TEACHER PREPARATION PROGRAM
HANDBOOK

2023-2024

PEPPERDINE
Teacher Preparation Program

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General Information

Mission Statement

The Pepperdine Teacher Preparation Program…

Is a learning community committed to the education of the whole individual.
We believe that all coursework must address the holistic needs of our students, explore the intellectual, spiritual and emotional dimensions of becoming a teacher. We believe that becoming a teacher involves the difficult work of discovering meaning, developing identity and discerning a pedagogical approach.

Is committed to praxis - linking theory to practice.
We believe that teacher candidates learn best when they are engaged with teachers in real classrooms, confronting the daily issues of teaching. Coursework is linked to classroom experiences through rigorous explorations of theoretical foundations, solid research-based methodologies and the art of reflective practice.

Is engaged in improving the educational opportunities for the least well-served.
We believe in sustained involvement with schools in meeting the needs of all learners, and in that endeavor, work closely with underserved schools in communities surrounding our centers.

Works in partnership with schools and communities with guidance from an advisory board.
We believe in the necessity of authentic collaboration and in the generative power of multiple perspectives. Our advisory board, comprised of educators, community members and stakeholders is committed to provide the program with external support, accountability and guidance.

Vision Statement

Pepperdine's Teacher Preparation Program will be an exemplary Christian teacher preparation program known for developing candidates with professional pedagogical knowledge, skills, and dispositions to teach all students ethically and holistically. Its graduates will be critically reflective, faith-informed, and visionary change agents who aim to create a more socially just and equitable world.

Program Learning Outcomes (PLOs)

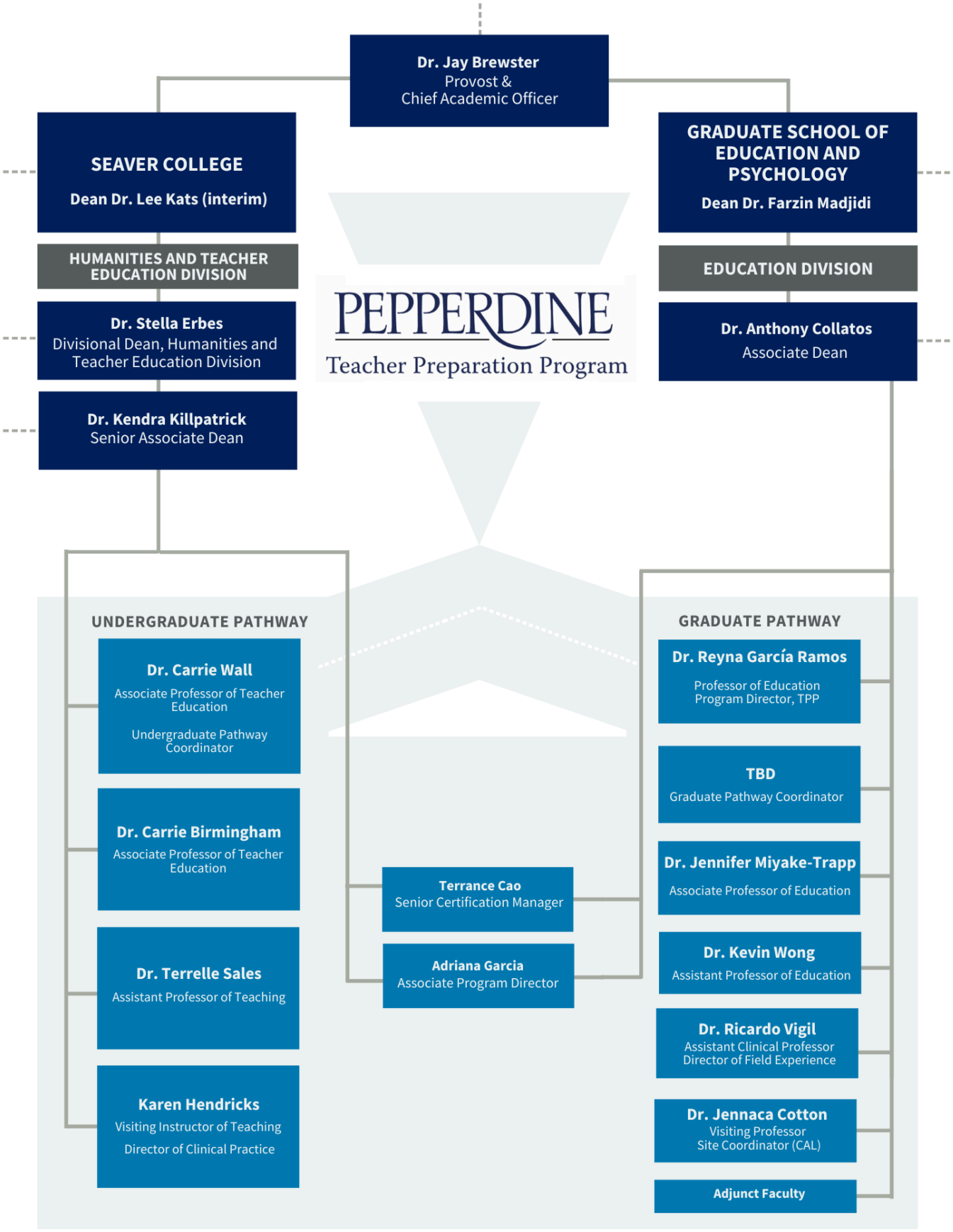
Graduates of Pepperdine's Teacher Preparation Program will:

1. Engage and support all students in learning
2. Create and maintain effective environments for student learning
3. Understand and organize subject matter for student learning
4. Plan instruction and design learning experiences for all students
5. Assess student learning
6. Develop as faith-informed, service-oriented professional educators

Pepperdine's Teacher Preparation Program Ethical Standards

1. **The teacher candidate holds to the highest standards of personal and professional moral integrity.**
    a. The candidate consistently displays qualities such as honesty, responsibility, trustworthiness, respect, self-discipline, courage, and diligence.
    b. The candidate consistently displays integrity in interactions with university faculty members, K-12 educators, peers, students, and student's families.
2. **The teacher candidate holds high expectations for all children and believes that all children can learn at high levels.**
    a. The candidate includes all children in high level learning opportunities.
    b. The candidate treats all children fairly and respectfully.
    c. The candidate persists in helping all children achieve success.
3. **The teacher candidate takes a stance of self-directed inquiry into the discipline(s) he/she teaches, the nature of teaching and learning, and the conditions of schooling.**
    a. The candidate is curious, enthusiastic, open-minded, and systematic in self-directed inquiry.
    b. The candidate models a love of learning for students.
    c. The candidate sees possibilities and seeks to improve instruction and the conditions of schooling.
4. **The teacher candidate has humility.**
    a. The candidate is not self-promoting and does not consider their own interests to be more important than those of others.
    b. The candidate is teachable, works well with peers and colleagues, and is not reproachful of others.
5. **The teacher candidate is motivated in his/her work by love for students.**
    a. The candidate deliberately seeks to learn about students' development and interests in and out of school.
    b. The candidate treats students fairly and does not favor some students over others.
    c. The candidate shows genuine warmth, acceptance, and kindness to all students and their families.
    d. The candidate disciplines and corrects students out of love and concern for their development.
6. **The teacher candidate holds long term and/or affective goals for students as a high priority.**
    a. The candidate is explicitly committed to students' lifelong love of learning.
    b. The candidate purposefully and systematically helps students to grow socially, emotionally, and spiritually.
    c. The candidate anticipates and considers long term effects when making decisions that affect students' lives.

Organizational Chart



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TBD, Graduate Pathway Coordinator		
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Career Services Support	yas.hardaway@pepperdine.edu	(310) 568-5634
Credentials	credinfo@pepperdine.edu	(310) 506-5701
Financial Aid Services	gsepfaid@pepperdine.edu finaid2@pepperdine.edu	(310) 568-5775
Records and Enrollment	gsepreg@pepperdine.edu	(310) 568-2322
Student Accounts	gsepsa@pepperdine.edu SeaverSA@pepperdine.edu	(310) 568-5588 (310)506-4301
Student Health Insurance	student.insurance@pepperdine.edu	(310) 506-4830
Writing Support GSEP	gsep.writingsupport@pepperdine.edu	(310) 258-2815
Writing Support Seaver	Writing.Center@pepperdine.edu	(310) 506-4803
Office of Student Accessibility (OSA)	student.accessibility@pepperdine.edu	(310) 506-6500

Campus Services			
Bookstore		Counseling & Support	
Malibu	(310) 506-4291	Pepperdine Counseling Center (Malibu)	(310) 506-4210
West Los Angeles	(310) 568-5741	*Community Psychology Counseling Clinics*	
Student Resource Websites		West Los Angeles	(310) 568-5752
https://community.pepperdine.edu/seaver/student-resources-overlay.htm		Encino	(818) 501-1678
https://gsep.pepperdine.edu/student-resources/		Irvine	(949) 223-2570
Client Services/Tech Support		Student Parking	
Malibu	(310) 506-4357	Malibu	(310) 506-4700

West Los Angeles	(310) 568-5688	West Los Angeles	(310) 568-9220
Calabasas	(818) 702-1000	Calabasas	(818) 702-1000
Encino	(818) 501-1614	Encino	(818) 501-3653
Irvine	(949) 223-2510	Irvine	(949) 223-2500

Library		Reception Desks	
Malibu - Payson Library	(310) 506-7273	Malibu	(310) 506-4000
West Los Angeles	(310) 568-5685	West Los Angeles	(310) 568-5600
Encino	(818) 501-1615	Calabasas	(818) 702-1000
Irvine	(949) 223-2543	Irvine	(949) 223-2555

Roles and Responsibilities

Teacher Candidate (TC)

The Teacher Candidate (TC) refers to students in the Pepperdine TPP who intend to progress toward being recommended for a teaching credential. TCs will attend courses at Pepperdine University, attend their clinical experience placements, and complete other testing and document-related requirements for a teaching credential as defined by the most recent standards of the California Commission on Teacher Credentialing. In selecting TCs, Pepperdine University does not unlawfully discriminate on the basis of race, color, national or ethnic origin, religion, age, sex, disability, or prior military service in the administration of its educational policies, admission, financial aid, education programs, retention, graduation, or other activities. All lawful practices can be found in the following resource:

General Policies

University Field Supervisors (UFSs)

The UFS is a Pepperdine TPP employee assigned to work with a TC in Clinical Experience 2 and 3. The role of the UFS is to support the TC and provide quality feedback to enhance teaching skills, strengthen classroom management, and enrich content specific pedagogy. During each of the six visits, the UFS will observe a formal lesson, debrief the lesson with the TC, and complete a formal online evaluation on LiveText. The UFS collaborates with the TC, MT, Director of Clinical Practice/Director of Field Experience, and other school site personnel. They are responsible to ensure that TCs meet professional and university standards of conduct, ethics, and professional development.

Mentor Teachers (MTs)

The MT hosts a TC in their classroom and provides a safe environment in which the TC can observe excellent teaching, work with students, practice classroom management, and strengthen their content specific pedagogy. MTs must hold a valid California Clear Teaching Credential (or the equivalent) in the content area pursued by the TC, have a minimum of three years of experience in the grade or level of supervision, and be interested in supervising future teacher professionals. The MT works as a team with the UFS, the TC, and other faculty members. Though MTs who work with TCs in Clinical Experience 2 and 3 earn a small stipend, in reality, their work is mostly one of love and dedication to the teaching profession. For TCs in Clinical Experience 2 and 3, the MT will complete two evaluations on LiveText: the mid-term evaluation and the final evaluation.

School Principals

The Director of Clinical Practice/Director of Field Experience collaborates with principals to find excellent placements for candidates. Many principals want to meet TCs and observe them working with students. In some cases, principals may conduct formal lesson observations, write letters of recommendation for TCs, hire TCs who have done excellent work at their schools, and/or recommend TCs to their colleagues who have openings at other schools. On the other hand, a principal has the right to dismiss a TC from a school without warning.

TPP Directors of Clinical Practice and Field Experience

The Director of Clinical Practice and the Director of Field Experience make arrangements for clinical placements, act as a liaison between Pepperdine and the school sites, supervise the UFSs, and ensure that MTs are equipped for their responsibilities.

TPP Faculty

The university faculty are responsible for teaching the courses in the Teacher Preparation Program (TPP). Each seminar professor acts as a resource and instructor for each of the clinical experience courses. The seminar professor coaches TCs in important instructional strategies and concepts and provides opportunities for dialogue about clinical experiences in both the seminar course and privately as needed. Seminar professors ensure that all clinical paperwork is submitted and are responsible for assigning TCs' grades in clinical experience based on the seminar course work, evaluations from the MTs, and observations/evaluations from the UFSs.

Pepperdine University has a non-discrimination policy in hiring faculty and staff. Pepperdine is an Equal Opportunity Employer and does not unlawfully discriminate in employment practices. Pepperdine reserves the right to seek, hire, and promote persons who support the goals and mission of the institution, including the right to prefer co-religionists. All lawful practices can be found in the following resources:

Human Resources Policy Manual

General Policies

TPP Coordinators (Undergraduate and Graduate)

In each pathway, the program coordinator advises TCs about program requirements and works with faculty, administrators, and K-12 personnel to maintain and improve the multiple and single subject programs. The program coordinator is heavily involved in program assessment and working with the California Commission on Teacher Credentialing (CTC) to ensure that Pepperdine stays current and compliant with the latest state requirements.

Certification Manager

The Certification Manager keeps a file on each TC that documents progress toward completing all the required elements for the credential. They meet periodically with classes to support TCs' progress in meeting these requirements and recommend them to the California CTC when all requirements are met.

Teacher Preparation Program (TPP) Overview

TPP Credentials Offered

Two preliminary teaching credential preparation programs are offered:

SB 2042 Multiple Subject Preliminary Teaching Credential
SB 2042 Single Subject Preliminary Teaching Credential

The credential programs were developed in compliance with the requirements of the California Commission on Teacher Credentialing (CTC). The SB 2042 credential issued by the CTC includes English Learner authorization. To learn about California Teaching Credentials, see the California Commission on Teacher Credentialing at ctc.ca.gov.

Multiple Subject Teaching Credential

The multiple subject teaching credential is generally considered to be an elementary school credential, most applicable to kindergarten and grades 1 through 6, where one classroom teacher traditionally is responsible for multiple subjects in the curriculum. This credential entitles the holder to teach a self-contained program, individually or as part of a teaching team, from K-12.

Single Subject Teaching Credential

The single subject teaching credential is most appropriate for those who want to teach a specific subject to middle or high school students, grades 6 through 12. This credential entitles the holder to teach in a specific content area, individually or as part of a teaching team, from K-12.

Added Authorization

TCs can add an additional credential (a multiple subject credential, a single subject credential, or an additional single subject content area) to their main credential program by passing the CSET in the added content area and taking a teaching methods course in the added credential content area . Single subject TCs pursuing a multiple subject Added Authorization must also take the multiple subject literacy course and pass the Reading Instruction Competence Assessment (RICA). Please visit CTC - Adding a Teaching or Content Area to Multiple and Single Subject Credentials for more information.

Upgrading the Preliminary Credential to a Clear Credential

Once candidates earn their preliminary credential, they will need to “upgrade” their credential to the clear level certification through a state approved induction program. If an induction program is proven unavailable, an approved fifth-year program is required. Please visit CTC - Clear Your Credential for more information.

Credential Recommendations

The Teacher Preparation Program (TPP) attests that credential recommendations for our teacher candidates are provided solely by Authorized Recommender(s) who are current employees of Pepperdine University.

Disclosure of Credentials

To ensure accurate advising, TPP requires all teacher candidates to disclose all credentialing documents they possess before enrolling in the program. Additionally, candidates must also disclose any intent to acquire additional credentialing documents authorized by a party other than the TPP.

Undergraduate Pathway Information and Course Descriptions

The undergraduate TPP is integrated into the bachelor's degree program so that a TC can work toward a bachelor's degree and a teaching credential simultaneously. Completing a bachelor's degree and the TPP generally requires eight or nine semesters; therefore, careful attention should be given to course scheduling. EDUC 251, 461, 462, and 463/464 should be taken before the Teaching and Content Area Methods course (EDUC 510 or 520). TCs should plan their schedules in order to be ready to take the methods courses and clinical experiences during their last two semesters. TCs are encouraged to complete all major course work before their full-day student teaching clinical experience begins and may choose to complete it either spring of their senior year or immediately upon graduation.

Undergraduate Pathway Admission Requirements

Students are encouraged to seek advising from an education faculty member during their first year if they are interested in earning a teaching credential. All applicants to the undergraduate TPP are admitted conditionally pending evaluation and clearance on University and state of California credential requirements. Admission to Seaver College does not guarantee admission to a teaching credential program. Minimum TPP admission requirements include:

- An application, a one-page writing sample, and two letters of reference.
- An overall GPA of 2.500 or better. This must be maintained if the student is to remain in the program.
- Completion of a minimum of 45 semester units of undergraduate study at a regionally accredited institution of higher learning.
- A Certificate of Clearance conforming with state of California requirements.
- A tuberculosis clearance.
- Successful completion of EDUC 251, EDUC 461, and EDUC 462.

Academic Advising

Academic advising is key to maximizing the TC's experience in the undergraduate TPP and minimizing the time it takes to complete it. Single subject candidates should have two academic advisors: one to advise them on courses in their major and one to advise them on courses in the TPP. Liberal Arts for Education majors will only have one academic advisor for both. When beginning the program, candidates should create a 4-year plan with their academic advisor(s) and seek their input before making adjustments to the plan and/or prior to registration.

Post-Baccalaureate Units

All Seaver students must complete a minimum of 128 units to graduate. TCs may elect to declare EDUC courses taken beyond the required 128 units (and not required for their major) as post-baccalaureate on their transcript. If approved, these courses will be pulled from their primary undergraduate degree program and will not be factored into their final undergraduate GPA. To declare post-baccalaureate units or for more information on this process, contact Andrea Harris at andrea.harris@pepperdine.edu.

Undergraduate Pathway Course Sequence

TCs in the undergraduate pathway complete 34 units of professional education courses, divided into eight academic courses and three clinical experience courses. Because undergraduates are working on their bachelor's degree and their teaching credential simultaneously, and because they enter the program at different times in their undergraduate careers, they take the eight courses in the same order generally, but not exactly.

The professional sequence requirements can be found in the Seaver College of Letters, Arts, and Sciences 2019-2020 Academic Catalog (p. 233).

Three courses are designed to be taken at the beginning of the program by all TCs: Human Development (EDUC 251), Instructional Design (EDUC 461), and Educational Foundations (EDUC 462). Instructional Design includes 20 hours of observation fieldwork in an elementary school, and Educational Foundations includes 20 hours of observation fieldwork in a middle or high school. These courses are also part of the liberal arts for education major, so they are taken by undergraduates in this major who may or may not continue on to earn a teaching credential in their undergraduate program. These three courses are currently three units each. They had been four units each for many years, but they were reduced to three units beginning in Fall 2018 to make room for a new course, Teaching Students with Exceptional Needs (EDUC 466), which is also three units.

Four courses are designed to be taken in the undergraduate's middle semesters in the program:

Multiple Subject	Single Subject
EDUC 463 - Literacy Theory and Methods—Multiple Subject (4 units)	EDUC 464 - Literacy Theory and Methods—Single Subject (4 units)
EDUC 501 - Clinical Experience 1 (0 units)	
EDUC 465 - Teaching English Learners (4 units)	
EDUC 466 - Teaching Students with Exceptional Needs (3 units)*	

*Taught the first time in Spring 2020

Four courses (two academic courses and two clinical experience courses) complete the undergraduate's course sequence.

Multiple Subject	Single Subject
EDUC 510 - Multiple Subject Teaching and Content Area Methods (4 units)	EDUC 520 - Single Subject Teaching and Content Area Methods (4 units)
EDUC 521.01 - Clinical Experience 2 (2 units)	EDUC 521.02 - Clinical Experience 2 (2 units)
EDUC 530 - Advanced Teaching Methods (4 units)	
EDUC 531 - Clinical Experience 3 (4 units)	

The clinical experience sequence is taken concurrently with academic courses, as indicated in the tables above. Clinical Experience 1 consists of 50 hours of observation/participation taken concurrently with EDUC 463/464. Clinical Experience 2 consists of 160 hours of student teaching taken concurrently with EDUC 510/520. Clinical Experience 3 consists of a full semester of full-time student teaching taken concurrently with EDUC 531.

Undergraduate Pathway Course Requirements

Undergraduate Pathway Multiple-Subject Course Requirements (Elementary)

EDUC 251	Human Development (3)
EDUC 461	Instructional Design (3)
EDUC 462	Educational Foundations (3)
EDUC 463	Literacy Theory and Methods—Multiple Subject*(4)
EDUC 465	Teaching English Learners (4)
EDUC 466	Teaching Students with Exceptional Needs (3)
EDUC 501	Clinical Experience 1 (0)
EDUC 510	Multiple Subject Teaching and Content Area Methods** (4)
EDUC 521	Clinical Experience 2 (2)
EDUC 530	Advanced Teaching Methods*** (4)
EDUC 531	Clinical Experience 3 (4)

*EDUC 463 must be taken concurrently with EDUC 501.
**EDUC 510 must be taken concurrently with EDUC 521.
***EDUC 530 must be taken concurrently with EDUC 531.

Undergraduate Pathway Single-Subject Course Requirements (Secondary)

EDUC 251	Human Development (3)
EDUC 461	Instructional Design (3)
EDUC 462	Educational Foundations (3)
EDUC 464	Literacy Theory and Methods—Single Subject*(4)
EDUC 465	Teaching English Learners (4)
EDUC 466	Teaching Students with Exceptional Needs (3)
EDUC 501	Clinical Experience 1 (0)
EDUC 520	Single Subject Teaching and Content Area Methods** (4)
EDUC 521	Clinical Experience 2 (2)
EDUC 530	Advanced Teaching Methods*** (4)
EDUC 531	Clinical Experience 3 (4)

*EDUC 464 must be taken concurrently with EDUC 501.
**EDUC 520 must be taken concurrently with EDUC 521.
***EDUC 530 must be taken concurrently with EDUC 531.

Undergraduate Pathway Course Descriptions

EDUC 251 Human Development (3)
The purpose of this course is to introduce candidates to a study of human growth and development, to explore historical perspectives in education, and to build a philosophy of teaching and learning. The course will emphasize physical, cognitive, and psychosocial development. Each developmental area will emphasize the process of socialization in diverse familial, linguistic, and cultural settings. Specific issues regarding physical education, health, play, attachment, gender, culture, self concept, specific learning needs, along with other current issues will be discussed. Using practical and theoretical objectives, the class will explore the relevance of the developmental process as it applies in academic and social settings and provide theory-based research approaches for working with critical areas of development.

EDUC 461 Instructional Design (3)
Instructional design and the psychological foundations of teaching and learning are important components to individuals pursuing a complex understanding of teaching and learning. The theoretical foundations of learning involve the study of major learning theories, learner preferences, learner outcomes, the instructional process, individual differences, and optimal learning environments. Aspects of planning, instructional strategies, assessment, management, and creating a positive learning environment will be presented so that candidates can create comprehensive and meaningful instructional sequences to meet the diverse needs of students. Significant attention is given to connecting theory and practice through twenty corequisite hours of fieldwork in an elementary school. (PS, RM)

EDUC 462 Educational Foundations (3)
This writing intensive course explores sociological and anthropological perspectives on schooling contexts and societal phenomena. It also emphasizes the socialization function of schools, the increasing culturally and linguistically diverse students, intercultural relations, and educational equity in the classroom. Course topics include the history and philosophy of education, teachers' unions, school safety, educational legislation, family and community involvement and influence, and the place of public schools in mediating differences. Twenty hours of fieldwork in a secondary school are required. (WI)

EDUC 463 Literacy Theory and Methods--Multiple Subjects (4)
This course is an introduction to the theoretical foundations and strategies for teaching English language literacy: reading, writing, speaking, and listening. Through readings and other experiences in this course, students will learn about materials and practices that support balanced, varied, differentiated, and effective instruction in literacy. Students in this course will develop a clear position on how children develop literacy and how it can be supported by classroom teachers. Students will learn how to teach students from diverse linguistic and cultural backgrounds, plan instruction that meets students' neurodevelopmental needs, and assess students' literacy development. Concurrent enrollment in EDUC 501 is required. Prerequisites: EDUC 461 and EDUC 462.

EDUC 464 Literacy Theory and Methods--Single Subject (4)
Single Subject candidates explore the developmental continuum for literacy in effort to scaffold all students into a successful learning experience. Historical and theoretical foundations of literacy and the understanding of the sequence and delivery of literacy instruction are covered. Candidates will assess and plan lessons reflective of the Common Core standards of reading narrative and informational texts, writing, speaking, and listening and language within content area literacy. The role of assessing, planning and implementing literacy instruction within the content areas will be developed and supported in a clinical experience that clearly connects theory to practice. Concurrent enrollment in EDUC 501 is required. Prerequisites: EDUC 461, EDUC 462.

EDUC 465 Teaching English Learners (4)
In this course, candidates will explore and apply practical strategies for promoting literacy with English learners in the bilingual and general education classroom. Candidates will study contemporary language acquisition theory as it relates to instruction, as well as research-based techniques to ensure the inclusion and academic success of all students. The need to distinguish between assessment of linguistic ability and the identification of special accommodations, including giftedness, will be addressed. Sessions will focus on historical perspectives, current legislation, language learning theories, classroom organization, teaching strategies, differentiated instruction, and assessment procedures for English learners. Prerequisites: EDUC 461 and EDUC 462.

EDUC 466 Teaching Students with Exceptional Needs (3)
The purpose of this course is to equip teacher candidates to meet individual learning needs in a general education classroom. Candidates will learn how to establish, maintain, and monitor inclusive and safe learning environments while purposefully and ethically providing accommodations and modifications for students with disabilities and to differentiate instruction for all learners. This course will discuss developmentally and ability-appropriate instructional strategies while introducing candidates to tools, resources, and assistive technologies that facilitate students' equitable access to the curriculum. Using assessment data, TCs will learn to establish goals, modify instruction, and create transition plans that incorporate student input. Candidates will critically examine statutory provisions of pertinent legislation, the history of special education, and the notion of disability as a social construct. Prerequisites: EDUC 461 and EDUC 462.

EDUC 501 Clinical Experience I (0)
Candidates are introduced in developmentally-appropriate stages to classroom practice through structured onsite activities, individual tutoring, and small group instruction. Concurrent enrollment in EDUC 463 or EDUC 464 is required.

EDUC 510 Multiple Subjects Teaching and Content Area Methods (4)
This methodology course addresses the planning and implementation of integrated content-specific instruction consistent with state adopted content standards and the instructional needs of all learners for mathematics, science, history and social science, and visual and performing arts in K-8 classrooms. It provides instruction on direct instruction, inquiry, modeling, cooperative learning, guided and independent practice, hands-on experiences, research, and creative experience as well as on classroom management and organization, classroom procedures, differentiation, diversity, lesson planning, and assessment. Concurrent enrollment in EDUC 521 is required. Prerequisites: EDUC 461, 462, 463.

EDUC 520 Single Subjects Teaching and Content Area Methods (4)
Candidates will explore the unique aspects of secondary education in linguistically and culturally diverse classrooms. Using research-based instructional strategies, candidates will explore and reflect on specific pedagogical knowledge and skills unique to the teaching of their content area and be prepared to plan, organize, and differentiate instruction to foster student achievement of state-adopted K-12 academic content standards. Specific emphasis will be on content-specific vocabulary and language,

management techniques, writing to learn, and assessment. Through connections between theory and practice, candidates will be able to implement pedagogically sound practices in concert with the clinical experience. Students must select one of the following content areas: (a) art; (b) English; (c) mathematics; (d) music; (e) physical education; (f) science; (g) social science; or (h) world languages. Taken concurrently with EDUC 521. Prerequisites: EDUC 463 or EDUC 464.

EDUC 521 Clinical Experience 2 (2)
Candidates participate in their assigned classroom by observing, assisting, tutoring, teaching small groups, and offering whole class instruction under supervision from practitioners in the field. Concurrent enrollment in EDUC 510 or EDUC 520 is required. Prerequisite: EDUC 501.

EDUC 530 Advanced Teaching Methods (4)
In this course, candidates demonstrate research-based instructional strategies in schools. The seminar focuses on the application of learning theory, content area literacy, and the provision of support for students with special education needs in linguistically and culturally diverse classrooms. Candidates will set goals, plan learning activities, organize instruction, select evaluation methods, and assume responsibility for whole-class teaching. Taken concurrently with EDUC 531. Prerequisite: EDUC 510 or EDUC 520.

EDUC 531 Clinical Experience 3 (4)
During this semester-long, full-day clinical experience, candidates are introduced in developmentally-appropriate stages to classroom practice through structured onsite activities ranging from observation of classes to individual tutoring to small-group instruction to whole-class lesson instruction under supervision from practitioners in the field. They will complete four weeks of full take-over and the teaching performance assessment in this clinical placement. Concurrent enrollment in EDUC 530 is required. Prerequisite: EDUC 521.

Graduate Pathway Information and Course Descriptions

The Master of Arts in Teaching program at Pepperdine University requires that students must have established subject matter competence before they are admitted into the TPP. Passing the CSET to meet subject matter competence is a state requirement and cannot be waived. Other qualifications may need to be met through coursework and/or tests. TCs may discuss additional requirements with an enrollment services officer or academic advisor.

University Intern Program

The Pepperdine University Intern Program enables candidates to work as full-time, salaried teachers while pursuing an SB 2042 Preliminary Teaching Credential. The program is ideal for those candidates with prior teaching experience, although this is not a requirement. Prior to admission, applicants must be employed by, or have an offer of full-time employment from, a participating school district. Candidates must have met the Basic Skills Requirement, passed the California Subject Examinations for Teachers (CSET) in the appropriate subject area, and completed a US Constitution exam or course. Also, candidates should have fulfilled 40 hours of Teaching English Learners prior to be recommended as an intern. Additional requirements include a bachelor's degree, acceptance into the MAT program, current TB test, and completion of 120 pre-service hours that include foundational preparation in general pedagogy, classroom management, planning, reading/language arts, subject specific pedagogy, human development, and English language learners (the 120 hours must be completed prior to working or being recommended as an intern). Students registered in the University Intern Program may take MATP 603 (University Intern Pre-Service Session) and/or fulfill required hours and topics throughout the first term of courses and student teaching. The University Intern Program was approved as of Fall 2016. For more information, please see Leaflet 402, which describes all requirements for University Interns.

In an effort to support full-time teaching alongside the completion of a program, the Pepperdine University Intern Program will work with the participating school district on implementing a Professional Development Plan for the intern candidate. The plan will include the following elements: (a) Provisions for an annual evaluation of the intern. (b) A description of the courses to be completed by the intern, if any, and a plan for the completion of preservice or other clinical training, if any, including student teaching. (c) A plan for the completion of preservice or other clinical training, if any, including student teaching. (d) 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. (e) 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.

Early Completion Option

The Pepperdine University Intern Program includes an Early Completion Option (ECO) pathway for eligible candidates. Eligibility for beginning the ECO pathway requires completion of the following items:

1. Hold a Bachelor's degree or higher from a regionally-accredited college or university.
2. Fulfill the Basic Skills Requirement.
3. Pass one of the following assessments:
    a. The National Evaluation Series (NES) Assessment of Professional Knowledge (APK): Elementary (Test code 051) for Multiple Subject candidates or Secondary (Test code 052) for Single Subject candidates
    b. The Teaching Foundations Examination
4. Completion of a Commission-approved Teaching Performance Assessment (TPA). At Pepperdine University, this will be Task 1 of the edTPA. This assessment may be taken only one time by an intern participating in the early completion option. Note that failure to pass the edTPA on the first attempt will void a teacher candidate's eligibility for the ECO, and as such they will be held to complete the intern pathway Teacher Preparation Program as normal.
5. Completion of a course (two semester units or three quarter units) in the provisions and principles of the US Constitution, or passage of an examination in the subject given by a regionally-accredited college or university.
6. Verify knowledge of the subject to be taught by one of the following methods:
    a. Achieve a passing score on all appropriate subject matter examination(s).
    b. Complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program.
    c. Successful completion of applicable coursework verified by a Commission-approved program of professional preparation.
    d. Complete an applicable degree major from a regionally-accredited college or university.
    e. Successful completion through a combination of coursework and examination options that meet or exceed the domains of the subject matter requirements adopted by the Commission. This mixing of options may only be done by candidates enrolled in a Commission-approved preparation program.
7. Fingerprint Processing by Live Scan (form 41-LS), if not previously completed for the Commission.
8. Individuals must have an offer of employment and be enrolled in a District Intern Program or

a college or university with a Commission-approved intern program. At Pepperdine University, this means successful completion of the University Intern Application packet for the regular pathway of the University Intern Program.

After establishing eligibility for the ECO, candidates must fulfill the following requirements in order to be recommended for a teaching credential:

1. Complete requirements 1 through 7, listed on the previous page.
2. Pass the entirety of the edTPA. Necessary to satisfy the fieldwork component required for the intern program. **Candidates must pass the edTPA on the first attempt in order to be eligible for the ECO.** If the candidate does not pass on the first attempt, he/she is no longer eligible to participate in the ECO program and must complete the full teacher preparation program. Candidates must demonstrate competence of the field experience required by the Commission-approved intern program in which the candidate is enrolled.
3. Complete foundational computer technology coursework that includes general and specialized skills in the use of computers in educational settings.
4. Meet the requirements for teacher fitness.
5. (Multiple Subject only) Pass the Reading Instruction Competence Assessment (RICA).

Opting into the ECO involves the completion of an application form. For further details, please contact the Credentials Office at 310-568-5656 or credinfo@pepperdine.edu.

Graduate Pathway Admission and Course Requirements

Graduate Pathway Admission Requirements

Admission requirements include:

- Application for Admission with a non-refundable processing fee.
- A baccalaureate degree from a regionally accredited institution.
- A candidate with a degree in education, early childhood education, education studies, or any other degree in education will only be allowed to earn a multiple subject teaching credential per AB 170. All bachelor's degrees must be earned at a regionally accredited institution of higher education, and the institution's regional accreditation status must have been in place at the time the degree was earned.
- The amendment of AB 170 allowing candidates for multiple subject teaching credentials to hold a bachelor's degree in education does not extend to single subject credential candidates who must still hold a bachelor's degree in a subject other than education.
- Official transcript sent electronically via one of the approved companies listed on the GSEP website from the institution that awarded the baccalaureate degree to the applicant as well as all transcripts from all other colleges or universities attended.
- GPA of 3.0 or higher. A statement of explanation can be submitted for a GPA that is less than 3.0 and is subject to approval.
- Two professional recommendations attesting to the applicant's competencies, character, and potential and/or ability as an educator. The online Professional Recommendation form should be emailed to gsep-admissions@pepperdine.edu.
- A two-page personal statement that reflects the applicant's educational purpose and goals and incorporates an understanding of the Master of Arts in Teaching program mission (see the Mission Statement in this academic catalog, page 89).
- Certificate of Clearance (COC) and tuberculosis (TB) test results.
- Candidates pursuing the teaching credential will also be required to submit the following:
    - A photocopy of any currently held teaching, instructional, or services credentials.

- Statement of Responsibility.
- Official proof of meeting the Basic Skills Requirement.
- Current TB test results.
- Passing score report for the California Subject Examinations for Teachers (CSET). The passing score report is required even if the applicant has asked Evaluations Systems, Pearson to send Pepperdine University the results. Applicants who have successfully completed a commission-approved Subject Matter Equivalency program must obtain an original Subject Matter Equivalency letter from the college or university. The original Subject Matter Equivalency letter will be accepted in lieu of the CSET.

Graduate Pathway Course Requirements

MATP 610 Instructional Design for Teaching (3)
MATP 620 Literacy Theory and Methods (3)
MATP 624 Educational Foundations, Equity, and Social Justice (3)
MATP 630 Teaching English Learners (3)
MATP 661 Teaching Students with Exceptional Needs (3)
MATP 681 Clinical Experience 1 (2)
MATP 682 Clinical Experience 2 (2)
MATP 683 Clinical Experience 3 (2)
MATP 699 Contemporary Issues in Education (3)

Multiple Subject Methods

MATP 671 Multiple Subject: Developing Teaching Methods (3)
MATP 675 Multiple Subject: Advanced Teaching Methods (3)

Single Subject Methods

MATP 673 Single Subject: Developing Teaching Methods (3)
MATP 677 Single Subject: Advanced Teaching Methods (3)

Electives

ED 699 Independent Study and Selected Topics (1–5)

Graduate Pathway Course Sequence

Phase 1	MATP 624: Educational Foundations, Equity and Social Justice (3 units) MATP 610: Instructional Design for Teaching (3 units) MATP 620: Literacy Theory and Methods (3 units) MATP 681: Clinical Experience 1 (2 units) **TOTAL UNITS - 11**
Phase 2	MATP 630: Teaching English Learners (3 units) MATP 682: Clinical Experience 2 (2 units) **Multiple Subject Candidates:** MATP 671: Multiple Subject Developing Teaching Methods (3 units) **Single Subject Candidates:** MATP 673: Single Subject Developing Teaching Methods (3 units) **TOTAL UNITS - 8**

	*edTPA
Phase 3	MATP 699: Contemporary Issues in Education (3 units) MATP 683: Clinical Experience 3 (2 units) MATP 661: Teaching Students with Exceptional Needs (3 units)* **Multiple Subject Candidates:** MATP 675: Multiple Subject Advanced Teaching Methods (3 units) **Single Subject Candidates:** MATP 677: Single Subject Advanced Teaching Methods (3 units) **TOTAL UNITS - 11** *Spring Admits Take MATP 661 in Phase 2

Graduate Pathway Course Descriptions

MATP 603 University Intern Pre-Service Session (0)
This course is designed to help candidates in the Intern Program receive an introduction to classroom instruction and classroom management that are essential skills for teachers in public school classrooms. Additionally, the course frames the content that candidates will have to master as they simultaneously enroll in the credential program as fully employed teachers in the field.

MATP 610 Instructional Design for Teaching (3)
Instructional design and the psychological foundations of teaching and learning are important components for TCs pursuing a complex understanding of instructional practices. Significant attention is given to connecting theory and practice, providing depth and understanding to the process of K–12 learning and lesson design. The theoretical foundations of learning involve the study of major learning theories, learner preferences, learner outcomes, the instructional process, identifying individual differences, optimal learning environments, and assessing the learner to drive instruction. Aspects of planning, instructional strategies, assessment, management, and creating a positive learning environment will be presented so that candidates can create comprehensive and meaningful instructional sequences to meet the diverse needs of students. Finally, understanding data (district, school, and teacher generated) to create meaningful instruction will be a central core topic in this course.

MATP 620 Literacy Theory and Methods (3)
In this course emphasis is placed on the Common Core State Standards designed to support literacy instruction through higher order skills for diverse learners in a global society. Literacy demands continue to change, challenging educators to address the ongoing diverse needs of students to become proficient and lifelong readers and writers. This course explores the developmental continuum for literacy in an effort to scaffold all students into a successful learning experience. Historical and theoretical foundations of literacy and the understanding of the sequence and delivery of literacy instruction are covered. The course delivery will support candidates in their understanding and abilities to address the goals of “learning to read” as the basis of printed language as well as “reading to learn.” The range of needs in this diverse society is considered in striving to connect theory to practice in meeting the needs of today’s classroom learners. The course will encompass the role of assessment, planning, and implementation of developmentally appropriate literacy lessons.

MATP 624 Educational Foundations, Equity, and Social Justice (3)
This course offers an issues-based study of social, cultural, philosophical, historical, and ethical perspectives on the role of education and schools in society. It emphasizes the socialization function of schools, the increasing culturally and linguistically diverse students, intercultural relations, educational equity in the classroom, equity-minded reform, and leadership. These issues include demographics, economic factors, cultural diversity, gender, exceptionalities, equity, policy and law, immigration, reform and standards-based movements, the profession of teaching, family and community involvement and influence, and the variety of educational structures and purposes. In addition, students will examine multiple perspectives of equity-based education to foster growth as an ethical leader who is committed to social justice. Focus is placed on helping education candidates use this foundational knowledge toward effective teaching and learning in classroom settings and learning environments.

MATP 630 Teaching English Learners (3)
Candidates will explore and apply practical strategies for promoting literacy with English learners within the bilingual and general education classroom. Candidates will study contemporary language acquisition theory as it relates to instruction as well as research-based techniques to ensure the inclusion and academic success of all students. The need to distinguish between assessment of linguistic ability and the identification of special
accommodations, including giftedness, will be addressed. Sessions will focus on historical perspectives, current legislation, language learning theories, classroom organization, teaching strategies, differentiated instruction, and assessment procedures for English learners. The clinical experience will provide authentic opportunities for the implementation of standards-based instruction.

MATP 661 Teaching Students with Exceptional Needs (3)
The purpose of this course is to introduce candidates to a study of special populations in school settings and workplace environments: children, adolescents, and adults with disabilities as well as gifted and talented learners. Candidates will continue their development toward the design of instruction that provides accommodations and modifications that make instruction accessible to all learners. Candidates will examine statutory provisions of pertinent legislation and develop skills to create an inclusive climate, specialized instruction, and assessment of students with diverse learning needs. Sessions will focus on strategies for establishing cooperative and collaborative classroom environments needed to implement differentiated delivery for students with disabilities, students who are gifted, and students who are at risk. Students will focus on the importance of working with educators, families, and other professionals engaged in the support of challenged learners. The course will address issues related to the lifelong learning process; and candidates will discuss their professional lives in terms of purpose (meeting the unique needs of all students), service (serving these individuals through appropriate instructional strategies), and leadership (advocating for the lifelong learners).

MATP 671 Multiple Subject: Developing Teaching Methods (3)
This elementary methodology course addresses the planning and developing of integrated content-specific instruction consistent with state-adopted content frameworks: Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). Emphasis is placed on differentiating instruction for all students in each of the content areas— mathematics, science, history and social science, and visual and performing arts. TCs learn instructional strategies for teaching content areas, including direct instruction, inquiry, modeling, collaborative learning, guided and independent practice, project-based learning, research, and creative or personal expression. Candidates practice teaching strategies that emphasize the integration of multiple literacies, English language arts, and the use of educational technology. The study of content-specific instruction is considered in the context of classroom management and organization, classroom procedures, differentiation, diversity, lesson planning, and assessment.

MATP 673 Single Subject: Developing Teaching Methods (3)
Candidates working toward the single subject credential will explore the unique aspects of secondary education and the developmental stage of the students in middle and high schools, and they will learn to be reflective teachers who prepare lessons that specifically address the diverse needs of these students. Using research-based instructional strategies that enhance learning for secondary students, candidates begin to connect the specific content learning with adolescent and young adult diverse learning styles. Sessions will focus on current trends, student awareness, curriculum organization, and content expectations in the candidates' respective subject areas. Through connections between theory and practice, candidates will be able to implement pedagogically sound practices in concert with the clinical experience. This course will explore learning theory, content area literacy, new literacies, and the provision of support for students in linguistically and culturally diverse classrooms. Candidates will set goals, plan learning activities, organize instruction, and select evaluation methods, as well as reflect on secondary classroom practices. In addition, candidates will explore the unique aspects of their subject matter. Specific focus is given to the differences inherent in teaching and learning in the content area: content- specific vocabulary and language, planning techniques that promote active learning, informal writing to learn, and assessments, as well as unique challenges associated with subject matter. Candidates will learn how to use information in their content area to promote learning beyond middle and high school, giving students skills to scaffold successful lifelong learning.

MATP 675 Multiple Subject: Advanced Teaching Methods (3)
This methodology course addresses the advanced study of integrated content-specific instruction consistent with state-adopted content frameworks: Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). It addresses the differentiation of instructional needs of all learners for mathematics, science, history and social science, and visual and performing arts in K–8 classrooms. Teacher candidates will apply instructional strategies for teaching content areas, including direct instruction, inquiry, modeling, collaborative learning, guided and independent practice, project-based learning, research, and creative or personal expression. Candidates will apply and practice teaching strategies that emphasize the integration of multiple literacies, English language arts, and the use of educational technology. The study of content-specific instruction is

considered in the context of classroom management and organization, classroom procedures, differentiation, diversity, lesson planning, and assessment.

MATP 677 Single Subject: Advanced Teaching Methods (3)
Candidates working toward the single subject credential will continue to explore the aspects of secondary education and learn to be reflective teachers who prepare lessons that specifically address the diverse needs of these students. Candidates will continue to use research-based instructional strategies that enhance learning for secondary students; candidates begin to connect the specific content learning with adolescent and young adult diverse learning styles. Through connections between theory and practice, the emphasis will be on candidates to focus on specific pedagogy to be able to implement pedagogically sound practices in concert with clinical experience. Sessions will continue to focus on current trends, student awareness, curriculum organization, and content expectation in the candidates' respective subject areas. Importance will be placed on candidates setting goals, planning learning activities, organizing instruction, and selecting evaluation methods that reflect advanced secondary classroom practices. Continuing to use general secondary methods as a springboard, candidates reflect on their content area to apply and differentiate these strategies. Continued focus will remain on the differences inherent in teaching and learning in the content area: content-specific vocabulary and language, management techniques that promote active learning, informal writing to learn, and assessments, as well as unique challenges associated with subject matter. Candidates will learn how to use information in their content area to promote learning beyond middle and high school, giving students skills to scaffold successful lifelong learning.

MATP 681 Clinical Experience 1 (2)
The purpose of this course is to help TCs move toward mastery in order to perform all of the teaching responsibilities in California school classrooms. This course is the first in a developmental sequence in which candidates are introduced to the teaching profession by exposing them to the unique attributes of public, charter, and private school classrooms. This course is the first in a developmental sequence of clinical experiences in which candidates observe, assist, tutor, and facilitate small group instruction under supervision from a certified MT. Introduction into edTPA will facilitate preparation for MATP 682 and MATP 683. A Certificate of Clearance (COC) and tuberculosis test (PPD skin test) are both required for enrollment in this course. The successful completion of this course and the submission of CBEST and CSET scores to the office of the certificate manager are prerequisites for promotion and enrollment into MATP 682 and MATP 683.

MATP 682 Clinical Experience 2 (2)
The purpose of this course is to help candidates develop as teachers by preparing them to gradually take over the teaching responsibilities and classroom activities of K–12 teachers. This course is the second in a developmental sequence of clinical experiences in which candidates participate in their assigned classroom by observing, assisting, tutoring, teaching small groups, and offering whole-class instruction under supervision from MTs in the field. Candidates will have an assigned Pepperdine UFS to support their clinical practice. The successful completion of MATP 681 and the submission of CBEST and CSET scores to the office of the certificate manager are prerequisites for enrollment in this course. Enrollment in this course may require a course fee to prepare for the successful submission of edTPA.

MATP 683 Clinical Experience 3 (2)
The purpose of this course is to help TCs move toward mastery in order to perform all of the teaching responsibilities in California K–12 school classrooms. This course is the third in a developmental sequence in which candidates participate full-time in their assigned classroom and perform whole-class instruction under supervision from certified practitioners in the field. Candidates will have an assigned Pepperdine UFS to support their clinical practice. The successful completion of MATP 682 and successful evaluations from the MT and the assigned Pepperdine UFS are prerequisites for enrollment in this course. Enrollment in this course may require a course fee to prepare for the successful submission of edTPA.

MATP 699 Contemporary Issues in Education (3)
The purpose of this course is to engage and think critically about contemporary research in education and evaluate credibility and bias within published research. Specific attention will be devoted to the examination of how contemporary issues in education affect students, teachers, parents, and community members in K–12 settings. Candidates will have the opportunity to participate in a research practicum with a faculty member and apply educational theory in real-world learning settings. Candidates will examine all aspects of educational research that include research design, funding of research, human subject guidelines, and publication of research. This course facilitates the mentorship model of educators to be active participants in the field immersed in educational research in K–12 settings.

ED 699 Independent Study and Selected Topics (1–5)
Individual study is conducted involving an examination and analysis of a specific subject area of the student's choosing under the supervision of an approved instructor. Occasionally, special courses are offered for enrollment.

CTC Credential Information

CTC Credential Requirements and Examinations

The following are general requirements for all TCs to be recommended to the CTC for a credential. TCs must satisfy these as well as TPP admission requirements. Please note that the TPP advises students according to CTC credentialing requirements. Employers may enforce additional requirements as they see fit; TCs are strongly encouraged to conduct research on any employer-specific requirements when considering a credential pathway.

- TB Clearance
- Certificate of Clearance (COC)
- Basic Skills Requirement (BSR)
- Multiple Subject Matter Competency or Single Subject Matter Competency
- Reading Instruction Competence Assessment (RICA)
- U.S. Constitution
- CPR Certification
- Official transcript with a baccalaureate degree or higher
- Minimum GPA Requirement
- Education Teacher Performance Assessment (edTPA)

TB Clearance

TCs will be required to provide evidence of a negative TB test upon admission to the credential program. This can be completed through either a TB Risk Assessment Form or TB test. If the TB Risk Assessment Form determines there are TB risk factors or a history of TB, then TCs must proceed with a TB test. If the TB test is positive, TCs are required to obtain a clear chest x-ray. A copy of the x-ray results can be submitted to the Credential Office. The negative TB examination is valid for two (2) years from the date the test was read and the results were recorded. TCs must have a valid TB report for the entire duration of their program.

Certificate of Clearance (COC)

The CTC requires a LiveScan fingerprint clearance and background check through the CTC and is required upon admission to the credential program. Forms and information are available from the Credential Office. If TCs hold an Emergency or Substitute Teaching Permit, they can submit a copy to the Credential Office in lieu of COC. The Certificate of Clearance must be posted on the CTC website www.ctc.ca.gov for verification.

Basic Skills Requirement (BSR)

TCs must complete the BSR and submit it to the Credential Office prior to beginning Clinical Experience 2. There are 9 options for satisfying the BSR.

1. Pass the California Basic Educational Skills Test (CBEST)
2. Pass the CSET: Multiple Subjects Plus Writing Skills Examination
3. Pass CTC approved out-of-state basic skills exam
4. Achieve qualifying scores on the SAT (If taken before March 2016, a score of 500 or above on English and score of 550 or above on Math. If taken after March 2016, a score of 560 or above on Evidence-Based Reading and Writing and a score of 570 or above on Math.)
5. Achieve qualifying scores on the ACT (score of 22 or above on English and score of 23 or above on math)

6. Achieve qualifying scores on Advanced Placement (AP) examinations (score of 3 or above on AP English Language and Composition or AP English Literature and Composition; score of 3 or above on AP Calculus AB, AP Calculus BC, or AP Statistics)
7. Pass the CSU Early Assessment Program (score of "College Ready" or "Exempt" on both English and math)
8. Pass the CSU Placement Examinations (score of 151 or above on English and score of 50 or above on math)
9. Waive the CBEST exam using appropriate coursework as determined by the Commission on Teacher Credentialing.

Multiple Subject Matter Competency

There are four methods of establishing subject-matter competence for the Multiple Subject teaching credential in California: (1) complete a Commission-approved Subject Matter Preparation Program at a California college or university and obtain a Subject Matter Competence Equivalency letter (verification of completion) from the authorized person in the Education Department at that university or college or (2) take and pass all three CSET Multiple Subject subtests, (3) waive the CSET exam with an appropriate degree major as determined by the Commission on Teacher Credentialing, or (4) waive the CSET exam with appropriate coursework as determined by the Commission on Teacher Credentialing. All Subject Matter Competence Equivalency letters or passing CSET score reports must be submitted to the Credential Office prior to beginning Clinical Experience 2. If a TC has not passed the proper CSET subtests and met the BSR by the last day of the "add/drop period" for that term, then the TC must withdraw from the clinical experience course immediately. For more information on the CSET registration, the tests, test dates, passing scores and to view sample tests visit www.cset.nesinc.com.

Single Subject Matter Competency

There are four methods of establishing subject-matter competence for the Single Subject teaching credential in California: (1) complete a Commission-approved Subject Matter Preparation Program at a California college or university and obtain a Subject Matter Competence Equivalency letter (verification of completion) from the authorized person in the Education Department at that university or college or (2) take and pass all appropriate CSET subtests, (3) waive the CSET exam with an appropriate degree major as determined by the Commission on Teacher Credentialing, or (4) waive the CSET exam with appropriate coursework as determined by the Commission on Teacher Credentialing. All Subject Matter Competence Equivalency letters or passing CSET score reports must be submitted to the Credential Office prior to beginning Clinical Experience 2. If a TC has not passed the proper CSET subtests and met the BSR by the last day of the "add/drop period" for that term, then the TC must withdraw from the clinical experience course immediately. For more information on the CSET registration, the tests, test dates, passing scores and to view sample tests visit www.cset.nesinc.com.

*Please note: Seaver's English Credential program is the only state-approved subject matter program at Pepperdine. TCs who major in other subjects will be required to undergo a coursework or degree major evaluation.

Reading Instruction Competence Assessment (RICA)

The RICA is required for all Multiple Subject Teaching Credential TCs. To fulfill this credential requirement, TCs must take and pass *either* the RICA Written Examination *or* the RICA Video Performance Assessment. Passage of either one of these two assessments satisfies this credential requirement. For more information, refer to the RICA Registration Bulletin.

U.S. Constitution

This requirement may be met by passing a Commission-approved college or university examination, or by successfully completing a CTC-approved college course (two semester units or three quarter units) in the provisions of the U.S. Constitution with a grade of 'C' or better. The Credential Office will evaluate college transcripts to determine whether or not the U.S. Constitution requirement has been met.

CPR Certification

To fulfill this requirement, the training must be the equivalent of the American Heart Association Heartsaver (BLS-B) course, or the Community CPR course provided by the American Red Cross. The course must cover adult, infant and child CPR skills, plus rescue breathing and choke rescue, education risk factors, sudden cardiac arrest. It may also include causes of respiratory arrest, healthy heart concept and emphasis on recognizing the symptoms of heart attack and taking action before CPR becomes necessary.

Official Transcript with Baccalaureate Degree or Higher

TCs must submit official transcripts with a Bachelor's Degree or higher conferred by a regionally accredited institution. Electronic official transcripts are only acceptable if it can be verified that they were directly received by the TPP.

Minimum GPA Requirement

TCs must establish a 2.5 GPA in their first semester of academic work in order to continue in the program on regular status. Grades must be a C or better to earn a recommendation for the SB 2042 teaching credential.

Education Teacher Performance Assessment (edTPA)

The edTPA is completed during Clinical Experience 2 or 3. Developed by Stanford University at the Stanford Center for Assessment, Learning, and Equity (SCALE), the edTPA is a performance-based, subject-specific assessment used by TPPs throughout the United States to measure the skills and knowledge that all beginning teachers must acquire. The assessment features a common architecture focused on three tasks: planning, instruction, and assessment (see below).

Education Teacher Performance Assessment (edTPA)

As a performance-based assessment, the edTPA is designed with a focus on student learning and principles from research and theory, to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. The edTPA is based on findings that successful teachers:

- Develop knowledge of subject matter, content standards, and subject-specific pedagogy.
- Develop and apply knowledge of varied students' needs
- Consider research and theory about how students learn.
- Reflect on and analyze evidence of the effects of instruction on student learning.

For the edTPA, TCs will first plan 3-5 consecutive lessons, consistent with state and national content standards as appropriate.TCs will then teach the learning segment, making video recording of their interactions with students during instruction. TCs will also assess, informally and formally, students' learning throughout the learning segment. Upon completion of the three tasks, TCs will submit artifacts from the tasks (e.g., lesson plans, clips from the video recording, assessment materials, instructional materials, student work samples), as well as commentaries that were written to explain and reflect on the Planning, Instruction, and Assessment components of the tasks. The artifacts and commentaries for each

task will then be evaluated by external assessors using rubrics especially developed for each task. The activities for each task will be completed by sections and will be submitted to Pearson Education for final scoring. All scores become part of the TC's credentialing file.

edTPA for Multiple Subject Teacher Candidates

The purpose of edTPA Elementary Education is to measure novice teachers' readiness to teach both literacy and mathematics in the elementary grades. It includes the edTPA in elementary literacy (Tasks 1-3) and in mathematics (Task 4).

The EdTPA Elementary Education assessment is composed of four tasks:

1. Planning for Literacy Instruction and Assessment
2. Instructing and Engaging Students in Literacy Learning
3. Assessing Students' Literacy Learning
4. Assessing Students' Mathematics Learning

edTPA for Single Subject Teacher Candidates

The single subject edTPA assessment is composed of three tasks:

1. Planning for Instruction and Assessment
2. Instructing and Engaging Students in Learning
3. Assessing Student Learning

***Language adopted from the edTPA Education Assessment Handbooks (https://edtpa.aacte.org/)

Teacher Performance Expectations (TPEs)

Linked below are the course matrices of the Undergraduate Pathway and Graduate Pathway that show fulfillment of the California Teacher Performance Expectations (TPEs). Each matrix specifies which course introduces (I), practices (P), or assesses (A) the skill highlighted by each TPE.

Undergraduate Pathway Course Matrix
Graduate Pathway Course Matrix

Specific Information for Teacher Candidates, Mentor Teachers, and University Field Supervisors

Mandated Reporting Responsibilities for TCs, MTs, and UFSs

Teacher Candidates (TCs) are considered Mandated Reporters. In compliance with Assembly Bill 1432 (D-Gatto) in the State of California, TCs in the undergraduate and graduate pathways are trained in "what they need to know in order to identify and report suspected cases of child abuse and neglect" (Source). Additionally, TPE 6: Developing as a Professional Educator states that beginning teachers *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.

TCs complete the online California Child Abuse Mandated Reporter Training module (approved and recommended by the CDE) in EDUC 501 (Clinical Experience 1) and MATP 681 (Clinical Experience 1), respectively.

Along with their training, TCs, MTs, and UFSs are expected to review and be familiar with the resources below, which are included in this handbook for reference:

California Dept. of Education Introduction to Mandated Reporting of Child Abuse and Neglect
CDSS - OCAP - Child Abuse Mandated Reporter Training FAQs
CDE - Child Abuse Identification & Reporting Guidelines
Suspected Child Abuse Report Form
National Child Abuse Hotline: 1-800-4-A-Child (1-800-422-4453)

Pepperdine University Teacher Candidates (TCs)

Teacher Candidates (TCs) are expected to take clinical placements very seriously. As representatives of Pepperdine University in the local community, it is important for TCs to carefully consider their professional behavior while at each and every school site. Professional behavior includes clear communication, proper attire, regular attendance, enthusiastic participation, maintaining a growth mindset, and meeting the TPP Ethical Standards. The following section provides information about the logistics of clinical placements, guidelines for professional conduct, and disciplinary procedures.

Information on Clinical Placements

- Decisions about suitable placements are made by the TPP team.
- Placement surveys and/or placement questionnaires are designed to give the Director of Clinical Practice more information about the TCs. Surveys are not distributed so candidates may select their own placement sites.
- Placements must be at a school "where the curriculum aligns with California's adopted content standards and frameworks" (Program Standard 3a).
- Clinical Experience 2 and Clinical Experience 3 placements require diversity per the CTC. The Teacher Performance Expectations (TPEs) state that placement sites should include "all students." "All students" means that placements must include diversity of:
    - race and ethnicity of the students
    - socio-economic levels including students from low-income families
    - languages spoken by the students, including English learners
    - approaches in supporting students with exceptionalities
- Placements must be in a location that is geographically near where a Pepperdine University UFS is able to supervise. If a TC moves a far distance from Pepperdine, the TC should expect to have a long commute to his or her clinical placement and is still expected to attend all in-person classes.
- TCs must enroll in the appropriate teacher education courses on Wavenet in order to secure and confirm the placement. TCs must enroll in advance of the start date in order to respect the stakeholders of the placement.

When contacting MTs for the first time, TCs should send them a professional email (addressing them as Mr. or Ms. [last name]), thank the MT for hosting them in their classroom, state the day and time they hope to come for their first visit, and request that they email them back if the time or date doesn't work. TCs should allot extra time to check in at the office and move car or place parking permit in car if needed, and then arrive to class at the day and time suggested. TCs should dress professionally which means pants and a collared shirt for men and professional pants, skirt, or dress for women. Short skirts, low blouses, and short shirts exposing the midriff are all discouraged. TCs should put their phones away during the duration of their classroom visit, learn student names, and be actively engaged in the activities of the class. TCs should regularly express gratitude to their MT for their willingness to host them, maintain an open mind, and willingly accept feedback. The TC should take the posture of a learner when in his or her clinical placement.

TCs can help MTs by clearly communicating program requirements, honoring commitments and expectations, and fully engaging in the process. More specifically, TCs can:

- encourage MTs to read and understand the TPP Handbook.
- show respect for the MT and his/her work.
- introduce the MT to the UFS and other faculty that may visit the placement.
- be teachable and open-minded; accept constructive criticism and suggestions.
- work with the MT to set up a regular time for lesson planning, feedback, questions, and other kinds of collaboration. Some TCs and MTs communicate with a spiral notebook, or computer-based-two-way journal. Others meet once a week at a specific time, and others meet more frequently for a shorter period of time.
- try to work well with the classroom system the MT has set up and ask permission before making any changes.
- demonstrate the ability to take on greater challenges by being faithful and competent in existing responsibilities.

Conduct

TCs are expected to strive to reach the TPP Ethical Standards. Additionally, all Pepperdine students are expected to adhere to the Student Code of Conduct found at the following link: Student Code of Conduct

The following regulations apply to any person who is enrolled as a Pepperdine University student. These rules are not to be interpreted as all-inclusive of situations in which discipline will be invoked. These rules are illustrative, and the University reserves the right to take disciplinary action in appropriate circumstances not set out in the catalog.

It is understood that each student who enrolls at Pepperdine University will adhere to the regulations of the University. The University expects from all of its students and employees the highest standard of moral and ethical behavior in harmony with the Christian philosophy and purposes. Engaging in or promoting conduct or lifestyles inconsistent with traditional Christian values is not acceptable. Students are expected to respect order, morality, personal honor, and the rights and property of others at all times. They are expected to comply with the rules and regulations of the University. Students who engage in conduct violating these expectations are subject to the disciplinary procedures outlined herein. Examples of improper conduct for which students are subject to discipline are described below:

- Dishonesty in any form, including plagiarism, illegal copying of software, and knowingly furnishing false information.
- Forgery, alteration, or misuse of any University documents, records, or identification.

- Failure to comply with written or verbal directives of duly authorized University officials who are acting in the performance of assigned duties.
- Interference with the academic or administrative processes of the University or any of its approved activities.
- Theft of or damage to property.
- Violation of civil or criminal codes of local, state, or federal governments.
- Unauthorized use of or entry into University facilities.
- Violation of any state policies or regulations governing student relationships to the University or the assigned public school.
- Additionally, and most specifically for credential candidates:
    - Illegal alcohol or other drug use
    - Inappropriate social or sexual relationships with students in the assigned school.
    - Inappropriate dress, appearance, or personal demeanor
    - Insensitivity to racial, cultural, or gender issues.

Disciplinary Procedures

Students accused of improper conduct shall be given adequate notice of the charges and an opportunity to present their case to an impartial Disciplinary Committee. Written notice of the specific charges(s) made against a student shall be given at least five days before the student is to appear before the committee. The Committee shall be chaired by the Associate Dean of Education (or his/her designee) and be composed of at least two faculty members and one staff member. Other than as outlined below, hearings need not adhere to formal rules or procedures or technical rules of evidence followed by courts of law.

Hearings will be conducted according to the following guidelines:

1. All procedural questions are subject to the final decision of the chair.
2. The hearing will be conducted in private. Admission of any person to the hearing will be at the discretion of the committee chair.
3. Accused students have the right to be accompanied by any advisor they choose. The advisor may be an attorney. Accused students are responsible for presenting their own case and, therefore, advisors are not permitted to represent the student and advise him/her privately during the hearing process. Advisors who are disruptive may be asked to leave the hearing.
4. Parents of the accused student may also attend as support persons and observers. However, they may not speak or otherwise participate in the hearing. Parents who are disruptive may be asked to leave the hearing.
5. Hearings will proceed in the following manner:
    a. Reading of the charges.
    b. The student's denial or admission of the charges (If the student admits the charges, then the Committee may dismiss the student and deliberate on the appropriate sanctions.)
    c. Review of the information in support of the charges.
    d. Questions about the information by the student charged and/or the Committee.
    e. Presentation of information by the student charged and/or the Committee.
    f. Closing stated by the accused student.
6. The chair and the accused student may call witnesses. The Committee may ask questions of the witnesses. The accused student may not directly question the witness, but may direct questions to the Committee chair after the witness has been excused. The chair will then determine if the questions are appropriate, and if so, will ask the witness to return and answer the questions. Witnesses may only be present while giving testimony. Accused students must present a list of witnesses and purposes of their statement of the chair 24 hours in advance of the hearing.

7. A list of witnesses called by the University should be presented to the accused student 24 hours in advance of the hearing.
8. Pertinent records, exhibits and written statements may be accepted as information for consideration by the Committee at the discretion of the chair. This information must be submitted to the chair at least 24 hours in advance of the hearing.
9. If, during the course of the hearing, additional charges are discovered, the accused student will be notified of the new charges and will be granted additional time, if needed, to prepare a defense of the new charges. The accused student may waive the additional time and the hearing can proceed with the new charges taken under consideration by the Committee. A record should be made in the hearing notes of additional charges and whether or not the student desires additional preparation time.
10. After the hearing, the Committee will determine by majority vote whether the student has violated each charge.
11. The Committee's determination will be made on the basis of whether it is more likely than that the accused student violated standards contained in the Handbook.
12. If the student is found to have violated these standards contained in the Handbook, the Committee will then determine appropriate sanctions.
13. The chair will notify the student in writing of the Committee's decision and the sanctions issued, if any.
14. There will be a single written record of the hearing, which normally consists of the statement of alleged misconduct, a summary of the information presented in the hearing, a summary of the statement of the accused, statement of the decision, and the sanctions issued, if any. The hearing will not be transcribed or otherwise recorded.
15. If the accused student fails to appear at the hearing, the Committee may make a decision based on the available information. If the chair determines that good cause exists for the accused student not appearing at the hearing, a new date may be set for the hearing.

Sanctions

Sanctions affecting the conduct of students are based on general principles of fair treatment. Sanctions will take into account the intent of the accused, the effect of the conduct on the victim and/or University or school community, the student's disciplinary history, whether sanctions such as education and community service are likely to change the student's conduct, and the student's needs and prospects for improvement. If a violation occurs just prior to a student's scheduled graduation, sanctions may be imposed even if all academic requirements are completed.

Disciplinary action invoked by the Committee may include, but is not limited to, one or a combination of the sanctions listed below:

- Warning: Oral or written notice to the student that the student is violating or has violated the Code of conduct and that continuation or prepetition of misconduct may result in a more severe sanction.
- Probation: A status which indicates that a student's relationship with the Teacher Credentialing Program is tenuous. Probation is for a designated period of time and includes the probability of more severe disciplinary sanctions if the student is found to be violating any University regulations.
- Educational Sanctions: community service, essay writing assignment, attendance to a seminar, or other discretionary sanctions as deemed appropriate by the committee.
- Suspension: Temporary separation of the student from the Teacher Credentialing Program for a definite period of time, after which the student is eligible to return. Conditions for readmission may be specified.

- Dismissal: Permanent separation of the student from the Teacher Credentialing Program. The student is dismissed from the program and is permanently ineligible to re-enroll at any time in the future.

The University reserves the right to notify the California Commission on Teacher Credentialing of unprofessional conduct.

Appeals Process

The University has implemented procedures for student appeals with the intent of assuring fundamental fairness. Students who believe they are not treated fairly in the disciplinary process can submit a written appeal to the Dean of GSEP (or his/her designee). The appeal letter must be submitted within seven (7) days of the issuance of the sanction.

The written appeal must specify grounds that would justify consideration. General dissatisfaction with the outcome of the decision or an appeal for mercy is not an appropriate basis for an appeal. Appropriate grounds for appeal include:

a. Insufficient evidence to support the decision.
b. New evidence or facts not known to the student at the time of the hearing.
c. Procedural irregularity that undermined the student's ability to present a defense.
d. Inappropriateness of the sanction for the violation of the Code of Conduct.

Generally, the appeal process does not require a hearing, nor does it require the dean to make personal contact with the student or the committee. The dean may, but is not required to, convene an ad hoc appeals committee to assist in making a recommendation to the dean regarding the appeal.

The dean may affirm, reverse, or modify the sanction. The dean may also return the case to the committee for further consideration. The dean's decision shall be final and effective.

Office of Student Accessibility

The Office of Student Accessibility (OSA) is committed to creating an accessible environment for all students. Accommodations are intended to provide equal access to education, in accordance with the Rehabilitation Act of 1974 and the Americans with Disabilities Act. Pepperdine's Student Accessibility page (Link) contains a non-exhaustive list of academic resources available to all students. Further accommodations are available to students; however, requests for such accommodations must first be approved by the OSA. Students seeking accommodations must work through the OSA.

Pepperdine University Code of Ethics

Pepperdine does not unlawfully discriminate on the basis of any status or condition protected by applicable federal or state law. It respects the inherent worth of each member of the community and does not engage in any forms of harassment of others. Those in positions of authority, including administrators, supervisors, faculty members, and student leaders exercise their authority fairly and appropriately. All lawful practices can be found at the the following links:

Human Resources Policy Manual
General Policies

Grievances

For information on filing grade disputes, please see Grades (Office of the Registrar)

For information on filing non-academic grievances at Seaver College, please see Non-Academic Student Grievance (Seaver Dean's Office)

For information on filing grievances at the Graduate School of Education and Psychology, please see the Graduate School of Education and Psychology 2019-2020 Academic Catalog.

The academic dispute resolution process is outlined on pages 234-238.

The non-academic student grievance procedures are noted on pages 254-257.

Pepperdine University Mentor Teachers (MTs)

Overview

The TPP provides opportunities for professional educators to make a substantial contribution to the teaching profession, the TC to translate his/her education and background into classroom practice, and all participating educators to have a profitable personal experience in the service of young people and the community. The selection of Mentor Teachers (MTs) is based on the mutual agreement of the school districts, Site Administrators, and the Directors of Clinical Experience at each campus. MTs must hold a valid California Clear Teaching Credential (or the equivalent) in the content area pursued by the TC, have a minimum of three years of experience in the grade or level of supervision, and be interested in supervising future teacher professionals. TCs may ask the MT for a letter of recommendation near the end of the placement. Letters are most effective if they are written on school letterhead if the school district allows this.

The MT will:

- model a variety of appropriate strategies and techniques of instruction
- explain the principles and practice of teaching students with diverse needs
- explain planning, curriculum, pedagogical strategies, instructional accommodations for students, and goals for students and/or classes
- discuss the reflective process of teaching and methods of self-evaluation
- clarify and demonstrate assessment, grading, and reporting procedures

The balance between observation and participation is to be determined by the MT in consultation with the TC. TCs should have “hands on” experience, but only when, and to the degree, that the MT thinks is appropriate. These activities might include assessment, small group instruction, individual instruction, preparation of materials, and/or whole class instruction (for those in Clinical Experience 2 or 3). The bulk of the TC’s time should be spent interacting with students, rather than grading, filing, or running errands.

TCs complete three clinical experiences. In Clinical Experience 1, the MT will support the TC through a process of introduction to school life and orientation to the learning community. TCs are required to be actively engaged and involved in the classroom, but aren’t permitted to do any “whole class instruction.” In Clinical Experience 2, TCs are required to teach a minimum of 6 lessons (observed and evaluated by their University Field Supervisor (UFS)), but are urged to teach more than that. In Clinical Experience 3, TCs will complete 15 weeks of full-time student teaching, four of which will be full take-over of the teaching responsibilities. During Clinical Experience 3, the TC’s assigned UFS will observe and evaluate him/her six times. It is the TC's responsibility to schedule observations with the UFS. After the lesson, the TC and the UFS will conference about the lesson, so providing them a place to conference would be helpful.

The MT will also support the TC through the edTPA process. Permissible forms of support can be found at https://www.edtpa.com/content/docs/guidelinesforsupportingcandidates.pdf. Under the guidance of the MT, the TC will plan, teach, and record lessons that build on the characteristics of the students, draw upon

standards-based goals for instruction, and include strategies to further student learning. The TC will implement those lessons, making appropriate use of class time and instructional resources to meet the differing needs of individuals, and manage instruction and student interaction. The TC will critically analyze the lessons, assess student learning, and use the results to determine further instruction. The TC will also be responsible for distributing and collecting permission slips so students may be seen in the videos required for the edTPA. Successful completion of the edTPA event is required by the CTC to be eligible for a teaching credential. The UFS, MT, and Principal work as a team to support the TC.

The professor of the course will submit a final grade for the Clinical Experience. The grade will be based upon the evaluations and recommendations of the MT and the UFS as well as the clinical coursework graded by the professor. During the term, the MT will work cooperatively with the UFS and the TC in a process of formative assessment.

MTs must sign the form entitled "Clinical Experience Hours" that documents the number of hours the TC spends in the classroom for Clinical Experience 1 and 2. For TCs in Clinical Experience 1, the MT will complete an online evaluation. For TCs in Clinical Experience 2 and 3, the MT will complete two evaluations on LiveText: the mid-term evaluation and the final evaluation.

MT Evaluation Rubrics

MTs will grade TCs for the midterm and final evaluation using a standard rubric, which can be found in **Appendix A.**

Stipends

MTs who work with TCs earn a small stipend as a token of appreciation. Stipends are generally processed 3-6 months after the completion of the semester. Ms. Lee Jackson processes the stipends at Seaver College and Ms. Glenna Hanna processes the stipends at GSEP. The stipends are as follows for each of the pathways:

Graduate Pathway

Clinical Experience 1: $150
Clinical Experience 2: $150
Clinical Experience 3: $150

Undergraduate Pathway

Clinical Experience 2: $150
Clinical Experience 3: $300

Pepperdine University Field Supervisors (UFSs)

The UFS will visit their assigned teacher candidate(s) in their placements for formal observations. In clinical experience 2 and 3, a UFS will observe the TC in the classroom six times. The role of the UFS is to support the TC and provide quality feedback to enhance teaching skills, strengthen classroom management, and enrich content specific pedagogy. During each visit, the UFS will observe a formal lesson, debrief the lesson with the TC, and complete a formal online evaluation on LiveText.

The following information is included to provide UFSs with details to ensure successful supervision of TCs.

- The Director of Clinical Practice will communicate UFS assignments before the start of the semester or as soon as clinical placements are secured. The Director of Clinical Practice will carefully take into consideration driving distance, areas of expertise, preferred grade levels/ schools, and desired load when assigning UFSs their supervisory schedule each semester.
- Before the first lesson observation, the UFS should review the evaluation rubrics for Observations #1-5 and Observation #6 with the TC (both rubrics are attached in **Appendix A**). It is important that the TC is introduced to the rubrics so they know what the UFS expects from the lesson. The UFS should encourage the TC to log on to LiveText to review evaluation rubrics.
- Before the first lesson observation, the UFS should send an electronic introduction to the MT via email. The UFS should collaborate with the MT and TC about when they will be visiting for the first lesson observation.
- The TC is responsible to contact the UFS to schedule lesson observations. If a TC is not communicating with the UFS appropriately to schedule lesson observations, please contact the Director of Clinical Practice.
- The TC is responsible to provide the UFS with detailed lesson plans. The TC should also print out a hard copy of the lesson and provide the UFS with the copy upon the UFS's arrival to the classroom.
- Lesson debrief conversations should include reviewing different items from the rubric. It is important for the TC to have the opportunity to reflect critically on the lesson and ask questions. The lesson debrief should function as a dialogue between the UFS and the TC. The UFS should guide the TC towards self-reflection by asking probing questions.
- When applicable, the UFS is encouraged to discuss the edTPA rubrics with the TCs in preparation for the completion of edTPA.
- If a UFS needs to miss a scheduled observation within 24 hours of the observation (due to health or personal reasons), the UFS should contact the Director of Clinical Practice to see if he/she can sub for the observation.
- The UFS should communicate any problems or concerns with the Director of Clinical Practice. For any issues with a TC, please communicate as soon as the problem arises so it may be promptly resolved.

Evaluations on LiveText

After completing an observation, UFS should visit LiveText (https://www.livetext.com/) to enter an evaluation of the TC within 48 hours of the observation. Observation feedback is visible to the TC, MT, course professor, and director of clinical practice. Additionally, supervisors may email the TC notes from the observation if they wish.

Compensation

After UFSs complete each observation, they should log onto Kronos (Kronos Link) to submit the hours they worked. They will need to use their Wavenet ID (from HR) to access the portal.

Mileage

The TPP reimburses mileage for UFSs. UFSs should complete the Mileage Reimbursement Form and submit it monthly to the appropriate support personnel listed below:

Undergraduate Pathway

Ms. Lee Jackson
lee.jackson@pepperdine.edu
310-506-4225

Graduate Pathway

Ms. Glenna Hanna
glenna.hanna@pepperdine.edu
310-568-5518

Appendix A: Rubrics for Mentor Teachers and University Field Supervisors

Mentor Teacher Evaluation Rubric for Teacher Candidate

	Does Not Meet Requirements	Almost Meets Requirements	Meets Requirements	Exceeds Requirements
Engaging and Supporting all Students in Learning (TPE 1)	The teacher candidate observes, but seems disengaged, does not support the mentor teacher effectively, and shows little interest in supporting the students.	The teacher candidate is working toward building rapport with students to further engage and support student learning.	The teacher candidate builds a positive rapport with students and effectively engages and supports them in learning tasks. The teacher candidate is focused on student learning and asks the mentor teacher questions to further learning.	The teacher candidate goes above and beyond to support and engage students in learning activities, as well as become part of the classroom community. The teacher candidate learns about the students individually as well as effectively identifies the academic levels of all students in the classroom.
Creating and Maintaining Effective Environments for Student Learning (TPE 2)	The teacher candidate needs more guidance in the area of understanding the importance of fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate needs additional guidance in applying classroom management strategies to maintain an effective and engaging learning environment.	The teacher candidate is learning the importance of fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate is at a beginning level of applying classroom management strategies to maintain an effective and engaging learning environment.	The teacher candidate is aware of the importance of fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate strives to implement existing classroom management strategies to maintain an effective and engaging environment for student learning.	The teacher candidate participates in fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate effectively implements classroom management strategies to maintain an effective and engaging environment for student learning.
Understanding and Organizing Subject Matter for Student Learning (TPE 3)	The teacher candidate shows little understanding of the current classroom curriculum and is currently unable to support students with diverse learning needs.	The teacher candidate is working toward understanding the current classroom curriculum and shows interest in learning more about differentiated instruction.	The teacher candidate strives to understand the current classroom curriculum and has a good understanding of the ways in which the subject matter is taught to student groups at various academic levels.	The teacher candidate appears to have a strong understanding of their subject matter and understands how differentiated instruction promotes student access to the curriculum. The teacher candidate provides instruction to the whole class and groups at various academic levels and facilitates a differentiated learning experience.
Planning Instruction and Designing Learning Experiences for All Students (TPE 4)	The teacher candidate shows little interest in assisting the mentor teacher in preparing or planning for instruction. The teacher candidate needs a lot of support during lesson planning and whole class instruction.	The teacher candidate is working toward assisting the mentor teacher in planning and preparing for instruction. The teacher candidate is beginning to create lesson plans and beginning to lead whole class instruction.	The teacher candidate supports the mentor teacher in preparing for lessons and understanding daily planning and procedures. The teacher candidate plans and implements lessons effectively to whole class and small groups to provide direct and guided instruction with minimal assistance from the mentor teacher.	The teacher candidate takes initiative to support the mentor teacher in preparing for lessons and understanding daily planning and procedures. The teacher candidate plans and implements lessons effectively to whole class and small groups to provide direct and guided instruction.
Assessing Student Learning (TPE 5)	The teacher candidate needs to improve in the area of assessment as depth of knowledge in the area of evaluation is lacking.	The teacher candidate understands the purpose and use of formative and summative assessments, but should gain greater depth of knowledge by facilitating and/or evaluating student assessments.	The teacher candidate understands the purpose and use of formative and summative assessments and often assists the mentor teacher with facilitating, creating, and evaluating student assessments.	The teacher candidate understands the purpose and use of formative and summative assessments and often assists the mentor teacher with facilitating, creating, and evaluating student assessments.
Developing as a Professional Educator (TPE 6)	The teacher candidate needs improvement in the area of professional dress and attendance. The teacher candidate shows no interest in meeting with the teachers for a staff meeting or grade-level team meeting.	The teacher candidate should work toward the professional practice of appropriate dress, communication, and being punctual. The teacher candidate has missed many days of student teaching. The teacher candidate demonstrates minimal interest in attending staff meetings or grade-level team meetings. The practice of reflection appears to be underdeveloped.	The teacher candidate demonstrates professional behavior by communicating with the mentor teacher and being fairly reliable, punctual, and rarely absent. The teacher candidate demonstrates some interest in attending professional development sessions, such as grade-level team meetings or staff meetings, and is willing to attend IEP or 504 meetings (if invited). It is clear that the teacher candidate views reflection as essential to professional growth in the teaching profession.	The teacher candidate demonstrates professional behavior by clearly communicating with the mentor teacher and being consistently reliable, punctual, and rarely absent. When able, the teacher candidate attends professional development sessions, such as grade-level team meetings or staff meetings. The teacher candidate is eager to attend IEP or 504 meetings (if invited). It is clear that the teacher candidate views reflection as essential to professional growth in the teaching profession.

University Field Supervisor Evaluation Rubric for Teacher Candidate - Observations #1-5

Engaging and Supporting All Students in Learning (TPE 1)					
The teacher candidate:	**TPE**	**Does Not Meet Requirements**	**Almost Meets Requirements**	**Meets Requirements**	**Exceeds Requirements**
Provides instruction that makes connections to learners' prior knowledge and experiences	1.1	Does not help students make connections to their prior knowledge or experience.	Uses some content knowledge to activate students' prior knowledge or help them make connections to their previous experience.	Clearly uses background knowledge in the content to help students make connections to their prior knowledge or experience.	Considers curriculum goals and the students' needs in selecting appropriate tasks; scaffolds instruction according to students' needs.
Uses a variety of appropriate instructional strategies to meet the needs of all learners	1.4	Uses a limited range of instructional models and strategies with little attention to whether these are appropriate or helpful in conveying content or addressing student needs.	May attempt to use a range of instructional models and strategies, and attempts to address subject matter content essential to student learning.	Uses instructional models, strategies and resources that support student learning and meet subject matter requirements.	Uses multiple instructional models, strategies and resources to support and expand student learning. Appropriate and resourceful adaptations are made to communicate content requirements and address the diverse learning needs of students.
Promote students' critical and creative thinking and analysis	1.5	Does not promote students' critical and creative thinking and analysis.	Somewhat promotes students' critical and creative thinking and analysis.	Appropriately promotes students' critical and creative thinking and analysis.	Effectively and efficiently promotes students' critical and creative thinking and analysis.
Creating and Maintaining Effective Environments for Student Learning (TPE 2)					
The teacher candidate:	**TPE**	**Does Not Meet Requirements**	**Almost Meets Requirements**	**Meets Requirements**	**Exceeds Requirements**
Creates a safe, positive learning environment based on respect, positive social interaction, active engagement in learning, and self-motivation	2.1	Uses verbal and non-verbal interactions that are not positive, respectful, supportive, or motivating. Provides no opportunities for active learning experiences or for students to work in groups. Students are not required to assume responsibility for their own learning.	Provides some verbal and non-verbal interactions that are positive, respectful and supportive. Provides a few opportunities for active learning; provides limited opportunities for students to work together. Uses instructional strategies that rely heavily on external student motivation.	Uses verbal and non-verbal interactions that are mostly positive, supportive, and respectful. Provides opportunities active learning group work, and for students to assume responsibility for their own learning.	Uses verbal and non-verbal interactions that are all positive, supportive, and respectful. Provides multiple opportunities for active learning; creates opportunities for students to work in groups and assume responsibility for their own learning. Employs approaches that rely heavily on internal student motivation.
Creates diverse and productive student learning environments	2.2	Does not create diverse and productive student learning environments.	Somewhat creates diverse and productive student learning environments.	Creates diverse and productive student learning environments.	Creates strong and effective diverse and productive student learning environments.
Understanding and Organizing Subject Matter for Student Learning (TPE 3)					
The teacher candidate:	**TPE**	**Does Not Meet Requirements**	**Almost Meets Requirements**	**Meets Requirements**	**Exceeds Requirements**
Demonstrates knowledge of subject matter and connects to the state standard	3.1	Does not demonstrate knowledge of subject matter and/or does not connect the lesson to a state standard.	Somewhat demonstrates knowledge of subject matter and connects the lesson to a state standard.	Demonstrates knowledge of subject matter and connects the lesson to a state standard.	Clearly demonstrates knowledge of subject matter and connects the lesson to a state standard.
Plans, designs, implements, and monitors instruction consistent with content and makes cross-disciplinary connections	3.3	Does not plan, design, implement, and monitor instruction consistent with content and/or does not make cross-disciplinary connections.	Somewhat plans, designs, implements, and monitors instruction consistent with content and makes cross-disciplinary connections.	Plans, designs, implements, and monitors instruction consistent with content and makes meaningful cross-disciplinary connections.	Holistically plans, designs, implements, and monitors instruction consistent with content and makes meaningful cross-disciplinary connections.
Creates and implements learning experiences that help build accurate conceptual understanding, content knowledge, and academic language	3.5	Does not create or implement learning experiences that build accurate conceptual knowledge.	Creates and implements lessons that mostly provide guidance through a logical learning progression.	Creates and implements lesson experiences that effectively guide students through logical learning progressions, causes them to reflect on prior knowledge, and helps students make connections between prior experience and content.	Creates and implements lesson experiences that provide students with multiple representations, guidance through learning progression, and recognition of common misconceptions. Lesson implementation stimulates reflection of prior knowledge, builds connections between prior experiences and content and helps students master the academic language of the content area.

Uses technology to engage students and support their learning	3.6	Does not use technology to engage students or support their learning.	Somewhat uses technology to engage students and support their learning.	Intentionally uses technology to engage students and support their learning.	Intentionally uses technology to engage students and support their learning and promotes digital literacy in the lesson.
Planning Instruction and Designing Learning Experiences for All Students (TPE 4)					
The teacher candidate:	**TPE**	**Does Not Meet Requirements**	**Almost Meets Requirements**	**Meets Requirements**	**Exceeds Requirements**
Provides access to the curriculum for all students	4.4	Does not provide all students with access to the curriculum.	Provides most students with access to the curriculum but can strive to more effectively modify and accommodate the lesson for all students.	Uses developmentally, linguistically, culturally appropriate learning activities, instructional materials, and resources for all students.	Uses all tools intentionally, removes barriers, and creates opportunities for students to support each other in learning.
Assessing Student Learning (TPE 5)					
The teacher candidate:	**TPE**	**Does Not Meet Requirements**	**Almost Meets Requirements**	**Meets Requirements**	**Exceeds Requirements**
Uses multiple methods of assessment to monitor progress; creates opportunities for students to demonstrate understanding in diverse ways	5.1	Fails to monitor student progress toward learning objectives; does not provide opportunities for students to demonstrate understanding in diverse ways.	Provides pre-, formative, and summative assessments that are somewhat aligned with lesson objectives and occasionally differentiates assessment opportunities.	Uses constant pre-, formative, and summative assessments to monitor progress toward lesson objectives and adapts instruction; uses a variety of assessment tools.	Uses constant and varied pre-, formative, and summative assessments to monitor student progress toward learning objectives and to guide instruction; differentiates assessment opportunities to address students' needs and strengths.
Provides opportunities for learners to self-assess	5.3	Does not provide opportunities for learners to self-assess.	Somewhat provides opportunities for learners to self-assess by stating expectations.	Communicates clear expectations for self-assessment.	Clearly explains and models examples of self assessment; demonstrates how to monitor and improve learning. Students are required to self-evaluate and to set goals based on assessment results.
Developing as a Professional Educator (TPE 6)					
The teacher candidate:	**TPE**	**Does Not Meet Requirements**	**Almost Meets Requirements**	**Meets Requirements**	**Exceeds Requirements**
Self-evaluates the effects of his/her choices and actions on others	6.1	Provides no evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors	Provides some evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors	Provides evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.	Provides substantial evidence that personal reflections identifying strengths and areas for improvement are being used to guide instruction and professional behaviors.
Understands and enacts professional roles and educators' civic, social, and moral responsibilities	6.6	Does not understand and/or enact professional responsibilities.	May understand professional responsibilities, but does not enact them.	Understands and enacts professional roles and educators' civic, social, and moral responsibilities.	Fully understands and enacts professional roles and educators' civic, social, and moral responsibilities.

University Field Supervisor Evaluation Rubric for Teacher Candidate - Observation #6

	Does Not Meet Requirements	Almost Meets Requirements	Meets Requirements	Exceeds Requirements
Engaging and Supporting all Students in Learning (TPE 1)	The teacher candidate observes, but seems disengaged, does not support the mentor teacher effectively, and shows little interest in supporting the students.	The teacher candidate is working toward building rapport with students to further engage and support student learning.	The teacher candidate builds a positive rapport with students and effectively engages and supports them in learning tasks. The teacher candidate is focused on student learning and asks the mentor teacher questions to further learning.	The teacher candidate goes above and beyond to support and engage students in learning activities, as well as become part of the classroom community. The teacher candidate learns about the students individually as well as effectively identifies the academic levels of all students in the classroom.
Creating and Maintaining Effective Environments for Student Learning (TPE 2)	The teacher candidate needs more guidance in the area of understanding the importance of fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate needs additional guidance in applying classroom management strategies to maintain an effective and engaging learning environment.	The teacher candidate is learning the importance of fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate is at a beginning level of applying classroom management strategies to maintain an effective and engaging learning environment.	The teacher candidate is aware of the importance of fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate strives to implement existing classroom management strategies to maintain an effective and engaging environment for student learning.	The teacher candidate participates in fostering a caring, safe, inclusive classroom environment where each student is treated fairly and respectfully. The teacher candidate effectively implements classroom management strategies to maintain an effective and engaging environment for student learning.
Understanding and Organizing Subject Matter for Student Learning (TPE 3)	The teacher candidate shows little understanding of the current classroom curriculum and is currently unable to support students with diverse learning needs.	The teacher candidate is working toward understanding the current classroom curriculum and shows interest in learning more about differentiated instruction.	The teacher candidate strives to understand the current classroom curriculum and has a good understanding of the ways in which the subject matter is taught to student groups at various academic levels.	The teacher candidate appears to have a strong understanding of their subject matter and understands how differentiated instruction promotes student access to the curriculum. The teacher candidate provides instruction to the whole class and groups at various academic levels and facilitates a differentiated learning experience.
Planning Instruction and Designing Learning Experiences for All Students (TPE 4)	The teacher candidate shows little interest in assisting the mentor teacher in preparing or planning for instruction. The teacher candidate needs a lot of support during lesson planning and whole class instruction.	The teacher candidate is working toward assisting the mentor teacher in planning and preparing for instruction. The teacher candidate is beginning to create lesson plans and beginning to lead whole class instruction.	The teacher candidate supports the mentor teacher in preparing for lessons and understanding daily planning and procedures. The teacher candidate plans and implements lessons effectively to whole class and small groups to provide direct and guided instruction with minimal assistance from the mentor teacher.	The teacher candidate takes initiative to support the mentor teacher in preparing for lessons and understanding daily planning and procedures. The teacher candidate plans and implements lessons effectively to whole class and small groups to provide direct and guided instruction.
Assessing Student Learning (TPE 5)	The teacher candidate needs to improve in the area of assessment as depth of knowledge in the area of evaluation is lacking.	The teacher candidate understands the purpose and use of formative and summative assessments, but should gain greater depth of knowledge by facilitating and/or evaluating student assessments.	The teacher candidate understands the purpose and use of formative and summative assessments and often assists the mentor teacher with facilitating, creating, and evaluating student assessments.	The teacher candidate understands the purpose and use of formative and summative assessments and often assists the mentor teacher with facilitating, creating, and evaluating student assessments.
Developing as a Professional Educator (TPE 6)	The teacher candidate needs improvement in the area of professional dress and attendance. The teacher candidate shows no interest in meeting with the teachers for a staff meeting or grade-level team meeting.	The teacher candidate should work toward the professional practice of appropriate dress, communication, and being punctual. The teacher candidate has missed many days of student teaching. The teacher candidate demonstrates minimal interest in attending staff meetings or grade-level team meetings. The practice of reflection appears to be underdeveloped.	The teacher candidate demonstrates professional behavior by communicating with the mentor teacher and being fairly reliable, punctual, and rarely absent. The teacher candidate demonstrates some interest in attending professional development sessions, such as grade-level team meetings or staff meetings, and is willing to attend IEP or 504 meetings (if invited). It is clear that the teacher candidate views reflection as essential to professional growth in the teaching profession.	The teacher candidate demonstrates professional behavior by clearly communicating with the mentor teacher and being consistently reliable, punctual, and rarely absent. When able, the teacher candidate attends professional development sessions, such as grade-level team meetings or staff meetings. The teacher candidate is eager to attend IEP or 504 meetings (if invited). It is clear that the teacher candidate views reflection as essential to professional growth in the teaching profession.