- MMSN
- ESN
- TPE 7 Assessment Checklist

Assessment Appeals

Assessment Appeals

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

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

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

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

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

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

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

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

may include the Fieldwork Manager providing additional support to the candidate in the field. The MT or US will be asked to submit the Student Teaching Observation Report or Assessment. The candidate will be asked to write a statement to be included in their file that describes the issue of concern, self-assessment evidence, and the steps taken to resolve the issue.

Observation & Evaluation of Education Specialist Student Teaching/Teaching Residency

Education Specialist student teaching/teacher residency forms are based on the California Teaching Performance Expectations (TPEs) organized in seven (7) major domains. There are seven (7) TPEs for Education Specialist credentials. Mentor Teachers and University Supervisors will use the report forms to assess the candidate's strengths, abilities, and areas for growth under each of the TPEs.

Documents to be Submitted

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

Student Teaching Grades

Student Teaching Grades

Grades for Student Teaching/Teaching Residency

Grades

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

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

Appeals Process

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

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

Repetition Of Student Teaching

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

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

Credential & Program Completion Requirements

Credential Information

Credential Information

Multiple Subject Teaching Credential Requirements for Attallah College Candidates

The Multiple Subject Teaching Credential authorizes the holder to teach all subjects in a self-contained classroom, such as in most elementary schools, grades K through 12, or in classes primarily organized for adults. Credential holders may also teach in core or team-teaching settings. The program also includes authorization to provide English language development and specially designed academic instruction in English.

Checklist: Requirements for the Five-Year Preliminary Credential

Candidates must complete all of the following requirements:

Complete a baccalaureate or higher degree from a regionally accredited college or university.

Verify subject matter competence through ONE of the following:

- Pass the CSET: Multiple Subjects
- Complete a Commission-approved elementary subject-matter program
- Complete applicable coursework verified by a Commission-approved program
- Hold a degree major in liberal studies or an interdisciplinary major that includes required content areas
- Use a combination of coursework and examination options (only available through a Commission-approved program)

Complete a course (2 semester units or 3 quarter units) on the U.S. Constitution or pass an approved exam.

Submission of required documentation: Certificate of Clearance prior to beginning any fieldwork or student teaching

Submission of a current negative TB test prior to beginning any fieldwork or student teaching

Complete Attallah College Multiple Subject Teacher Preparation Program that includes:

- a. Comprehensive reading instruction (phonemic awareness, decoding, comprehension, early intervention, etc.)
- b. Instruction in foundational and advanced computer technology
- c. Health education (including nutrition, substance abuse education, and CPR certification covering infant, child, and adult CPR per American Heart Association or Red Cross standards)
- d. Training in Visual and Performing Arts
- e. Preparation and training designed to support candidates passage of the Teaching Performance Assessment (CalTPA – Cycle 1 and Cycle 2)

Complete all fieldwork and clinical practice requirements, including:

- a. Early fieldwork observations aligned to coursework
- b. At least 600 hours of fieldwork across multiple, diverse TK–12 settings
- c. Placements must include experience with English learners and students with disabilities
- d. A full-time student teaching semester that includes co-teaching and a minimum of five weeks of solo teaching

- e. Placements in different grade levels and school settings to meet CTC diversity requirements

Passage of the CalTPA (Cycles 1 & 2)

Completion of the Individual Development Plan to share with your new District's Induction program

Receive a formal recommendation for the Multiple Subject credential from Chapman University

As described above Attallah College teacher education candidates are required to complete several state-mandated requirements to be eligible for a California Preliminary Teaching Credential. These include meeting health and safety clearances, passing required assessments, and submitting documentation by specific deadlines. A [credential requirements table](#) includes the due dates, documentation needed, how to complete each requirement, associated costs, and how long each item remains valid based on your chosen pathway and credential. [Link to: Teacher Education Credential Timelines](#)

Single Subject Teaching Credential Requirements for Attallah College Candidates

The Single Subject Teaching Credential authorizes the holder to teach a specific subject in departmentalized classrooms, typically found in middle schools and high schools. This credential allows the teacher to provide instruction in the subject area named on the credential, supporting specialized academic instruction for students in grades 6–12, and in some cases, adult education programs. The program also includes authorization to provide English language

Checklist: Requirements for the Five-Year Preliminary Credential

Candidates must complete all of the following requirements:

Complete a baccalaureate or higher degree from a regionally accredited college or university.

Verify subject matter competence through ONE of the following:

- Hold a degree major in content area or an interdisciplinary major that includes required content areas
- Pass the CSET: Single Subject content area
- Complete applicable coursework verified by a Commission-approved program
- Use a combination of coursework and examination options (only available through a Commission-approved program)

Complete a course (2 semester units or 3 quarter units) on the U.S. Constitution or pass an approved exam.

Submission of required documentation: Certificate of Clearance prior to beginning any fieldwork or student teaching

Submission of a current negative TB test prior to beginning any fieldwork or student teaching

Complete a Attallah College Single Subject Teacher Preparation Program that includes:

- a. Instruction in subject-specific pedagogy and content methodology
- b. Instruction in foundational and advanced computer technology
- c. Health education (including nutrition, substance abuse education, and CPR certification covering infant, child, and adult CPR per American Heart Association or Red Cross standards)
- d. Preparation and training designed to support candidates passage of the Teaching Performance Assessment (CalTPA – Cycle 1 and Cycle 2)

Complete all fieldwork and clinical practice requirements, including:

- f. Early fieldwork observations aligned to coursework
- g. At least 600 hours of fieldwork across multiple, diverse TK–12 settings
- h. Placements must include experience with English learners and students with disabilities

- i. A full-time student teaching semester that includes co-teaching and a minimum of five weeks of solo teaching
- j. Placements in different grade levels and school settings to meet CTC diversity requirements

Passage of the CalTPA (Cycle 1 & Cycle 2)

Completion of the Individual Development Plan to share with your new District's Induction program

Receive a formal Single Subject Credential recommendation for the credential from the Chapman University

As described above Attallah College teacher education candidates are required to complete several state-mandated requirements to be eligible for a California Preliminary Teaching Credential. These include meeting health and safety clearances, passing required assessments, and submitting documentation by specific deadlines. A [credential requirements table](#) includes the due dates, documentation needed, how to complete each requirement, associated costs, and how long each item remains valid based on your chosen pathway and credential. [Link to: Teacher Education Credential Timelines](#)

MMSN (MMSN) Credential Requirements for Attallah College Candidates

The Education Specialist Instruction Credential in Mild to Moderate Support Needs authorizes the holder to provide instruction and support to students with disabilities such as autism, emotional disturbance, intellectual disability, other health impairments, and specific learning disabilities. This includes delivering specially designed instruction, providing academic and behavioral support, collaborating with general education teachers, and implementing Individualized Education Programs (IEPs). The program also includes authorization to provide English language development and specially designed academic instruction in English.

Checklist: Requirements for the Five-Year Preliminary Credential

Candidates must complete all of the following requirements:

1. Complete a baccalaureate or higher degree from a regionally accredited college or university.
2. Verify subject matter competence through ONE of the following:
 - Pass the CSET in a state-approved content area (e.g., Multiple Subjects, English, Math, etc.)
 - Complete a Commission-approved subject-matter program
 - Hold a degree in the content area of instruction
 - Complete applicable coursework verified by a Commission-approved program
 - Use a combination of coursework and examination options
3. Complete a course (2 semester units or 3 quarter units) on the U.S. Constitution or pass an approved exam.
4. Submission of required documentation: Certificate of Clearance prior to beginning any fieldwork or student teaching
5. Submission of a current negative TB test prior to beginning any fieldwork or student teaching
6. Complete Attallah College's MMSN Teacher Preparation Program that includes:
 - a. Specialized coursework in instructional strategies, assessment, behavior support, and case management for students with mild to moderate support needs
 - b. Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and inclusive practices
 - c. Instruction in foundational and advanced computer technology
 - d. Health education (including nutrition, substance abuse education, and CPR certification covering infant, child, and adult CPR per American Heart Association or Red Cross standards)

- e. Preparation and training designed to support the candidates passage of the California Teaching Performance Assessment (CalTPA – Cycle 1 and Cycle 2)
- 7. Complete all fieldwork and clinical practice requirements, including:
 - a. Early fieldwork observations aligned to coursework
 - b. At least 600 hours of supervised clinical practice across multiple, diverse TK–12 settings
 - c. Placements must include experience with English learners and students with extensive support needs in both self-contained and inclusive settings
 - d. A full-time student teaching semester or intern placement that includes co-teaching and a minimum of five weeks of solo teaching
 - e. Formative and Summative Observational Assessments by Mentor Teachers and University Supervisors
 - f. Placements in different grade levels and school types to meet CTC diversity requirements
- 8. Passage of the CalTPA (Cycle 1 & 2)
- 9. Completion of the Individual Development Plan to share with your new District's Induction program
- 10. Receive a formal recommendation for the credential from Chapman University

As described above Attallah College teacher education candidates are required to complete several state-mandated requirements to be eligible for a California Preliminary Teaching Credential. These include meeting health and safety clearances, passing required assessments, and submitting documentation by specific deadlines. A [credential requirements table](#) includes the due dates, documentation needed, how to complete each requirement, associated costs, and how long each item remains valid based on your chosen pathway and credential. [Link to: Teacher Education Credential Timelines](#)

Extensive Support Needs (ESN) Credential Requirements for Attallah College Candidates

The Education Specialist Instruction Credential in Extensive Support Needs authorizes the holder to provide instruction and support to students with the most significant disabilities, including students with multiple disabilities, intensive support needs, or significant cognitive, physical, or health-related challenges. Credential holders are trained to deliver individualized instruction, assistive technology, behavioral interventions, and collaborate with multidisciplinary teams to implement Individualized Education Programs (IEPs). The program also includes authorization to provide English language development and specially designed academic instruction in English.

Checklist: Requirements for the Five-Year Preliminary Credential

Candidates must complete all of the following requirements:

1. Complete a baccalaureate or higher degree from a regionally accredited college or university.
2. Verify subject matter competence through ONE of the following:
 - Pass the CSET in a state-approved content area (e.g., Multiple Subjects, English, Math, etc.)
 - Complete a Commission-approved subject-matter program
 - Hold a degree in the content area of instruction
 - Complete applicable coursework verified by a Commission-approved program

- Use a combination of coursework and examination options
- 3. Complete a course (2 semester units or 3 quarter units) on the U.S. Constitution or pass an approved exam.
- 4. Submission of required documentation: Certificate of Clearance prior to beginning any fieldwork or student teaching
- 5. Submission of a current negative TB test prior to beginning any fieldwork or student teaching
- 6. Complete Attallah College's ESN Teacher Preparation Program that includes:
 - a. Skill development and knowledge building of California ESN TPEs
 - b. Specialized coursework in instructional strategies, intensive behavioral support, communication strategies, and assistive technology for students with extensive support needs
 - c. Training in Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and inclusive practices
 - d. Instruction in foundational and advanced computer technology
 - e. Health education (including nutrition, substance abuse education, and CPR certification covering infant, child, and adult CPR per American Heart Association or Red Cross standards)
 - f. Preparation and training designed to support the candidates passage of the California Teaching Performance Assessment (CalTPA – Cycle 1 and Cycle 2)
- 7. Complete all fieldwork and clinical practice requirements, including:
 - a. Early fieldwork observations aligned to coursework
 - b. At least 600 hours of supervised clinical practice across multiple, diverse TK–12 settings
 - c. Placements must include experience with English learners and students with extensive support needs in both self-contained and inclusive settings
 - d. A full-time student teaching semester or intern placement that includes co-teaching and a minimum of five weeks of solo teaching
 - e. Formative and Summative Observational Assessments by Mentor Teachers and University Supervisors
 - f. Placements in different grade levels and school types to meet CTC diversity requirements
- 8. Passage of the CalTPA (Cycles 1 & 2)
- 9. Completion of the Individual Development Plan to share with your new District's Induction program
- 10. Receive a formal recommendation for the credential from Chapman University.

As described above Attallah College teacher education candidates are required to complete several state-mandated requirements to be eligible for a California Preliminary Teaching Credential. These include meeting health and safety clearances, passing required assessments, and submitting documentation by specific deadlines. A [credential requirements table](#) includes the due dates, documentation needed, how to complete each requirement, associated costs, and how long each item remains valid based on your chosen pathway and credential. [Link to: Teacher Education Credential Timelines](#)

Credential Completion Requirements

Credential Completion Requirements

Credential Completion Submission to Credential Analyst Checklist

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

- ☐ Passing scores on CalTPA Cycle 1 & LPA: Required for Multiple Subject and Education Specialist, Cycle 1 and Cycle 2 for Single Subject preliminary credentials: Submit score report to Tevera
- ☐ Certificate of Clearance: During your first semester of attendance, before you undertake any fieldwork in the schools, you must obtain a "Certificate of Clearance." The Certificate of Clearance is required by the Commission on Teacher Credentialing and is obtained through a two-step process that involves (1) submission of fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) and (2) applying for the document on the Commission on Teacher Credentialing website. For information on how to complete this process, please contact the Credential Services Department at klingsporn@chapman.edu.
- ☐ CPR Requirement: Preliminary Multiple Subject or Single Subject credential students must complete Adult, Child, and Infant CPR before they apply for a credential. Contact the American Heart Association or American Red Cross for information. Submit requirement to Tevera
- ☐ Subject Matter Competency: All teacher education candidates may choose from one of the following options to fulfill the subject matter competency requirement (SMCR)
 - passing scores on the California Subject Examinations for Teachers (CSET),
 - degree major,
 - subject matter program letter,
 - coursework,
 - or a combination of coursework and exam scores (Download the Attallah College SMCR Guide for details)For information on how to complete this process, please contact the Credential Services Department at klingsporn@chapman.edu.
- ☐ Negative TB Test submitted to Credential Specialist
- ☐ U.S. Constitution Requirement: You must complete a college level course with a grade of "C" or better in the provisions and principles of the U.S. Constitution or pass a college level examination in the subject given by an accredited university or community college or have a BA degree from one of the CSU campuses. Either transcripts or an official letter from the accredited institution at which the course or test was taken serve as requirement verification. For information on how to complete this process, please contact the Credential Services Department at klingsporn@chapman.edu.
- ☐ Individual Development Plan (IDP) This will be brought with you to your exit interview and submitted to the Director of Education at that time.

Ready for your Credential?

Step 1:

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

IF you need to submit any additional documents to complete your file, please upload them to Tevera

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

Step 2:

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

Please use the information below to complete the form:

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

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

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

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

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

Master's Degree Requirements

Master's Degree Graduation Requirements

Demonstration of Mastery

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

End of Program Exit Survey

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

Degree Conferral for Master's Degree Programs

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

Commencement Ceremonies

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

TK-12 Educator Job Search:

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

Transcript Request

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

Exit Interview and IDP

Education Specialist Exit Interview & Individual Development Plan

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

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

AAQEP, CSTPs, TPEs

AAQEP, CSTPs, TEPs

AAQEP Standards (2025)

AAQEP Standards 2025

As a proud member of the Association for Advancing Quality in Educator Preparation (AAQEP), our Teacher Education program has fully embedded AAQEP's nationally recognized standards into our coursework, fieldwork experiences, and candidates' assessments.

Standard 1: Completer Foundational Knowledge and Skills Program completers have the foundational knowledge and skills appropriate to the credential or degree earned and are able to effectively support student learning and development through their professional practice.

Completers are able to:

- 1a. Demonstrate proficiency in the knowledge and skills required for effective practice in their anticipated professional role
- 1b. Apply knowledge of learning science and learning theories to meet individual and group learning needs through developmentally appropriate practices
- 1c. Utilize knowledge of the diverse and intersecting aspects of human identity to support learner growth and development
- 1d. Facilitate and support language development, language acquisition, and literacy development for all learners
- 1e. Provide appropriate, evidence-based support to students with exceptionalities, in alignment with federal and state legal requirements
- 1f. Select and employ current educational technology tools and systems to support learning
- 1g. Support the cognitive, social, and emotional growth and development of learners

Standard 2: Completer Professional Growth and Adaptability Program completers grow as professionals and adapt their practices to support student learning and development as appropriate to their role and context.

Completers are able to:

- 2a. Communicate and foster relationships with families, guardians, and/or caregivers, and engage with the wider school community
- 2b. Enact culturally responsive and sustaining educational practices with diverse learners in diverse cultural and socioeconomic community contexts
- 2c. Create positive and productive learning and work environments in a variety of settings
- 2d. Incorporate international and global perspectives in their professional practice and understand the global implications of education
- 2e. Gather and use trustworthy evidence to support student learning and to inform their own professional practice
- 2f. Exhibit responsible professional conduct and engage in individual and collaborative goal-setting, learning, and professional growth
- 2g. Connect students, colleagues, and self to appropriate supports for mental well-being, including those related to trauma

Standard 3: Quality Program Practices The provider's resources and internal quality control practices ensure that it has the capacity to effectively prepare educators to support success for all learners. Evidence shows that in practices appropriate to its model, the provider:

- 3a. Recruits, admits, onboards, monitors, and provides timely and targeted support to candidates to ensure their success
- 3b. Offers coherent curricula that are aligned to appropriate state, national, or professional standards
- 3c. Uses instructional practices and resources within programs that are evidence-based and regularly evaluated for effectiveness
- 3d. Engages with partners to provide candidates with supported fieldwork experiences in placements appropriate to the credential sought
- 3e. Develops and maintains an effective assessment system, with input from the community, that uses trustworthy data to plan for and evaluate improvements and innovations
- 3f. Develops and maintains an effective internal quality control system that is consistently implemented and supports candidate success
- 3g. Maintains capacity for quality reflected in staffing, resources, operational processes, and institutional commitment to program quality

Standard 4: Program Engagement in System Improvement The provider engages with partners and community members to strengthen the P-20 education system and to promote success for all learners.

Evidence shows that the provider:

- 4a. Engages with local partners and community members to support high-need schools and participates in efforts to reduce disparities in educational outcomes
- 4b. Engages with local school partners to investigate and plan program improvements and innovations to ensure that preparation matches their needs
- 4c. Supports completers' entry into and/or continuation in their professional role and informs them of pathways to career advancement
- 4d. Works with a variety of partners to identify and meet state and local educator workforce needs
- 4e. Works with a variety of partners to diversify participation in the educator workforce through outreach, recruitment, and candidate support
- 4f. Uses publicly available data regarding completer placement, effectiveness, and retention to inform program improvement
- 4g. Meets obligations and mandates established by the state(s) or jurisdiction(s) within which it operates

California Standards for the Teaching Profession 2024

California Standards for the Teaching Profession 2024

The California Standards for the Teaching Profession (CSTPs) serve as a comprehensive framework that defines and supports effective teaching practice in California's TK-12 public schools. Developed by the California Commission on Teacher Credentialing (CTC) in collaboration with educators across the state, the CSTPs articulate what teachers should know and be able to do across all stages of their careers from novice teachers to experienced teachers.

CSTP 1: Engaging and Supporting All Students in Learning Teachers apply knowledge about each student to activate an approach to learning that strengthens and reinforces each student's participation, engagement, connection, and sense of belonging.

1A: Teachers plan and implement a student-centered learning perspective that frames diversity as an educational asset and supports each student in relevant and challenging experiences that explore students' identities and extend their learning.

1B: Teachers elicit and solicit knowledge of each student's assets and needs, including cognitive, cultural and linguistic, social–emotional, and physical and developmental capacities, in the service of increasing active engagement in learning.

1C: Teachers meaningfully engage and form partnerships with families, guardians, and caregivers in addressing each student's learning needs, health, and well-being and are responsive to the range of economic, social, cultural, linguistic, and community factors that affect student development and learning.

1D: Teachers are responsive to students' diverse experiences, cultures, languages, identities, interests, strengths, and needs and apply evidence-based principles that intentionally cultivate equitable access, opportunities, and positive outcomes for each student.

CSTP 2: Creating and Maintaining Effective Environments for Student Learning Teachers create and uphold a safe, caring, and intellectually stimulating learning environment that affirms student agency, voice, identity, and development and promotes equity and inclusivity.

2A: Teachers guide learning through mutually respectful, supportive, and challenging experiences that result in each student's academic and social–emotional growth.

2B: Teachers communicate, model, practice, and sustain high standards of individual and group behavior that reflect, affirm, and respect diversity, and facilitate productive interactions to maximize opportunities for each student to learn and thrive.

2C: Teachers organize and manage learning structures, processes, resources, and supports in order to provide a safe and productive learning environment in which each student can grow and thrive.

2D: Teachers build on students' assets—students' abilities and talents, prior learning and peer and social group interactions, languages and cultures, and family and community experiences—to ensure that students' identities are included in classroom interactions and future learning experiences.

CSTP 3: Understanding and Organizing Subject Matter for Student Learning Teachers integrate content, processes, materials, and resources into a coherent, culturally relevant, and equitable curriculum that engages and challenges learners to develop the academic and social–emotional knowledge and skills required to become competent and resourceful learners.

3A: Teachers identify, organize, and teach key concepts, underlying themes, and relationships that address pre-K–12 state content standards and local subject- and grade-level expectations, and also promote students' social–emotional and language development.

3B: Teachers engage students in real-world applications and leverage students' unique backgrounds, perspectives, and cultural identities to make learning authentic, relevant, and meaningful.

3C: Teachers design and implement content and resources that enable equitable access for every learner, including those with more complex needs, to essential academic and social–emotional concepts, to promote each learner's growth.

3D: Teachers elevate learning experiences enabling students to apply knowledge and skills across content areas to identify issues, explore proposed solutions, and examine relevant, complex subject matter.

3E: Teachers select, use, and adapt standards-aligned instructional materials, evidence-based resources, and varied technologies to increase content and social–emotional learning options that are accessible, equitable, and culturally responsive and sustaining for each student

CSTP 4: Planning Instruction and Designing Learning Experiences for All Students Teachers set a purposeful direction for instruction and learning activities, intentionally planning, and enacting challenging and relevant learning experiences that foster each student's academic and social–emotional development.

4A: Teachers shape instructional plans that are informed by student goals, curriculum, evidence-based teaching strategies, materials, and resources attuned to the broad range of students' identities, prior knowledge, areas for growth, and interests.

4B: Teachers use varied instructional practices to craft effective learning experiences focused on the students they serve and the curriculum they teach.

4C: Teachers advance student learning by employing varied instructional strategies and supports that help build students' knowledge and skills and that facilitate student engagement, well-being, and efficacy.

4D: Teachers vary their instructional practices to differentiate the kinds of student learning activities and levels of support needed to address the breadth of students' identified assets and needs.

CSTP 5: Assessing Students for Learning Teachers employ equitable assessment practices to help identify students' interests and abilities, to reveal what students know and can do, and to determine what they need to

learn. Teachers use that information to advance and monitor student progress as well as to guide teachers' and students' actions to improve learning experiences and outcomes.

5A: Teachers understand different assessment types and purposes and use multiple methods of assessing students to intentionally collect, analyze, and interpret information directed toward supporting each student's achievement and well-being.

5B: Teachers apply varied data sources to access meaningful information for planning and differentiating student learning experiences, determining developmentally appropriate instructional practices, and improving processes that equitably guide the growth of each student's academic and social–emotional learning.

5C: Teachers engage with students, families, and guardians, along with other teachers and specialists, to share student strengths and areas of improvement gathered from assessments and reach common understanding about how to apply the information to support improvement goals and student progress.

5D: Teachers, individually and collaboratively, evaluate and improve assessment methods to ensure equitable access, opportunities, resources, and outcomes for student learning and growth.

CSTP 6: Developing as a Professional Educator Teachers develop as effective and caring professional educators by engaging in relevant and high-quality professional learning experiences that increase their teaching capacity, leadership development, and personal well-being. Doing so enables teachers to support each student to learn and thrive.

6A: Teachers continuously examine and evaluate their own practice to intentionally use new understandings and perspectives as opportunities for professional growth and effectiveness.

6B: Teachers amplify their expertise with ongoing professional learning experiences that address subject-matter content, instruction and assessment, social–emotional support, and equitable practices, that enable each student—including historically and persistently underserved students—to reach identified goals.

6C: Teachers collaborate with colleagues in developing a common understanding of effective practices for students' academic and social–emotional development. This common understanding informs teaching and supports practices that meet students' diverse learning interests, strengths, and needs.

6D: Teachers collaborate with families, guardians, and community partners to develop and use a common language, strategies, and communication around in-school and out-of-school learning experiences and to align services and initiatives that affect each student's growth and well-being.

6E: Teachers demonstrate honesty, trustworthiness, and integrity in their professional behavior and decision-making as they conduct their responsibilities with a focus on each student's learning and well-being.

6F: Teachers strive to eradicate barriers to student access, engagement, opportunities and positive outcomes by acting with integrity and fairness so that every student has the quality experiences necessary to learn and thrive.

6G: Teachers cultivate and sustain personal motivation, commitment, energy, and health by balancing continuous professional growth with their own physical and emotional wellness.

Teacher Performance Expectations (TPEs)

Teacher Performance Expectations

Multiple & Single Subject Teaching Performance Expectations (TPEs)

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING (CTC)

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

TPE 1: Engaging and Supporting All Students in Learning

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

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

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

- 4.1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

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

TPE 5: Assessing Student Learning

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

TPE 6: Developing as a Professional Educator

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

TPE Domain 7: Effective Literacy Instruction for All Students

- 7.1 Plan and implement evidence-based literacy^{1,2} instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards³ and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
- 7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
- 7.3 Incorporate asset-based pedagogies, ⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.⁵
- 7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
- 7.5 Foundational Skills.⁶ Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and

rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

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

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

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

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

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

7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem

to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Education Specialist Mild/Moderate Support TPEs

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

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

TPE 1: Engaging and Supporting All Students in Learning

MMSN Candidates will:

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

- MM1.4 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
- MM1.5 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.
- MM1.6 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.
- MM1.7 Use strategies to support positive psychosocial development and self-determined behavior of students with disabilities.

Education Specialist MMSN TPEs (continued)

TPE 2: Creating and Maintaining Effective Environments for Student Learning

MMSN Candidates will:

- U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
- U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
- MM2.1 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments, which may include incorporating instructional and assistive technology, and alternative and augmentative communication (AAC) procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.
- MM2.2 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.
- MM2.3 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
- MM2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with mild to moderate support needs in a wide variety of general education and specialized academic instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.

- MM2.5 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
- MM2.6 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
- MM2.7 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- MM2.8 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- MM2.9 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological age, developmental levels, and disability-specific needs, including community-based instructional environments.
- MM2.10 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
- MM2.11 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

MMSN Candidates will:

- U3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
- U3.2 Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
- U3.3 Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
- U3.4 Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
- U3.5 Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
- U3.6 Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
- U3.7 Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
- U3.8 Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

- MM3.1 Effectively adapt, modify, accommodate, and/or differentiate the instruction of students with identified disabilities in order to facilitate access to the Least Restrictive Environment (LRE).
- MM3.2 Demonstrate knowledge of disabilities and their effects on learning, skills development, social-emotional development, mental health, and behavior, and how to access and use related services and additional supports to organize and support effective instruction.
- MM3.3 Demonstrate knowledge of atypical development associated with various disabilities and risk conditions (e.g. orthopedic impairment, autism spectrum disorders, cerebral palsy), as well as resilience and protective factors (e.g. attachment, temperament), and their implications for learning.

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

MMSN Candidates will:

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

- MM4.3 Demonstrate the ability to identify and use behaviorally based teaching strategies with the understanding that behaviors are communicative and serve a function.

TPE 5: Assessing Student Learning

MMSN Candidates will:

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

TPE 6: Developing as a Professional Educator

· MMSN Candidates will:

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

inclusion, self-contained special education classrooms, small-group instruction specialized settings) that aligns with state-adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.

·MM 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).

·MM 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline specific ways.

Education Specialist Extensive Support Needs TPEs)

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

TPE 1: Engaging and Supporting All Students in Learning

ESN Candidates will:

- U1.1 Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
- U1.2 Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
- U1.3 Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
- U1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
- U1.5 Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
- U1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
- U1.7 Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
- U1.8 Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

- EX1.1 Identify factors associated with successful planning and implementation of appropriate transition options, programs, and life experiences, and demonstrate advocacy skills related to the various transitions experienced by students with extensive support needs, as they move from transitional kindergarten to post-secondary.
- EX1.2 Demonstrate understanding of mandated considerations for augmentative and alternative communication (AAC) technology for students with extensive support needs.
- EX1.3 Identify the unique features of deaf blindness and the impact of combined hearing and vision impairments on communications, learning, and accessing environments. This includes the unique learning profiles and individualized instruction appropriate for student who are deafblind.
- EX1.4 Use strategies to support positive psychosocial development and self-determined behavior of students with extensive support needs.
- EX1.5 In collaboration with families and appropriate related services personnel, use students' present levels of academic achievement and functional performance from a variety of sources to plan, develop, and adapt/adjust IEPs and ITPs that address the unique learning, sensory and accessibility needs of students with extensive support needs.
- EX1.6 Demonstrate the ability to collaboratively develop and implement Individualized Education Programs (IEP), including instructional goals that ensure access to the California Common Core State Standards and/or California Preschool Learning Foundations, as appropriate, that lead to effective inclusion of students with disabilities in the general education core curriculum.
- EX1.7 Demonstrate the ability to identify the appropriate supports of students with complex communication needs and design strategies in order to foster access and build comprehension, and develop appropriate language development goals within the IEPs for those students.
- EX1.8 Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, language skills (e.g. executive functioning) and/or vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.
- EX1.9 Monitor student progress toward learning goals as identified in the academic content standards and the IEP/Individual Transition plan (ITP).
- EX1.10 Demonstrate the ability to develop IEPs/ITPs with students and their families, including goals for independent living, post-secondary education, and/or careers, with appropriate connections between the school curriculum and life beyond high school.
- EX1.11 Facilitate and support students in assuming increasing responsibility for learning and self-advocacy based on individual needs, with appropriate transitions between academic levels in programs and developing skills related to career, college, independent living, and community participation.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

ESN Candidates will:

- U2.1 Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
- U2.2 Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
- U2.3 Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.

- U2.4 Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
- U2.5 Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
- U2.6 Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
- EX2.1 Use appropriate and safe techniques, procedures, materials, educational technology, assistive technology, and other adaptive equipment for students with extensive support needs. Facilitate student health and mobility by practicing appropriate and safe techniques for lifting and positioning and instructing or supervising other personnel in such procedures.
- EX2.2 Utilize information from collaboratively developed individualized health care plans to support a safe environment and implement specialized health care regulations and technological procedures required by students with extensive support needs who require medical services not requiring a physician.
- EX2.3 Demonstrate the skills necessary to develop communication-rich environments that support communication and social engagement within the context of age-appropriate, functional and meaningful activities as related to students with extensive support needs including those who are deafblind.
- EX2.4 Collaborate with families and appropriate related services personnel to support access to optimal learning experiences for students with extensive support needs in a wide variety of general education and specialized instructional settings, including but not limited to the home, natural environments, educational settings in hospitals and treatment centers, and classroom and/or itinerant instructional delivery and/or consultation in public/nonpublic school programs.
- EX2.5 Develop accommodations and/or modifications specific to students with disabilities to allow access to learning environments which may include incorporating instructional and assistive technology, and AAC procedures to optimize the learning opportunities and outcomes for all students, and move them toward effective inclusion in general education settings.
- EX2.6 Demonstrate the ability to support the movement, mobility, sensory and/or specialized health care needs required for students to participate fully in classrooms, schools, and the community. As appropriate, organize a safe environment for all students that include barrier free space for independent mobility, adequate storage, and operation of medical equipment and other mobility and sensory accommodations.
- EX2.7 Demonstrate the ability to address functional limitations of movement and/or sensation for students with orthopedic impairments who may have a co-existing health impairment and/or intellectual disability and have difficulty accessing their education due to physical limitations.
- EX2.8 Demonstrate knowledge of the communicative intent of students' behavior as well as the ability to help students develop positive communication skills and systems to replace negative behavior.
- EX 2.9 Demonstrate the ability to identify if a student's behavior is a manifestation of his or her disability and, if so, to develop positive behavior intervention plans inclusive of the types of interventions and multi-tiered systems of supports that may be needed to address these behavior issues.
- EX 2.10 Understand and access in a collaborative manner with other agency professionals the variety of interventions, related services and additional supports, including site-based and community resources and agencies, to provide integrated support for students with behavior, social, emotional, trauma, and/or mental health needs.
- EX 2.11 Apply and collaboratively implement supports needed to establish and maintain student success in the least restrictive environment, according to students' unique needs.
- EX2.12 Demonstrate the skills required to ensure that interventions and/or instructional environments are appropriate to the student's chronological

age, developmental levels, and disability-specific needs, including community-based instructional environments.

- EX2.13 Implement systems to assess, plan, and provide academic and social skills instruction to support positive behavior in all students, including students who present complex social communication, behavioral and emotional needs.
- EX2.14 Demonstrate the knowledge, skills and abilities to understand and address the needs of the peers and family members of students who have sustained a traumatic brain injury as they transition to school and present with a change in function.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

ESN Candidates will:

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

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

ESN Candidates will:

- U4.1 Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
- U4.2 Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
- U4.3 Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
- U4.4 Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
 - » appropriate use of instructional technology, including assistive technology.
 - » applying principles of UDL and MTSS.
 - » use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners.
 - » appropriate modifications for students with disabilities in the general education classroom.
 - » opportunities for students to support each other in learning; and
 - » use of community resources and services as applicable.
- U4.5 Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
- U4.6 Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
- U4.7 Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
- U4.8 Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
- EX4.1 Identify and utilize behaviorally based teaching strategies in the design and implementation of instruction to effectively serve students with extensive support needs with the understanding that behaviors are communicative and serve a function.
- EX4.2 Demonstrate understanding of the structure and function of the auditory and visual sensory systems and skills to interpret and contribute to functional hearing and vision assessment findings to guide program development.
- EX4.3 Demonstrate the ability to use assistive technology, AAC including low- and high-tech equipment and materials to facilitate communication, curriculum access, and skills development of students with disabilities.
- EX4.4 Demonstrate the ability to use evidenced-based high leverage practices with a range of student needs, and determine a variety of pedagogical approaches to instruction, including scope and sequence, and unit and lesson plans, in order to provide students with disabilities equitable access to the content and experiences aligned with the state-adopted core curriculum.

- EX4.5 Demonstrate the ability to create short and long-term goals that are responsive to the unique needs of the student that meet the grade level requirements of the core curriculum, and systematically adjusted as needed to promote academic achievement within inclusive environments.
- EX4.6 Demonstrate knowledge of core challenges associated with the neurology of open or closed head injuries resulting in impairments and adjust teaching strategies based upon the unique profile of students who present with physical/medical access issues or who retain a general fund of knowledge, but demonstrate difficulty acquiring and retaining new information due to poor memory processing, as well as neuro behavioral issues (e.g., cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech).
- EX4.7 Coordinate, collaborate, co-teach and communicate effectively with other service providers, including paraprofessionals, general education teachers, parents, students, and community agencies for instructional planning and successful student transitions.
- EX4.8 Use person-centered/family centered planning processes, and strengths-based, functional/ecological assessments across classroom and non-classroom contexts that lead to students' meaningful participation in standards-based curriculum, life skills curriculum, and/or wellness curriculum, and that support progress toward IEP goals and objectives.

TPE 5: Assessing Student Learning

ESN Candidates will:

- U5.1 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
- U5.2 Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
- U5.3 Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
- U5.4 Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
- U5.5 Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
- U5.6 Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
- U5.7 Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
- U5.8 Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.
- EX5.1 Utilize person-centered/family centered planning processes, self-determination, strengths-based, functional/ecological, and observational assessment data from multiple sources to develop effective evidence-based instructional supports and strategies for students with extensive support needs.
- EX5.2 Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments used to determine special education eligibility, progress monitoring, placement in LRE, and services. Candidates also apply knowledge of when and how to use assessment sources that integrate alternative statewide assessments, formative assessments, and formal/informal assessment results as appropriate, based on students' needs.

- EX5.3 Each candidate utilizes assessment data to: 1) identify effective intervention and support techniques, 2) develop needed augmentative and alternative systems, 3) implement instruction of communication and social skills, 4) create and facilitate opportunities for interaction; 5) develop communication methods to demonstrate student academic knowledge; and 6) address the unique learning, sensory and access needs of students with physical/orthopedic disabilities, other health impairments, and multiple disabilities.
- EX5.4 Demonstrate knowledge of special education law, including the administration and documentation of assessments and how to hold IEP meetings according to the guidelines established by law.
- EX5.5 Demonstrate knowledge of requirements for appropriate assessment and identification of students whose cultural, ethnic, gender, or linguistic differences may be misunderstood or misidentified as manifestations of a disability.
- EX5.6 Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.
- EX5.7 Know how to appropriately administer assessments according to the established protocols for each assessment. Candidates also understand how to implement appropriate accommodations on assessments for students with disabilities that do not fundamentally alter the nature and/or content of what is being tested, and how to use AAC appropriately for facilitating the participation in the assessment of students with complex communications needs.

Education Specialist ESN TPEs (continued)

TPE 6: Developing as a Professional Educator

ESN Candidates will:

- U6.1 Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
- U6.2 Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
- U6.3 Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
- U6.4 Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
- U6.5 Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
- U6.6 Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
- U6.7 Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.
- EX6.1 Create supportive partnerships with parents, families, teachers and employers to provide instructional, behavioral, social, communication, sensory, and pragmatically appropriate supports to students with extensive support needs.
- EX6.2 Demonstrate the ability to coordinate and collaborate effectively with paraprofessionals and other adults in the classroom.

- EX6.3 Identify and understand conflict resolution techniques that use communication, collaboration, and mediation approaches to address conflicts and disagreements that may arise during the facilitation of an IEP meeting or collaboration with other professionals.
 - EX6.4 Demonstrate knowledge of historical interactions and contemporary legal, medical, pedagogical, and philosophical models of social responsibility, treatment, and education in the lives of individuals with disabilities.
 - EX6.5 Demonstrate knowledge of federal, state, and local policies related to specialized health care in educational settings.
 - EX6.6 Demonstrate knowledge of the unique experiences of families of students who are chronically ill, are hospitalized and/or in transition from hospitalization, and/or who have degenerative conditions.
 - EX6.7 Possess the knowledge that the diminishment or loss of previous abilities (learning, social, physical) may have significant, long-term effects on the self-concept and emotional well-being of the student who acquires a traumatic brain injury as well as on their family members, requiring the provision of appropriate supports and services to address these issues.
- EX 7.1 Apply the knowledge of student's assets and learning needs and use the results of screenings and informal, formal, and diagnostic assessment data to support supplemental (Tier 2) literacy instruction, formulate and implement individualized intervention for students in need of Tier 3 intensive intervention, and frequently monitor students' progress in literacy development.
- EX 7.2 Collaborate with multidisciplinary teams (e.g., families and guardians, general education teachers, speech-language pathologists, school psychologists, occupational therapists, physical therapists, DHH and VI teachers and specialists) when determining eligibility for special education services, interpreting assessment results, and planning necessary adaptations (accommodations and modifications) for students with dyslexia and other disabilities that impact literacy development.
- EX 7.3 Collaborate with other service providers (e.g., speech-language therapists, physical therapists, occupational therapists, instructional assistants) to provide day-to-day supplemental instruction and/or intensive intervention in literacy within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction specialized settings), including early and/or functional literacy, as appropriate, that aligns with state adopted standards, incorporates the California Dyslexia Guidelines, and addresses individual IEP goals.
- EX 7.4 Design and implement lessons that ensure access to grade-level literacy activities within a classroom or non-classroom environment (e.g., in-class support, co-teaching, inclusion, self-contained special education classrooms, small-group instruction in specialized settings).
- EX 7.5 Utilize assistive technology and Augmentative and Alternative Communication (AAC) as needed to support the teaching of literacy that integrates reading, writing, listening, and speaking in discipline-specific ways.
- EX 7.6 Collaborate with specialists (e.g., speech-language therapists, DHH teacher, VI teacher) when planning literacy instruction for students with extensive support needs, including those who are deafblind, to address multiple means of communication (e.g., PECS [Picture Exchange Communication System], voice output devices), and, when appropriate, maximize residual hearing and vision.
- EX 7.7 Facilitate the use of multiple communication strategies to support the teaching of literacy, including American Sign Language as well as other modalities, such as assistive technology, Augmentative and Alternative Communication (AAC), signed terms, eye gaze, vocalizations, or other modes as appropriate.

Teacher Education Policies

Substitute Teaching Policy

Substitute Teaching Policy

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

Maximum Number Of Substitute Teaching Days

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

Student Teacher Attendance and Substitute Teaching Policy

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

Daily Arrival and Departure

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

Illness or Unanticipated Absence

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

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

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

Substitute Teaching Policy

The Attallah College of Educational Studies substitute teaching policy is defined in the Teacher Education Handbook (page 127). Further, depending on the substitute teaching request, candidates will fall into one of

three levels (see Table 3). The goal of this policy is to ensure student teachers are supported and have the opportunity to successfully complete and earn their credential of choice. All student teacher candidates may substitute teach during their student teaching term for a limited duration (see Table 1), AND any substitute teaching must follow all policy steps as defined in Table 3. Student Teaching Candidates Substitute Teaching Policy.

Table 1. Allowable Student Teaching Substitute Teaching Days

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

* MAT includes Early Fieldwork and Student Teaching

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

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

Table 2. Extensive Student Teaching Substitute Teaching Days

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

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

Table 3. Student Teaching Candidates Substitute Teaching Policy

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

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

Substitute Teacher Levels	Situation	Policy
Level Two	Candidates may request to substitute for a longer period of time, up to but not beyond pathway limitation (see Table 1).	All of Level 1 policies must be met: Additionally, candidates must have a signed and completed Application for Substitute Teaching, submitted to the Fieldwork Manager prior to starting substitute teaching.
Level Three	Candidates who would like to apply for a more long-term substitute	Candidates may not be placed on Long-Term Emergency Substitute positions but instead would need to pursue a University Intern Credential.

	<p>teaching opportunity typically classified by a district as Long-Term Emergency Substitute position.</p>	<p>University Intern Credentials are only available for Single Subject and Education Specialist Credential candidates with a written job offer.</p> <p>Candidates pursuing a <u>University Intern Credential</u> must meet intern eligible pre-requisites and maintain intern eligible co-requisites.</p> <p>It is the teacher candidate's responsibility to apply for and receive an offer from a public school district or school site.</p> <p>If offered a position, candidates should discuss with the Director of Teacher Education, Fieldwork Manager, and Credential Specialist next steps and the paperwork needed to be recommended for a University Intern Credential.</p> <p>Please see Teacher Education Program Handbook for more information and details.</p>
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All candidates are required to report any substitute teaching day on the day of occurrence to their Attallah College University Supervisor and Fieldwork Manager Candidates who serve as a substitute teacher for an amount of time must also report that time through Tevera© .

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

Academic and Institutional Policies

Academic and Institutional Policies

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

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

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

- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#academic-integrity-policy>
- [Add/Drop/Withdrawal](#)
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#graduation-policies>
- <https://catalog.chapman.edu/content.php?catoid=18&navoid=856®istration-and-course-information#registration-and-course-information>
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#grade-review-policy>
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#degree-requirements>
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#petition-process>
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#probation-and-dismissal>
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#course-descriptions-general-university-studies>
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#degree-requirements>
- <https://catalog.chapman.edu/content.php?catoid=49&navoid=2601#general-information>

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

Dispositional Assessment Policy

Dispositional Assessment Policy

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

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

All students who apply to a teacher education pathway at Attallah College are screened using our Educator Dispositional Assessment (EDA) tool as part of the admissions process. A faculty member evaluates each applicant using the EDA, and the results are included in the overall admission scoring. Undergraduate candidates who are later admitted to the graduate credential program are rescreened with the EDA upon matriculation. The EDA is then used throughout the program to provide ongoing formative feedback, helping ensure that all candidates continue to demonstrate the professional dispositions expected of future educators.

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

Credential candidates are being prepared for the teaching profession and are intentionally working toward professional dispositions. Thus, all assignments submitted for coursework or fieldwork experiences must adhere to the professional dispositions' guidelines below. Assignments that do not adhere to professional expectations may automatically receive a failing grade. This includes assignments that contain inappropriate or unprofessional content, do not adhere to the respect for cultural differences or the beliefs of others, or cause the instructor and/or school personal concern regarding the candidate and their work with children

and/or colleagues in the field. According to TPE 6.2, candidates must demonstrate, “the ability to recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.”

1. Demonstrate effective professional oral communication skills:
 - Demonstrates strong professional oral communication skills as evidenced by using appropriate language, grammar and word choice for the learning environment
 - Varies oral communication as evidenced by encouraging participatory behaviors
 - Communicates at an age-appropriate level as evidenced by explaining content specific vocabulary
 - Communicates respectfully and positively with all education partners as evidenced by fostering conventional responses in writing
 - Demonstrates precise spelling and grammar in all written communication
2. Demonstrates effective written communication skills:
 - Communicates respectfully and positively with all stakeholders as evidenced by fostering conventional responses.
 - Demonstrates precise spelling and grammar.
3. Demonstrates professionalism (Danielson: 4f; InTasc: 9o):
 - Responds promptly to communications and submits all assignments
 - Consistently exhibits punctuality and attendance
 - Maintains professional boundaries of ethical standards of practice
 - Keeps *inappropriate* personal life issues out of classroom/workplace
 - Functions as a collaborative group member as evidenced by high levels of participation toward productive out- comes
4. Demonstrates a positive and enthusiastic attitude (Marzano: 29):
 - Actively seeks solutions to problems without prompting or complaining
 - Tries new ideas/activities that are suggested
 - Demonstrates an appropriately positive affect with students as evidenced by verbal and non-verbal cues
5. Demonstrates preparedness in teaching and learning (Danielson: 1e, 3e, 4a; InTasc: 3p)
 - Accepts constructive feedback as needed
 - Learns and adjusts from experience and reflection as evidenced by improvement in performance
 - Comes to class planned and with all needed materials
 - Alters lessons in progress when needed as evidenced by ability to change plan mid-lesson to overcome the deficits
6. Exhibits an appreciation of and value for culture and academic diversity (Danielson: 1b, 2a, 2b; Marzano: 36, 56; InTasc: 2m, 2n, 2o, 3o, 9m, 10g)
 - Embraces all *diversities* as evidenced by implementing *activities and behaviors* with goals of *total* inclusiveness through cultural, ethnic, and cognitive frames of reference
 - Creates a *safe* classroom with zero tolerance of negativity to others as evidenced by correcting *negative* student behaviors
7. Collaborates effectively with stakeholders (Danielson: 4c, 4d; Marzano: 55, 56; InTASC: 1k, 3n, 3g, 70):

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

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

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

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

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

Professionalism Standards

Professionalism Standards

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

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

Developing and Growing as a Lifelong Learner

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

Figure 1
California TPEs 6.1 - 6.7 Developing as Professional Educator

Beginning teachers:

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

Figure 2

Examples of Lifelong Learning

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

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

Figure 3

Examples of Demonstrating a High-Quality Work Ethic

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

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

Figure 4

Examples of Maintaining a Professional Code of Ethics

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

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

References

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Violation of Professionalism Standards

Violation of Professionalism Standards

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

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

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

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

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

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

5a. Candidate Development Plan: If the CSC determines the candidate can resolve the issue the candidate is provided with a Candidate Development Plan (CDP). This Plan is provided within 5 days of the CSC meeting. The CSC Chair will create a Candidate Development Plan (CDP) and meet with the candidate to discuss the CDP. When the Plan has been agreed to by all parties, they will sign the CDP. If the parties cannot agree on a Plan, the CSC will proceed and finalize the CDP. The candidate and CSC Chair will retain a copy of the Plan. The candidate will follow the CDP as outlined to completion. The CSC Chair will monitor candidate progression and completion of the CDP. If the candidate does not meet the requirements of the Plan, or chooses not to sign the Plan, the CSC will schedule a probationary meeting (Step 5b).

5b. Probation* Meeting: If the CSC determines that the documentation and evidence suggest that the candidate will not be able to resolve the issue with the support of a CDP, within 5 days of the CSC meeting, the CSC Chair will schedule a probationary meeting. The candidate will be consulted and given an opportunity to join and participate in the meeting. If the candidate chooses not to join and participate in the meeting, the meeting will proceed as scheduled without the candidate. There is no appeal to the outcome of the probationary meeting.

◇ **Program Probation:** Following the Probation Meeting, the CSC will determine whether to place the candidate on probation. The recommendation for probation must include a written **Program Probation Plan** completed by the CSC and signed by the candidate. The Plan must describe the required code of conduct expected of the candidate during the probationary period. The CSC will reconvene at the end of the Plan period to determine whether the candidate met the Program Probation Plan requirements.

◇ **Removal from Probation:** A candidate placed on program probation due to a professionalism violation must successfully complete the requirements as defined by the Program Probation Plan by the Plan end date. If the candidate completes the mandates of the Probation Plan within the required time frame, the candidate will be removed from probation and allowed to complete the program as designed. The candidate will be notified of probationary completion by the Director of Teacher Education who will note the probationary completion on the VOP.

◇ **Dismissal following Probation:** Candidates placed on program probation for violations of professionalism standards must fulfill ALL requirements of the Plan of Program Probation within the designated time frame or be dismissed from the program. Prior to dismissal, faculty and/or the University Supervisor will assist the candidate in addressing areas of deficiency. Following completion of the Probation Plan, if the CSC determines that the candidate has not met the requirements of the Plan it will notify the candidate in writing of their dismissal from the program.

5c. Immediate Dismissal: In cases of egregious violations of professionalism standards, the CSC may determine it is necessary to immediately dismiss the candidate. Within 5 days of the CSC meeting, the CSC Chair will inform the candidate of this decision.

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

- Evidence of a substantive violation of University policy at a prior level of review, **or**
- Compelling new evidence not previously known or shared by the candidate at previous levels of review that could serve as cause for reconsideration of the decision to dismiss. The written appeal must be submitted to the Dean of the Attallah College via email from the candidate's email account. The subject line of the email should read "Appeal of Decision to Dismiss to the Dean of the Attallah College" and the body of the email should include the candidate's full name and ID number, not the subject line.

Candidates should NOT use the Graduate Petition form for Graduate Academic Council decision appeals. Within the email, the candidate must include the following:

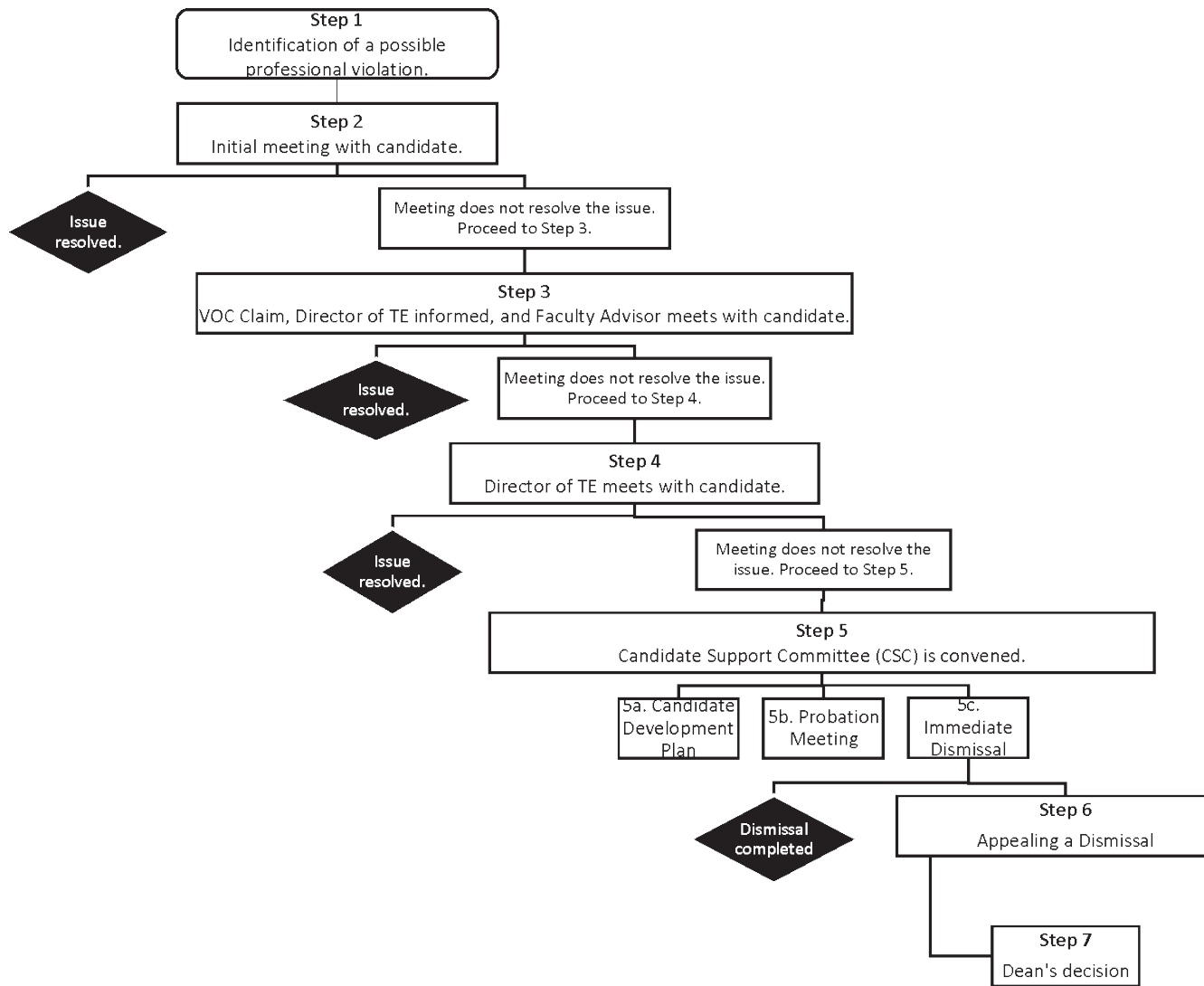
- A signed cover statement presenting the reasons for the appeal with specific references to one or both of the grounds for appeal described above. Submissions without grounds for appeal will be returned without review.
- Supporting documentation and information, including a copy of the original appeal and all materials previously submitted. A copy of the previous written decisions regarding the matter should also be provided.

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

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

Teacher Education Candidate Support Pathway

Figure 14: Teacher Education Candidate Support Pathway



Candidate Support Plan

Section A - Plan

Candidate Name:

Term:

TE Pathway:

Course:

Reason for Support:

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Next Steps: Planning & Organization Timeline:

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Timeframe for Completion: All activities must be completed by the deadlines indicated above. *If the candidate does not meet expectations as outlined above, they will receive a grade of NP for course/student teaching and will be required to re-enroll in course/student teaching the following term.*

Acknowledgement of Support Plan:

Course Instructor/University Supervisor:	Date:
Fieldwork & Assessment Manager:	Date:
Candidate:	Date:

Part B - Completion of Plan

Outcomes:

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☐ Remediation Complete☐ Remediation Not Complete**Next Steps:**

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Fieldwork & Assessment Manager Signature:

Date:

Adapted with permission from the University of Redlands

Withdrawal from Student Teaching

Withdrawal from Student Teaching

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

The procedures for withdrawing from fieldwork are as follows:

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

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

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

Social Media Policy

Social Media Policy

Teacher Education Program Social Media Use Expectations

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

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

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

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

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

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

- Teacher candidates will not discuss K-12 students in your placement with anyone outside of your immediate support team (e.g., Mentor Teacher, Principal, University Supervisor, Faculty Advisor) in person or online (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).
- In compliance with FERPA, when taking photos or videos as part of a Chapman class assignment or for the CalTPA, teacher candidates will obtain advance written permission from both the district's representative (i.e., Principal, Mentor Teacher, district staff) and parents/ guardians. This process is facilitated by the Fieldwork and Assessment Manager for the CalTPA and by the course instructor for an individual course assignment.
- Teacher candidates will obtain written permission from the Mentor Teacher and administrator at the school site before submitting photos of the classroom and/or school site for inclusion on a Chapman or Attallah College social media account or for posting to your personal social media account. Such photos may not include images of students.

- Teacher candidates will not enter into social media “friendships” or “follower” relationships with students or parents of their K-12 students. (Remember that people classified as “friends” have the ability to download and share information with others.)
- Teacher candidates will post information relevant to their placement and students only to a class blog, classroom parent communication platform, school/class website, or classroom or school learning management system under the supervision and approval of the Mentor Teacher. Photos of students will not be posted to any social media account that is not officially affiliated with the K-12 school site or school district, and only after written consent has been obtained from the students’ parents to post the photos. Teacher candidates will consider that their social media behavior should reflect the same standards of honesty, respect, and consideration that govern face-to-face communications. It is expected that teacher candidates will not engage in activity on social media that violates the law, violates intellectual property rights, defames others, threatens or harasses others, or invades privacy or confidentiality interests of students or others. Teacher candidates should also consider whether posts of a personal nature will diminish their reputation or effectiveness as a student or credentialed teacher and use discretion and sound judgment to avoid adverse impacts of social media activity.

School Site Issues or Emergencies

School Site Issues or Emergencies

To avoid any potentially serious problems, it is essential that the teacher candidate notifies the University Supervisor, Fieldwork and Assessment Manager, Faculty Advisor, and/or Mentor Teacher as soon as any concern with their assignment(s) arises. An Emergency Notification Information must be provided to the Director of Teacher Education and Fieldwork and Assessment Manager. During student teaching, candidates need to meet the same expectations placed upon other teachers in the school district. This includes following the school district's calendar, attendance policy, call-in procedures, etc. Teacher candidates should be sure to have emergency lesson plans available.

Contact the TE Fieldwork and Assessment Manager immediately if the student teaching assignment cannot be completed for any reason.

Student Organization

Student Organization: Student California Teacher Association

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

Labor Disputes Policy

Labor Disputes Policy

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

EDA: Criteria for Success

EDA: Criteria for Success

Purpose

This policy establishes clear and consistent criteria for evaluating a candidate's dispositional development using the Educator Disposition Assessment (EDA) Rubric across all stages of the Teacher Education Program.

Policy Statement

The Teacher Education Program is committed to supporting the development of professional dispositions aligned with InTASC, Danielson, and Marzano frameworks. The EDA Rubric serves as a formative and summative assessment tool to monitor growth in professional dispositions essential to effective teaching and learning.

Candidate Criteria for Success

Candidates will be considered to have met the dispositional expectations of the program when they achieve the following:

1. **Minimum Score Standard:** Candidates must receive a rating of “Meets Expectations” (2) or “Developing” (1), and no dimension may be rated as “Needs Improvement” (0) at the point of program completion.
2. **Formative Assessment Milestones:** Midpoint evaluations (e.g., at the end of pre-service coursework or prior to student teaching) will be used to identify areas for targeted development. As described in the Teacher Education Program Handbook, Candidates receiving “Needs Improvement” in any area will be required to complete a documented professional growth plan in collaboration with their advisor or supervisor.
3. **Professional Growth and Reflection:** Candidates are expected to demonstrate evidence of growth through self-reflection and implementation of feedback as documented through program assignments, fieldwork evaluations, and supervisor conferences.
4. **Dispositional Readiness for Clinical Practice:** Candidates must demonstrate at least a rating of “Meets Expectations” in all of the following domains prior to student teaching or clinical internship:
 - a. Professionalism
 - b. Preparedness in Teaching and Learning
 - c. Collaboration with Stakeholders
 - d. Appreciation for Cultural and Academic Diversity
5. **Remediation and Dismissal:** Candidates who do not meet expectations after supported intervention(s) may be subject to program dismissal as outlined in the Teacher Education Handbook, Dispositional Assessment Policy.

Program-Level Use and Analysis of EDA Data

To evaluate the overall effectiveness of the Teacher Education Program in supporting dispositional growth, EDA rubric data are aggregated, analyzed, and reviewed by the Teacher Education program formatively at admission, at multiple points throughout the program and finally with a summative score at program completion. Additionally, multiple cycles of aggregate summative data are reviewed, analyzed, and discussed annually by the program through the completion of the Teacher Education Program Annual Report. These data are used to assess whether the program is meeting expectations or in need of improvement regarding candidate dispositions.

The following criteria will be used to determine program-level success:

1. At least 90% of candidates at program exit must achieve a rating of 'Meets Expectations' (2) on at least 7 of the 9 rubric dimensions, with no ratings of 'Needs Improvement' (0)
2. Less than 10% of candidates required formal dispositional growth plans or remediation due to concerns identified through the EDA rubric.
3. All rubric dimensions show consistent or improving average scores over a 3-year data cycle, with no persistent areas of weakness (i.e., dimension mean scores below 1.8 across two consecutive cohorts).
4. Qualitative feedback from faculty and field supervisors is used to validate rubric outcomes and identify any contextual factors or emerging trends.
5. Program-level reflection and planning include at least one annual meeting where aggregated EDA results are reviewed by program faculty and staff, and any areas for improvement are documented in the program's continuous improvement plan.

Teacher Education

Program Pathway Credential Timeline

Tables

Teacher Education: Program Pathway Credential Timeline Tables



Teacher Education Credential Timelines

Integrated MAT/SPED Credential Requirements

Requirement	Due Date	Documentation	How you get it done	Costs	Valid Period
California Basic Skills Requirement	<i>Prior to entering 5th year</i>	Submit official undergraduate bachelor's degree transcript– PDF document to Tevera	Submit a copy of your official bachelor's degree transcript once your degree has conferred.	No fees for transcript.	Once conferred does not expire
Certificate of Clearance – Fingerprints and state application document	August 25, 2025	A copy of the Certificate of Clearance or email stating it has been issued from Commission on Teacher Credentialing to Tevera	CTC website page on Fingerprints https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=2	Fingerprints FBI - \$32 DOJ - \$17 Rolling Print fee varies by agency. Certificate of Clearance Document fee \$52.50	5 years from issuance date
TB Test	August 25, 2025	Submit copy of negative test to TB Test Submission form	Get a copy of your most recent TB test results or screening report from your medical professional Note – the Chapman Health Center can do this	Varies	4 years
CPR: Child, Infant and Adult	January 15 of Senior Year	A copy of both sides of card to Tevera	Complete through American Red Cross or American Heart Association	Varies	Most often valid for 2 years
US Constitution Requirement	January 15 of Senior Year	Transcript or Copy of Exam to Tevera	College Level course or Exam - Most often a course in American Government will satisfy this requirement. POSC 110 at Chapman meets this requirement	No fee for transcript. Varied fee for Exam.	Does not expire

Subject Matter Competency	January 15 of Senior Year	Submit official CSET score report when exam is passed, coursework waiver form or copy of transcript for degree major – PDF document to Tevera	<ul style="list-style-type: none"> • See CTC Exam website • http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_Tests.html Click on CSET • Coursework- CSET waiver process: • Coursework Review Process for CSET Waiver- Multiple Subject • Coursework Review Process for CSET Waiver- Single Subject 	CSET Fees vary depending on Tests and if taken individually or at the same time	** CSET scores- Must be used within 10 years of passing for certification purposes
TPA 1	Updates will be in Tevera	Documents through Pearson Submit score report to Tevera	Sign up for TCHR 550 during fall semester	Part of Tuition	Valid for 7 years from date of MA program start
TPA 2/LPA	Updates will be in Tevera	Documents through Pearson Submit score report to Tevera	Sign up for TCHR 550 during fall semester	Part of Tuition	Valid for 7 years from date of MA program start

*March 1st deadline for Fall student teaching requires a program coordinator approval

** While valid for 10 years, students are still accountable to the 7-year program completion requirement



MACI Credential Requirements

Requirement	Due Date	Documentation	How you get it done	Costs	Valid Period
California Basic Skills Requirement	<i>Submitted prior to entering 5th year</i>	Official bachelor's degree transcript	Submit official bachelor's degree transcript to Tevera	No fee	Once conferred does not expire
Certificate of Clearance – Fingerprints and state application document	August 25, 2025	Submit certificate to Tevera	CTC website page on Fingerprints	Fingerprints FBI - \$32 DOJ - \$17 Rolling Print fee varies by agency. Certificate of Clearance Document fee \$52.50	5 years from issuance date
Negative TB Test	August 25, 2025	Submit via Teacher Education TB Test Submission form	Get a copy of your most recent TB test results or screening report from your medical professional. Note – the Chapman Health Center can do this	Varies	4 years
CPR: Child Infant and Adult	<i>January 15th of Junior year</i>	Submit to Tevera	Complete through American Red Cross or American Heart Association	Varies	Most often valid for 2 years
US Constitution Requirement	<i>January 15th of Senior year</i>	Submit transcript or exam certificate to Tevera	College Level course or Exam - Most often a course in American Government will satisfy this requirement. POSC 110 at Chapman meets this requirement OR the US Constitution Exam	No fee for transcript. Varied fee for Exam.	Does not expire
Subject Matter Competency	<i>January 15th of Senior year</i>	Submit official CSET score report when exam is passed, coursework waiver form or copy of transcript for degree major – PDF document to Tevera	<ul style="list-style-type: none"> • See CTC Exam website • http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_Tests.html Click on CSET • Coursework- CSET waiver process: • Coursework Review Process for CSET Waiver-Multiple Subject • Coursework Review Process for CSET Waiver- Single Subject 	CSET Fees vary depending on Tests and if taken individually or at the same time	** CSET scores- Must be used within 10 years of passing for certification purposes
CSET Exam for	<i>May 1st of Senior</i>	Submit to Tevera	See CTC Exam website Click on	Fees vary	*Must be used within

Single Subject completing General Subject subtests (strongly encouraged)	<i>Year</i>		CSET	depending on Tests and if taken individually or at the same time	10 years of passing for certification purposes
TPA 1	Please see CalTPA Coordinator	Documents through Pearson – Submit to Tevera	Sign up for TCHR 550 during fall semester of Master's year	Part of Tuition	Valid for 7 years from date of MA program start
TPA 2	Please see CalTPA Coordinator	Documents through Pearson – Submit to Tevera	Sign up for TCHR 550 during fall semester of Master's year	Part of Tuition	Valid for 7 years from date of MA program start

* While valid for 10 years, students are still accountable to the 7-year program completion requirement.



MAT Credential Requirements

Requirement	Due Date	Documentation	How you get it done	Costs	Valid Period
California Basic Skills Requirement	<i>Admissions Requirement</i>	Submit official undergraduate bachelor's degree transcript– PDF document to Tevera	Submit a copy of your official bachelor's degree transcript once your degree has conferred.	No fees for transcript.	Once conferred does not expire
Certificate of Clearance – Fingerprints and state application document	June 2, 2025	A copy of the Certificate of Clearance or email stating it has been issued from Commission on Teacher Credentialing to Tevera	CTC website page on Fingerprints https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=2	Fingerprints FBI - \$32 DOJ - \$17 Rolling Print fee varies by agency. Certificate of Clearance Document fee \$52.50	5 years from issuance date
TB Test	June 16, 2025	Submit copy of negative test to TB Test Submission form	Get a copy of your most recent TB test results or screening report from your medical professional Note – the Chapman Heath Center can do this	Varies	4 years
CPR: Child, Infant and Adult	June 2, 2025	A copy of both sides of card to Tevera	Complete through American Red Cross or American Heart Association	Varies	Most often valid for 2 years
US Constitution Requirement	August 30, 2025	Transcript or Copy of Exam to Tevera	College Level course or Exam - Most often a course in American Government will satisfy this requirement. POSC 110 at Chapman meets this requirement	No fee for transcript. Varied fee for Exam.	Does not expire

CSET Exam for your subject area	October 1 st prior to Spring student teaching *March 1 st prior to Fall student teaching	Submit official score report received when you passed the exam – PDF document to Tevera	See CTC Exam website http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_Tests.html Click on CSET	Fees vary depending on Tests and if taken individually or at the same time	**Must be used within 10 years of passing for certification purposes
TPA 1	Updates will be in Tevera	Documents through Pearson Submit score report to Tevera	Sign up for TCHR 550 during fall semester	Part of Tuition	Valid for 7 years from date of MA program start
TPA 2/LPA	Updates will be in Tevera	Documents through Pearson Submit score report to Tevera	Sign up for TCHR 550 during fall semester	Part of Tuition	Valid for 7 years from date of MA program start

*March 1st deadline for Fall student teaching requires Director of Teacher Education approval

** While valid for 10 years, students are still accountable to the 7-year program completion requirement



Special Ed Credential Requirements

Requirement	Due Date	Documentation	How you get it done	Costs	Valid Period
California Basic Skills Requirement	<i>Admissions Requirement</i>	Submit official transcripts once conferred	Submit your transcript to Tevera	No cost	No expiration
Certificate of Clearance – Fingerprints and state application document	June 2, 2025	A copy of the Certificate of Clearance or email stating it has been issued from Commission on Teacher Credentialing to Tevera	CTC website page on Fingerprints https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=2	Fingerprints FBI - \$32 DOJ - \$17 Rolling Print fee varies by agency. Certificate of Clearance Document fee \$52.50	5 years from issuance date
TB Test	June 16, 2025	Submit copy of negative test to TB Test Submission form	Get a copy of your most recent TB test results or screening report from your medical professional Note – the Chapman Heath Center can do this	Varies	4 years
US Constitution Requirement	August 30, 2025	Transcript or Copy of Exam to Tevera	College Level course or Exam - Most often a course in American Government will satisfy this requirement. POSC 110 at Chapman meets this requirement	No fee for transcript. Varied fee for Exam.	Does not expire
CPR: Child Infant and Adult	June 16, 2025	A copy of both sides of card to Tevera	Complete through American Red Cross or American Heart Association	Varies	Most often valid for 2 years
Subject Matter Competency	October 1 st prior to Spring student teaching	Submit official CSET score report when exam is passed, coursework waiver form or copy of transcript for degree major – PDF document to Tevera	<ul style="list-style-type: none"> See CTC Exam website http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_Tests.html Click on CSET Coursework- CSET waiver process: Coursework Review Process for CSET Waiver-Multiple Subject Coursework Review Process for CSET Waiver- Single Subject 	CSET Fees vary depending on Tests and if taken individually or at the same time	** CSET scores- Must be used within 10 years of passing for certification purposes

Cal TPA Cycle 1	Updates in Tevera	Documents through Pearson Upload score report to Tevera	Sign up for TCHR 550 during first semester of Master's year	Part of Tuition	**Valid for 7 years from date of MA program start
LPA	Updates in Tevera	Documents through Pearson Upload score report to Tevera	Sign up for TCHR 550 during first semester of Master's year	Part of Tuition	**Valid for 7 years from date of MA program start

*October 1st deadline for Spring student teaching requires a program coordinator approval

** While valid for 10 years, students are still accountable to the 7-year program completion requirement