College of Education and Behavioral Sciences
School of Education
Department of Teacher Education

TEP 563 Clinical Practice: Single Subject Credential (8 units), Term

2026-2027 COURSE SYLLABUS
Instructor:

I. Mission Statement of Azusa Pacific University

Azusa Pacific University is an evangelical Christian community of disciples and scholars who seek to advance the work of God in the world through academic excellence in liberal arts and professional programs of higher education that encourage students to develop a Christian perspective of truth and life.

II. Diversity Statement

Affirming that diversity is an expression of God's image, love, and boundless creativity, it is the University's aim to collectively nurture an environment that respects each individual's uniqueness while celebrating our collective commonalities. It is in this spirit that we collectively strive to create an inclusive environment in which all students, staff, faculty, and administrators thrive.

Azusa Pacific University encourages community members to resolve conflict directly, when possible. If an APU community member perceives that hostile words or behaviors were directed toward an individual or a group based on that individual's or the group's identity, they can submit a Bias Incident Report. Information on the reporting process is available on the website at h ttps://www.apu.edu/diversity/bias/.

III. Mission Statement of the College of Education and Behavioral Sciences

The College of Education and Behavioral Sciences empowers students to lead transformative work in society, reflecting God's love for the world and Christ's example of humble service that promotes justice and human flourishing.

John 10:10b: I am come that they may have life, and that they may have it more abundantly.

IV. The School of Education's Conceptual Framework

The School of Education Learner goals are embedded in the Four Cornerstones of the University: Christ, Scholarship, Community and Service. Our symbol for the APU School of Education demonstrates this:



The School of Education prepares:

1) **Ethical** educators who are able to understand and articulate the integration of a Christian worldview in their professional communities of practice;
2) **Responsive** educators who practice reflective critical thinking in their engagements with diverse communities of learners;

3) **Informed** and collaborative scholarly educators who are dedicated to professional growth and lifelong learning.

V. Course Information

Class Location: 8-12 Subject Specific Classroom per Office of Student Placements (OSP) assignment	Class Location: TK-8 Classroom per Office of Student Placements (OSP) assignment
Office Phone: See OSP email	Office Phone: See OSP email
Office Email: See OSP email	Office Email: See OSP email

VI. Course Description

This course prepares teacher candidates to support students in a departmentalized content area setting, usually in the middle or high school grades. Through full-time supervised student teaching or internship in public school classrooms, candidates gain hands-on experience creating a positive environment for students with diverse needs, designing and implementing instruction for their Single Subject content area and grade level learners, promoting and supporting rigorous and appropriate content in their lessons, and reflecting in order to monitor student learning and adjust instruction. Clinical Practice provides teaching experiences with multilingual learners and ethnically diverse students.

Prerequisite: Clearance by the Office of Student Placements.

VII. Credit Hour Policy

Carnegie Hours

This Clinical Practice course does not follow the traditional allotment of time per unit for face-to-face instructional time and out of classroom student work as designated by the Carnegie Hours formula. For this Clinical Practice course, it is expected that the Clinical Practice candidate's "classroom" is the designated learning environment or school site classroom(s) assigned to them for their Clinical Practice experience by the Office of Student Placements.

It is expected that the candidate will be present Monday through Friday following the established school site bell schedule and expected teacher hours as part of their requirement to fulfill their Clinical Practice experience. To meet the identified student learning outcomes of this course, the expectations are that this 8-unit course, delivered over an 16-week term, will approximate 640 total hours of instructional time in the Clinical Practice candidate's "classroom" - the designated learning environment or school site classroom(s) as assigned to them (non-contracted) or as approved (contracted) for their Clinical Practice experience by the Office of Student Placements. Instructional time includes in-classroom observations and providing instruction to the enrolled students in the assigned classroom. At a minimum, the candidate is expected to participate in a four-week block of a "solo teaching experience" over the entire Clinical Practice semester. Additionally, the candidate will be expected to complete in-the-field discussion activities and assignments, as well as outside of the classroom activities and assignments, which will equate to approximately 180 total hours of work. The total approximate hours for the class are 820 hours over a 16-week term.

VIII. Student Learning Outcomes and Expected Competencies.

By the end of this course, students should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in the table.

Student Learning Objectives	Teaching Standards	Assignments
(Informed) Plan instruction using models and strategies designed to engage all learners.	TPE 1, 3, 4, 7	Lesson Planning Assignments
(Informed) Prepare lessons containing developmentally appropriate teaching strategies, including modifications to teach English learners and other special needs populations.	TPE 1, 2, 3, 4, 7	Lesson Planning Assignments School Information Classroom Management & Organization
(Informed) Evaluate ways to assess student learning.	TPE 5, 7	Lesson Planning Assignments Reflections
(Responsive) Analyze relationships between teacher expectations and student achievement.	TPE 5	Lesson Planning Assignments Reflections Classroom Management & Organization

(Responsive) Participate in school community activities, such as faculty meetings, parent teacher conferences, or back to school night, and reflect on that participation.	TPE 2, 6	School Information Reflections
(Ethical) Reflect on personal successes and challenges drawing conclusions about personal teaching styles.	TPE 6	Reflections Observation Reports

IX. Required Textbook(s) and Study Resources

School of Education, Department of Teacher Education, Azusa Pacific University. (2026). Clinical experience handbook (2026-2027). Clinical Practice Handbooks

Azusa Pacific University. (2026). Participating in Clinical Practice, https://sites.google.com/apu.edu/soeplacement/participating-in-clinical-practice

For other recommended texts, please see section XVI: References. Also see the course schedule for links to online article readings

Copyright Responsibilities

Materials used in connection with this course may be subject to copyright protection. Students and faculty are both authors and users of copyrighted materials. As a student you must know the rights of both authors and users with respect to copyrighted works to ensure compliance. It is equally important to be knowledgeable about legally permitted uses of copyrighted materials. Information about copyright compliance, fair use and websites for downloading information legally can be found at http://apu.libguides.com/c.php?g=720915

X. Course Calendar/Schedule

Date	Topics	Assignments Due *Submit all assignments in the CPLT Canvas shell.
Week 1	Orientation	Clinical Practice Orientation (to be completed prior to week 1)
Week 2	Begin co-teaching with cooperative teacher Classroom Management	Introductory Video (3-5 Minutes) Agreement of Understanding School Information Reflective Journal
Week 3	Co-teach with cooperative teacher Curriculum issues of state and district standards; text materials and related resources Subject specific pedagogy	Individual Development Plan (IDP) Shared with University Coach – Part 1 & 2 Lesson Plan 1 Response Reflection to Observed & Evaluated Lesson Plan 1
Week 4	Co-teach with cooperative teacher and Incorporate additional opportunities for solo teaching Issues of diversity and student learning needs in the classroom, including adaptation and modification Subject specific pedagogy	Wrap-Around Reflection with University Coach for Lesson 1 Reflective Journal
Week 5	Incorporate additional opportunities for solo teaching Issues of diversity and student learning needs in the classroom, including adaptation and modification	Lesson Plan 2 Response Reflection to Observed & Evaluated Lesson Plan 2
Week 6	Incorporate additional opportunities for solo teaching Increased responsibility for classroom, including planning and implementation without cooperating teacher supervision	Wrap-Around Reflection with University Coach for Lesson 2 Individual Development Plan (IDP) – Part 3 Reflective Journal

Week 7	Solo teaching Responsible for classroom, including planning and implementation	Reflective Journal
Week 8	Solo teaching Responsible for classroom, including planning and implementation	Lesson Plan 3 Response Reflection to Observed & Evaluated Lesson Plan 3 Site Quantitative/Qualitative evaluation University Coach Quantitative/Qualitative Evaluation
Week 9	Solo teaching Responsible for classroom, including planning and implementation	Wrap-Around Reflection with University Coach for Lesson 3 Reflective Journal

Week 10	Solo teaching Responsible for classroom, including planning and implementation	Lesson Plan 4 Response Reflection to Observed & Evaluated Lesson Plan 4
Week 11	Solo teaching Responsible for classroom, including planning and implementation	Wrap-Around Reflection with University Coach for Lesson 4 Individual Development Plan (IDP) – Part 4 Reflective Journal
Week 12	Solo teaching Responsible for classroom, including planning and implementation	Lesson Plan 5 Response Reflection to Observed & Evaluated Lesson Plan 5
Week 13	Solo teaching Responsible for classroom, including planning and implementation	Wrap-Around Reflection with University Coach for Lesson 5 Reflective Journal
Week 14	Begin transferring back the classroom to the cooperating teacher (co-teaching)	Lesson Plan 6 Response Reflection to Observed & Evaluated Lesson Plan 6

Week 15	Begin transferring back the classroom to the cooperating teacher (co-teaching)	Wrap-Around Reflection with University Coach for Lesson 6 Individual Development Plan (IDP) – Part 5 Reflective Journal
Week 16	Fully transfer back the classroom to the cooperating teacher Reflect with the cooperative teacher	Site Quantitative/Qualitative evaluation University Coach Quantitative/Qualitative Evaluation

Disclaimer: Course schedule, topics, evaluation and assignments may be changed at the instructor's discretion.

XI. Assignments

PLEASE NOTE: All assignments related to Clinical Practice should be submitted into your CPLT Canvas shell. CalTPA assignments will be submitted directly to Pearson.

Clinical Practice Orientation
Due date: Week 1
Standards assessed: N/A

Point Value: Credit/No Credit
Complete the Orientation as detailed in the Participating in Clinical Practice website.

School Information
Due date: Week 2
Points value: Credit/ No Credit
The candidate will create a document describing their school setting to include the following: • Contact information • Personnel • Demographics • School Accountability Report Card (SARC) • School and/or district calendar • School newsletter(s) to parents/community during your placement • Classroom Management Plan • Emergency Substitute Lesson Plan (using the DTE Lesson Plan Template) • Other school site or district information

Agreement of Understanding
Due date: Week 2
Points value: Credit/No Credit
Candidates must acquire all signatures for the Agreement of Understanding (see end of syllabus) by the end of the second week.

Individual Development Plan (IDP) – Parts 1 - 5
Due date: Week 3 (Parts 1 & 2), Week 6 (Part 3), Week 11 (Part 4), Week 15 (Part 5)
Standards assessed: TPE 6.2, 6.3, 6.4 (A)
Points value: Credit/No Credit
Parts 1 & 2 (due Week 3): Share a copy of their Individual Development Plan (IDP) with their University Coach. Meet with their University Coach to discuss Parts 1 and 2 of their Individual Development Plan. **Part 3 (due Week 6):** Create two SMART goals (Specific, Measurable, Achievable, Results oriented, and Time bound) for two TPE's you identified that you would like to further develop. **Part 4 (due Week 11):** Share your goals with a classmate/peer/University Coach for feedback. Reflect on your plan, as well as progress you have made. Write a summary of the experience, including a reflection on the growth you have made and changes to the SMART goals you may make in the future. **Part 5 (due Week 15):** Please identify a Support Provider or Coach who agrees to support you as you complete your educator preparation program and as you have questions and for ideas and encouragement in your journey. Obtain necessary signatures (Candidate, Support Provider, Program Director or Chair) **Maintain a copy of this IDP in your Professional Portfolio and provide a copy of the IDP to your Induction Program and Employer.**

Lesson Plans 1-6
Due date: Week 3, 5, 8, 10, 12, & 14 or by agreement with university Coach
Standards assessed: TPE 1-5, 7 (A)
Points value: Credit/No Credit

Candidates will work with their Cooperating Teacher and University Coach prior to design and teach concepts to a general education classroom of students, including accommodations for diverse student populations.
Focus on subject specific pedagogy, lesson plans should use current CCSS, Universal Design for Learning (UDL) strategies and include direct instruction. The candidate will utilize the DTE Lesson Plan Template to create a lesson plan and upload to Canvas. Cooperating Teacher and University Coach will conduct observations and evaluations of lesson planning and implementation.

Response Reflections to Observed & Evaluated Lesson Plans
Due date: Week 3, 5, 8, 10, 12, & 14 or by agreement with university Coach
Standards assessed: TPE 6.1, 6.2, 6.5 (A)
Points value: Credit/ No Credit

Candidates will create a 2 to 3 page self-reflection assessing his or her own interpretation of the effectiveness of their designed lesson plan. The 2 to 3 page reflection will need to provide responses to the following prompts:

1) What did you learn about your students through teaching the lesson? How would you apply that knowledge to re-teaching the lesson or teaching a future lesson to these students?

2) Describe how your subject-specific pedagogy and informational assessment practices supported student learning of the content area. How will you use or charge your subject-specific pedagogy and assessment practices to advance student learning in the future?

3) In what ways did the underlying research (behind the development of your lesson plan) and/or theoretical base (theoretical basis for the type of lesson plan developed) and/or appropriate practice (your specific type of pedagogy during instruction) yield the expected instructional results? Explain why.

4) What did you learn by making accommodations and/or modifications for one or more of your students? If you did not make accommodations and/or modifications, explain why.

Site Quantitative & Qualitative Evaluations
Due date: Week 8 & 16
Points value: Credit/ No Credit

Your site administrator/cooperating teacher will be sent an email with a link to complete this quantitative/qualitative evaluation. Please share with your site administrator/cooperating teacher that an email will come approximately week 7 from the Office of Student Placement to request their evaluation of the
candidate's (your) progress.

University Coach Quantitative & Qualitative Evaluations
Due date: Week 8 & 16
Points value: Credit/ No Credit

University Coach will complete an evaluation of the candidate's (your) progress made during the first eight

weeks of Clinical Practice. Evaluation is completed weeks 8 & 16.

Reflective Journals
Due date: Week 2, 4, 6, 7, 9, 11, 13, 15
Standards assessed: TPE 6.1 (A)
Points value: Credit/ No Credit

Candidates will create a Google Document to share with their University Coach.

The reflective journal should include entries about the candidate's Clinical Practice experience (i.e., reflect on the wide variety of needs presented by diverse students with diverse abilities, planning, co-planning, teaching practices, assessing student learning, engaging with students, parents, and/or professionals).

During the weeks the candidate submits a reflection on a lesson observed by their University Coach, the reflective journal entry is not required.

Participation and Clinical Practice Contributions
Due date: Daily
Points value: Credit/ No Credit

Attendance and Participation: The Clinical practice program is kept flexible, purposely, so that it can be adapted to local school district policies and conditions, in addition to meeting the needs of our individual credential candidates and the requirements set forth by the State of California's Commission on Teacher Credentialing. As a result of completing Azusa Pacific University's Special Education teacher preparation credential program, all candidates will possess the foundational skills needed to be successful in their clinical practice experience. Due to individual variance in educational training, prior work experience, and developed pedagogical skills, it is expected that each credential candidate will commence their clinical practice experience at different levels of proficiency. A major emphasis of the clinical practice experience is to help each teacher candidate refine their knowledge and skills in reaching their individual maximum beginning teacher potential. Cooperating teacher(s), school administrator(s) (or
site-designated Coach), the university Coaches, and university instructors will do everything possible to help the teacher candidate overcome any difficulties. However, the burden of success or failure still rests on each teacher candidate implementing the knowledge and skills delivered in their teacher preparation program into the art of teaching students with disabilities in an effective fashion.

For this clinical practice course, it is expected that the clinical practice candidate's "classroom" is the designated learning environment(s) [school site classroom(s)] as assigned to them for their clinical practice experience by the Office of Student Placements. It is expected that the candidate will be present Monday through Friday following the established school site bell schedule and "normal teacher hours" as part of their requirement to fulfill their clinical practice experience. To meet the identified student learning outcomes of this course, the expectations are that this 8-unit course, delivered over an 16-week term will approximate 640 total hours of instructional time in the clinical practice candidate's "classroom" is the designated learning environment(s) [school site classroom(s)] as assigned to them for their clinical practice experience by the Office of Student Placements. Instructional time includes in-classroom observations and providing instruction to the enrolled students in the assignment classroom. The candidate is expected to

participate in, at least, a 4-week block of a "solo teaching experience" across the 16-week clinical practice experience (may be completed in 2-week increments).

XII. Information Literacy and Use of the Library

During this course, students may fulfill assignments by:

- Finding research help face-to-face, by phone, or email from librarians at one of the University's Libraries apu.edu/library/help
- Chatting online with librarians 24/7 at apu.edu/library/help/asknow/chat
- Making appointments with subject matter specialist librarians at apu.edu/library/help/specialists
- Accessing the online library at apu.edu/library
- Viewing self-paced tutorials at apu.edu/library/help/tutorials and help guides at apu.libguides.com

During this course, students may develop information literacy by:

- Thinking critically to find, access, and engage appropriate resources
- Identifying how information in this course's discipline is produced and valued
- Conducting quality research activities, even to create new knowledge
- Participating ethically in this course's community of learning

For more information, see information literacy tutorials at apu.edu/library/help/tutorials
**Framework for Information Literacy for Higher Education, Association of College and Research Libraries (2015). Available at: ala.org/acrl/standards/ilframework*

XIII. Evaluation/Assessment Rationale for Grade Determination

Agreement of Understanding	Credit/No Credit
School Information	Credit/No Credit
Lesson Plans 1-6	Credit/No Credit
Response Reflection to Observed & Evaluated Lesson Plans 1-6	Credit/No Credit
Individual Development Plan (IDP)	Credit/No Credit
Site Quantitative & Qualitative Evaluation	Credit/No Credit
University Coach Quantitative & Qualitative Evaluations	Credit/No Credit
Reflective Journals	Credit/No Credit
Participation and Clinical Practice Contributions	Credit/No Credit
Total (100%)	Credit/No Credit

APU Graduate Grade Scale

Credit/No Credit

XIV. Program/Course Policies

Syllabus Hub

The following link includes many policies and statements that are required to be included in this syllabus by Azusa Pacific University, the Department, and its accreditors. These policies and statements are provided for transparency and for your benefit. Please read them and communicate with your instructor as soon as possible if you have any questions.

Graduate Syllabus Hub

Academic Integrity Policy
The practice of academic integrity to ensure the quality of education is the responsibility of each member of the educational community at Azusa Pacific University. It is the policy of the university that academic work should represent the independent thought and activity of the individual student, and work that is borrowed from another source without attribution or used in an unauthorized way in an academic exercise is considered to be academic dishonesty that defrauds the work of others and the educational system. Engaging in academic dishonesty in serious offense for which a student may be disciplined or dismissed from a program. The full academic integrity policy is available in the graduate catalog.

The Academic Integrity and Dishonesty Policy binds all students enrolled in this course; this policy includes plagiarism, fabrication, academic dishonesty, and cheating (printed in the Azusa Pacific University Student Handbook).

Support Services
Information regarding various co-curricular and academic support services for graduate students can be found in the Graduate Catalog. The Graduate and Professional Student Association (GPSGA) advocates for the interests and needs of graduate and professional students and facilitates inter-school dialogue for the professional, social, and spiritual advancement of the student body (https://www.apu.edu/graduateprofessionalcenter/studentaffairs/student-engagement). Please contact your faculty advisor and/or the Graduate Center should you have any additional questions.

Students in this course who have a disability that might prevent them from fully demonstrating their abilities should meet with an advisor in Accessibility and Disability Resources as soon as possible to initiate disability verification and discuss reasonable accommodations that will allow the opportunity for full participation and for successful completion of course requirements. For more information, please contact Accessibility and Disability Resources by phone at
626-815- 3849, or email at disabilityservices@apu.edu

XV. References and other Recommended Course Resources

School of Education, Department of Teacher Education, Azusa Pacific University. (2026). Clinical experience handbook (2026-2027). Clinical Practice Handbooks

Azusa Pacific University. (2026). Participating in Clinical Practice, https://sites.google.com/apu.edu/soeplacement/participating-in-clinical-practice

AZUSA PACIFIC UNIVERSITY'S TEACHER EDUCATION DEPARTMENT

CLINICAL PRACTICE
AGREEMENT OF UNDERSTANDING

As a part of our credential programs at Azusa Pacific University, teacher candidates are required to complete Clinical Practice. We appreciate your consideration of allowing our candidate to complete their clinical practice experience in your school district.

Prior to beginning clinical practice coursework, the candidate should review this plan with the Cooperating Teacher and Administrator if student teaching and with the Administrator if contract teaching to be certain that the requirements regarding the objectives, observations, and hours involved are clearly understood by all stakeholders. This will help clarify the scope of clinical practice and the requirements. It is the intention of the clinical practice to be both a learning experience for the candidate and provide service for the school.

In addition to Cooperating Teacher and Administrator's consultation on site, the University has assigned a Coach who will conduct a minimum of 6 observational visits during the 16-week clinical practice period. It is the responsibility of the teacher candidate to arrange a time for school personnel to meet the University Coach, generally during the first observation. Should you have any questions regarding clinical practice, please feel free to contact the University Coach at any time.

The University Coach has an evaluation form for Cooperating Teacher (for student teachers) and/or the Administrator (for contract teachers) to evaluate the candidate at the end of the 16-week clinical practice experience. The purpose of the evaluation is to give the university feedback on the teacher candidate's progress during clinical practice. This form is to be returned to the University Coach. A review of the evaluation with the candidate is encouraged.

Thank you for your willingness to allow our teacher candidate to complete clinical practice in your district and agreeing to participate in this process. It is the goal of the University to provide the kind of education, training, and professional development that will enable a graduate of our program to make significant contributions to the betterment of your students.

I have been provided with a copy of, and have reviewed and understand, the Teacher Education Department Clinical Practice Handbook, and I understand and agree to the conditions of this teacher candidate's clinical practice.

Teacher Candidate _____

Cooperating Teacher _____

Site Administrator _____

Date _____