![Los Angeles Pacific University — Azusa Pacific University System logo]

Program Standards

Multiple Subject Preliminary Credential

Submitted by Los Angeles Pacific University to the California Commission on Teacher Credentialing for the purposes of Initial Program Approval

Submitted February 2, 2021

PRELIMINARY MULTIPLE SUBJECT PROGRAM STANDARDS

Standard 1: Program Design and Curriculum

The program's design is grounded in a clearly articulated theory of teaching and learning that is research- and evidence-based. The program's theoretical foundations are reflected in the organization, scope and sequence of the curriculum provided to candidates.

In order to prepare candidates to effectively teach all California public school students, key elements within the program's curriculum include typical and atypical child and adolescent growth and development; human learning theory; social, cultural, philosophical and historical foundations of education; subject-specific pedagogy; designing and implementing curriculum and assessments; understanding and analyzing student achievement outcomes to improve instruction; understanding of the range of factors affecting student learning such as the effects of poverty, race, and socioeconomic status; and knowledge of the range of positive behavioral supports for students. Program DesignThe program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

Los Angeles Pacific University's Multiple Subject Credential Program is designed on the foundation of former and current research in regards to teacher preparation. This model makes use of developmental, instructional, and assessment research to form the foundation of a modern, forward-thinking teacher preparation program. In the early "Methods" courses, Candidates combine research and practice through a scaffolded theory-to-practice model, where they apply and interact with course concepts in real-life fieldwork classrooms. In the "Student Teaching" courses, Candidates are placed in classrooms where they are challenged by an immersive experience, yet supported by university and school-site personnel.

The research-based vision of teaching and learning that underscores Los Angeles Pacific University's model for teacher preparation is characterized by:

- **Research-based instructional and assessment practices**: The Multiple Subject Credential Program was built on the foundation of research-based instructional and assessment practices. The program was designed by teacher education veterans, with multiple opportunities for input by current and former classroom teachers. The program focused its design on what works within K12 classrooms (Goodwin & Webb, 2014; Stanovich & Stanovich, 2003), and the course scope and sequence took this into consideration in order to build stronger teacher Candidates, and ultimately, stronger classroom teachers.

- **Focus on cultural and linguistic diversity, characteristic of teacher Candidates and students within California's school systems:** The Multiple Subject Credential Program designed the course scope and sequence with the cultural and linguistic diversity of teacher Candidates and students in mind. Program and course designers considered the richness of California's teacher workforce and P-12 school systems while designing the program, and each course addresses this diversity

in both Course Learning Outcomes, and through the lens of the specific course's content and themes (Gay & Howard, 2010).

- **Scaffolding learning cycles, with threads and themes interwoven through all courses**: The Multiple Subject Credential Program was designed to lead learners through multiple learning cycles, deepening the learning in each cycle (Sleeter, Torres & Laughlin, 2004). Candidates begin the program with courses that address general teaching topics, then dive deeper into issues and practices that impact instruction and assessment in later courses. Because the program design was developed by two core faculty from start to finish, the program reflects continuity and a course scope and sequence that builds on prior learning. Beyond pedagogy and subject matter competence, the underlying themes of addressing and supporting culturally and linguistically diverse learners, and encouraging Candidates to develop the dispositions and character traits of effective teachers are interwoven into each course. This scaffolding is critical to Candidate development, and will produce future teachers who not only demonstrate strong pedagogical skills, but who also approach the classroom with compassion, using critical reflection to continue development.

- **Bridging theory and practice, which allow Candidates to get firsthand experience applying course concepts within real-life classrooms**: The Multiple Subject Teaching Program immerses Candidates in theory, then provides ample opportunity for the Candidate to experience that theory in real-life classrooms. Each of the "Methods" courses introduces subject matter through a pedagogical lens, then Candidates are assigned to reflect on how this theory plays out in their fieldwork assignments (Ball & Cohen, 1999; Ball & Forzani 2009). Candidates complete a variety of assessments related to the integration of theory and practice, with each course deepening the learning through critical reflection and re-application. In the "Student Teaching" courses, Candidates experience the deeper bridge of theory to practice by being responsible for all aspects of instruction, assessment, and classroom management in an immersive environment.

- **Aligning with California's Teaching Performance Expectations, culminating in the successful completion of the California Teacher Performance Assessment:** The Multiple Subject Credential Program was designed with a modern approach to teaching in mind. Because the program was built from the ground up and with license from the university to build in aspects of modern classroom teaching, the program could align to the Teaching Performance Expectations consistently. The TPE's formed the backbone of program design, and informed decisions in terms of course scope and sequence, program content, as well as integrating best practices in classroom teaching based on the input of current and former classroom teachers, administrators, parents, and community members.

List of Program Stakeholders

The program design also includes a coherent candidate assessment system to provide formative information to candidates regarding their progress towards the credential (see Standard 2).

The program design also took into consideration the California Teacher Performance Assessment, the final assessment of teacher competency before a Candidate can be credentialed in the state of California. The course scope and sequence directly addresses all of the aspects contained within the CalTPA, so as to best prepare Candidates to not only successfully complete CalTPA, but also apply the best practices reflected in CalTPA in their future P-12 classrooms.

Lastly, the program has several points within the course where Candidates are provided feedback for development and growth. Examples of these measures include audits to ensure program requirement completion (like CSET passage, completion of requirements for fieldwork placement, etc) as well as meetings with Program Faculty and Administration to ensure Candidates are developing the dispositions and skills necessary for P-12 classroom teachers.

[Process for Candidate Evaluation and Remediation](#)

Los Angeles Pacific University stands behind these five principles, and seeks to best prepare competent, well-prepared teachers for California P-12 schools, students, and families.

LAPU's course scope and sequence for Candidates seeking a preliminary Multiple Subject credential addresses the state's Teaching Performance Expectations. A scope and sequence of LAPU's courses and a description of the alignment of LAPU's courses to California's Teaching Performance Expectations can be found here: [Multiple Subject Credential Program Course Descriptions](#)

Multiple Subject Credential Program Standards Course Matrix: includes where all general education TPEs are introduced, practiced, and/or assessed within the course, including links to syllabi and key assignments.

[MSC TPE Alignment Chart](#)

[LAPU - Multiple Subjects Credential Program Syllabi](#)

[LAPU Mastery-Level Assignments](#)

[LAPU Mastery-Level Assignment Rubrics](#)

Multiple Subject Credential Program Scope and Sequence of Courses: Includes all courses in the LAPU program in sequence, units earned, and course descriptions.

[LAPU - Multiple Subjects Credential Course List](#)

[LAPU Multiple Subjects Credential Course Descriptions](#)

Biographies and areas of expertise for LAPU's full time faculty can be found on LAPU's [website's faculty page](). Los Angeles Pacific University hires qualified adjuncts in cases where there is not a full-time LAPU faculty member with relevant expertise.

Aligning CTC Content Matter with Program Courses

Below are the courses most aligned with Standard 1 along with their respective description and syllabus. While many of these topics are addressed in multiple courses, the following courses have mastery level course assessments related to the program content standard.

CTC Content Matter	Course name, number and course description addressing CTC content matter	**Link to LAPU - MSC Course Syllabi** **EDUC 530 syllabus added, EDUC 550, 580 & 590 syllabi updated.** **List of LAPU - MSC Mastery Level Assignments** Links to LAPU Subject Specific Pedagogy for Multiple Subject Teaching Assignments **Login at https://course.lapu.edu/login/index.php using the following credentials:** - Username: **credential-user** - Password: **LAPU2021!**

		EDUC 501 Introduction to Teaching and Learning (Course of Record) **EDUC 505 Diversity and Inclusive Schooling (Course of Record** **EDUC 510 P.E., Health, and Safety for Elementary Teachers (Course of Record)** **EDUC 515 Learning Theory & Instructional Strategy (Course of Record)** **EDUC 530 Methods in Language and Literacy [K-8] I (Course of Record)** **EDUC 535 Methods in Language and Literacy K-8 II (Course of Record)** **EDUC 550 Methods in Teaching the Arts and Social Sciences K-8 (Course of Record)** **EDUC 560 Methods of Teaching Mathematics - K-8 (Course of Record)** **EDUC 570 Methods in Teaching the Sciences (Course of Record)**

Typical and Atypical Child and Adolescent Growth and Development; Human Learning Theory	**EDUC501 Introduction to Teaching and Learning:** Exploration of the psychology of learning with the future elementary teacher in mind. Special emphases include the foundations of learning theory, brain research, the role of the learning environment, and how the psychology of learning manifests in the classroom.	Philosophy of Teaching and Learning Assignments Rubrics - Philosophy of Teaching and Learning Assignments
Social, Cultural, Philosophical and Historical Foundations of Education and Understanding of the Range of Factors Affecting Student Learning Such as the Effects of Poverty, Race, and Socioeconomic Status	**EDUC505 Diversity and Inclusive Schooling:** Exploration of the methodology and rationale for differentiated instruction, as well as how to design learning experiences suited to the needs of the individual learner within a general education classroom. Students explore diversity of needs (including language, culture, learning styles, special needs, development, and interests), and apply that information to learning experiences and assessment plans.	Meeting the Needs of All Students Through Effective Lesson Planning Assignments Rubrics - Meeting the Needs of All Students Through Effective Lesson Planning Assignments

Subject-specific Pedagogy, including *Designing and Implementing Curriculum and Assessments*	The "Methods in Teaching" courses fulfill this subject-specific pedagogy requirement. The Methods courses all contain a 10-hour fieldwork component in addition to the coursework. The "Methods in Teaching" courses were created using highly qualified subject matter experts, each with K12 teaching experience. The Common Core standards as well as the California frameworks were consulted to ensure that priority was given to essential pedagogical knowledge and skills. A list of "Methods in Teaching" courses descriptions can be found here.	**Link to LAPU - MSC Course Syllabi** Links to the courses are listed above.
Understanding and Analyzing Student Achievement Outcomes to Improve Instruction	**EDUC515 Learning Theory and Instructional Strategies:** Examination of advanced learning theory, synthesizing current research on foundational learning theory and instruction. Teacher candidates apply current research as they develop unit plans, assessment plans, and learning experiences for a diverse group of learners.	Effective Teaching Strategies Assignments Rubrics - Effective Teaching Strategies Assignments

Knowledge of the Range of Positive Behavioral Supports for Students	**EDUC501 Introduction to Teaching and Learning:** Exploration of the psychology of learning with the future elementary teacher in mind. Special emphasis includes the foundations of learning theory, brain research, the role of the learning environment, and how the psychology of learning manifests in the classroom. **EDUC570 Methods in Teaching the Sciences (K-8):** Exploration of best practices in teaching and learning science in elementary school classrooms. The course emphasizes ways to encourage scientific inquiry in relevant and engaging practices, teaching to content and Next Generation Science Standards, and designing learning for diverse student groups.	Philosophy of Teaching and Learning Assignments Rubrics - Philosophy of Teaching and Learning Assignments Science Conference Proposal and Presentation Rubrics - Science Conference Proposal and Presentation

Los Angeles Pacific University Candidate Feedback and Evaluation Plan

There are multiple points of evaluation for credential Candidates within the Los Angeles Pacific University Multiple Subjects Teaching Credential Program. Evaluation will be conducted by Program Administration (Program Director, Credential Analyst, CalTPA Coordinator), Teaching Faculty, the University Supervisor and Master Teacher, as well as University Staff (Success Coach). This multi-prong approach addresses both programmatic requirements like CSET completion and background check/fingerprinting, successful completion of program courses, evaluation and feedback to the Candidate during fieldwork and Student Teaching, completion of CalTPA, as well as dispositional

concerns. The [Process for Candidate Evaluation and Remediation](#) details the points at which Candidates will be monitored, and discusses processes related to communicating to the Candidate and when remediation may be necessary.

The forms for observation and evaluation by the Clinical Supervisor (University) and Master Teacher (Student Teaching School Site) are included.

[Student Teaching Observation](#)

[Clinical Supervisor Evaluation](#)

[Master Teacher Evaluation](#)

Standard 2: Preparing Candidates toward Mastery of the Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations describe the set of professional knowledge, skills and abilities expected of a beginning level practitioner in order to effectively educate and support all students in meeting the state-adopted academic standards.

The program's organized coursework and clinical practice provide multiple opportunities for candidates to learn, apply, and reflect on each Teaching Performance Expectation (TPE). As candidates progress through the program, pedagogical assignments are increasingly complex and challenging. The scope of the pedagogical assignments (a) addresses the TPEs as they apply to the subjects to be authorized by the credential, and (b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments.

The Los Angeles Pacific University Multiple Subjects Credential Program was specifically designed to address the unique needs and challenges of California's classrooms. The program was scaffolded to begin with the "general" (developmental theory, instructional and assessment theory and practices, classroom management, diversity, equity and inclusion), then move candidates into the more specialized, and often complex, "Methods in Teaching" courses that combine pedagogy with fieldwork. As candidates deepen understanding of the task of "teaching", the course and program content deepens alongside them. The program culminates in the Student Teaching placement, where Candidates experience firsthand the challenge of combining skillful classroom management and support of diverse student populations, with standards-based instructional and assessment practices.

The program and courses within the program were designed with the Teaching Performance Expectations as a central guiding force. Each course was aligned not only with the Program and Course Learning Outcomes designated by Program Administration and faculty, but also aligned with TPEs, with checks to ensure that each TPE was being not just addressed, but deepened, in the program layout. Because LAPU relied on Program Administrators and faculty who are both former and current California school teachers with knowledge of TPEs, standards and the California Teaching Performance Assessment, it was fairly second-nature to factor these expectations into course and program priorities. Evidence of the TPEs aligned with assignments within each course can be found in each course syllabus.

The scope of the pedagogical assignments:
(a) addresses the TPEs as they apply to the subjects to be authorized by the credential
Each course within LAPU's Multiple Subjects Credential Program has a "Mastery-Level Assignment", which is a multi-step, multiple methods assessment of learning outcomes within the course. The Mastery-Level Assignment must be passed in order for Candidates to successfully complete the course, and move on to the next course in the course sequence. Each Mastery-Level Assignment is clearly and intentionally aligned to the Teaching Performance Expectations in both the assessment overview and details. That alignment is highlighted in the course syllabi. As the scope of course content deepens and

expands in each subsequent course, so do the Mastery-Level Assignments.

In the introductory courses, Mastery-Level Assignments are based on the theoretical and practical aspects of each course. Candidates are asked to complete the assignments on issues such as research-based instructional and assessment practices and diversity-focused classroom management theory. Once Candidates begin fieldwork in the "Methods in Teaching" courses, the Mastery-Level Assignments become more complex and difficult, because they expect Candidates to be able to combine both a theoretical perspective with what they are experiencing within a real-life context.

Each Mastery-Level Assignment is multi-pronged, and evolves through each course layout. In the beginning, Candidates are asked to "show their work" in terms of performing the research and foundational work for the assessment, then the assessment builds in intensity and difficulty as multiple factors, guided by the TPEs, compound. In a final step, Candidates perform critical reflection on the assessment, evaluating not only the thoughtwork and footwork that contribute to their learning outcomes, but also considering how they have developed as a reflective practitioner within the process.

For example, in EDUC505: Diversity and Inclusive Schooling, the Mastery-Level assignment asks Candidates to collect information about a diverse range of students for the purpose of designing a learning environment and learning plan, then creating an actual plan based on that information. Not only does this assessment address TPE's 1 & 2, it also prepares Candidates for the California Teaching Performance Assessment (CalTPA) where Candidates will collect information about students and describe how that information gathering process impacts instructional and assessment planning.

[Meeting the Needs of All Students Through](#) [Effective Lesson Planning Assignment - Instructions](#)

[Meeting the Needs of All Students Through Effective Lesson Planning - Rubrics](#)

In EDUC570: Methods in Teaching the Sciences, Candidates will create a presentation proposal (including abstract, lesson plan, justification, final presentation) to present to their peers at a mock science conference on best practices in teaching the Next Generation Science Standards (NGSS) to students. The proposal will have multiple steps and align to a rubric of best practices and science pedagogy. Candidates will have to consider issues such as alignment to the Next Generation Science Standards (NGSS), cognitive demand, access and equity to science content for diverse student populations, and formative and summative assessments for students. At the end of the Candidates will analyze the process as well as challenges, and how the fieldwork experience provided essential context and opportunity for application within the assessment, demonstrating critical insight and reflection on their own science teaching to improve their effectiveness. This Mastery-Level Assignment aligns to TPEs 1-6, although different TPEs are addressed at different stages within the assessment.

[Science Conference Proposal and Presentation - Instructions](#)
[Science Conference Proposal and Presentation - Rubrics](#)

As evidenced here, the Mastery-Level Assignments in each of these courses ask Candidates to not just apply course content in theoretical and practical pedagogical practices, but also analyze that course content in light of the unique needs and challenges of modern California classrooms. The deepening of understanding and experience of Candidates as the progress through the program is reflective of the TPEs, and the essential steps in preparing teachers. Evidence of how each assignment aligns with the TPEs can be found in each course syllabus.

[LAPU Mastery Level-Assignments List](#)

[LAPU Folder of Mastery-Level Assignment Instructions](#)

[LAPU Folder of Mastery-Level Assignment Rubrics](#)

[LAPU Course Syllabi with TPE and CalTPA alignment](#)

(b) prepares the candidate for the teaching performance assessment (TPA) and other program-based assessments

LAPU's Multiple Subjects Credential Program has selected CalTPA as the teaching performance assessment. To ensure program and course design were TPA preparatory, LAPU included a former CalTPA Coordinator and a former CalTPA local assessor in the development process.

As a result of careful, intentional design, the Multiple Subjects Credential Program includes both formative and summative assessments throughout the program, resulting in courses that prepare Candidates for CalTPA completion in the Student Teaching portion of the program. Evidence of CalTPA aligned with assignments within each course can be found in each course syllabus.

For example, in EDUC505: Diversity and Inclusive Schooling, the Mastery-Level assignment asks Candidates to collect information about a diverse range of students for the purpose of designing a learning environment and learning plan, then creating an actual plan based on that information. Not only does this assessment address TPE's 1 & 2, it also prepares Candidates for the California Teaching Performance Assessment (CalTPA) where Candidates will collect information about students and describe how that information gathering process impacts instructional and assessment planning.

[EDUC_505 Meeting the Needs of All Students Through Effective Lesson Planning Assignments](#)

[EDUC_505 Rubrics - Meeting the Needs of All Students Through Effective Lesson Planning Assignments](#)

In EDUC535: Methods in Language and Literacy (K8) II, the Mastery-level assignment asks Candidates to design a literacy intervention plan for a struggling student who either has special needs, or is an English Learner. After reflecting on the students performance through informal and formal formative/summative assessments, and the Candidate's observations of the student in the fieldwork placement, the Candidate will then prepare a hypothetical intervention plan for the student based on that data. Finally, Candidates will then reflect on the process of designing instruction and assessments for all students. This assessment addresses TPEs 1, 3, and 4, and prepares Candidates for the portion of the CalTPA where Candidates select focus students for individualized assessment, differentiation (if appropriate), and intervention.

EDUC_535 Reading Intervention Lesson Plan Instructions

EDUC 535 Rubrics - Reading Intervention Lesson Plan

While CalTPA passage is a central component of the program, LAPU program administrators and faculty also realize that the concepts and skills that are measured in the teaching performance assessment are reflective of teaching excellence. So, while course instruction and assessment intentionally align with CalTPA, that alignment is a natural result of the careful planning of a program that seeks to best prepare Candidates for teaching in today's diverse California classrooms.

LAPU Course Syllabi with TPE and CalTPA alignment

Standard 3: Clinical Practice

3A. Organization of Clinical Practice Experiences

The program's Clinical Practice experiences are designed to provide the candidate with a developmental and sequential set of activities that are integrated with the program's coursework and extend the candidate's learning through application of theory to practice with TK-12 students in California public school classrooms. Clinical Practice is a developmental and sequential set of activities integrated with theoretical and pedagogical coursework, and must consist of a minimum of 600 hours of clinical practice across the arc of the program. The range of Clinical Practice experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent. For interns, early field experience would take place in an experienced Mentor's classroom.

Los Angeles Pacific University's Multiple Subjects Credential Program utilizes fieldwork through the majority of Candidate coursework, beginning with the "Methods in Teaching" courses, and culminating in Student Teaching. LAPU is semester-based, with each semester lasting 8 weeks. Fieldwork is an essential component not only within the instructional and assessment practices in the coursework, but also in the overarching goal of preparing Candidates for teaching in K8 California public school classrooms. Candidates will complete a minimum of 50 hours of fieldwork while enrolled in the "Methods in Teaching" courses, and will complete 16 weeks of student teaching while enrolled in the Student Teaching courses. The courses where Candidates will complete a minimum of ten hours of fieldwork (per course) are EDUC530 Methods in Teaching Language Arts (K-8), EDUC535 Methods in Teaching Language Arts (K-8) II, EDUC550 Methods in Teaching the Arts and Social Sciences (K-8), EDUC560 Methods in Teaching Mathematics(K-8), and EDUC570 Methods in Teaching the Sciences (K-8). The courses where Candidates will engage in 16 weeks of student teaching are EDUC580 Teaching Practicum Seminar I - Elementary, and EDUC590 Teaching Practicum Seminar II - Elementary.

The range of Clinical Practice experiences provided by the program includes supervised early field experiences

In each of the "Methods in Teaching" courses, Candidates perform 10 hours of fieldwork (minimum of 50 hours total), focusing primarily on observation, with the focus of the observation determined by the subject matter of the course, as well as the assessments in the course that relate to that fieldwork. Each "Methods in Teaching" course have specially designed assessments that deepen learning, and intentionally draw upon the fieldwork experience, and help Candidates bridge theory and practice in hands-on application.

Initial student teaching (co-planning and co-teaching with both general educators and education specialists, as appropriate, or guided teaching), and final student teaching. Student teaching includes a minimum of four weeks of solo or co-teaching or its equivalent.

The Student Teaching portion of the program is split into two full-time placements, with one 8-week placement focusing on teaching at the lower grade levels, and the second 8-week placement focusing on upper grade levels. In each placement, Candidates will first engage in guided teaching with the Master Teacher, based on the Candidate's needs, feedback from the Master Teacher and Clinical Supervisor, and the expectations of the host district and school. Candidates will perform a minimum of four weeks of solo teaching as part of the Student Teaching placement. Within each Student Teaching seminar course, each Candidate will be observed by the Clinical Supervisor a minimum of three times, culminating in a formal evaluation by the Clinical Supervisor and the Master Teacher.

Student Teaching Placement Supports and Staff Feedback and Coaching in Clinical Experience

In concert with the Student Teaching placement, Candidates will be enrolled in Student Teaching Practicum Seminar, which will allow Candidates an opportunity to receive support from other Student Teaching Candidates, as well as the course faculty member. The course activities in this seminar are designed to discuss issues and challenges that arise from the Student Teaching placement, as well as directed support for CalTPA completion.

Candidates will be assigned a highly qualified Clinical Supervisor during both Student Teaching placements. The Clinical Supervisor will both support and mentor Candidates during Student Teaching, as well as provide valuable feedback and evaluation in both formal and informal assessments. During Student Teaching, the Clinical Supervisor will perform three formal observations of the Candidate, and provide substantive feedback of the Candidate's performance via the Student Teaching Observation Form. The Clinical Supervisor will provide two formal evaluations of the Candidate, once at the end of the first placement, and the final at the end of the second placement via the Clinical Supervisor Evaluation Form.

One unique facet of the program is that to fulfill our vision for a fully-online Multiple Subjects Credential Program, Clinical Supervisors will observe Candidates via the GoReact interactive application. The fully-online model allows our program to enroll and support Candidates who live in remote areas in California where schools are particularly impacted by teacher shortages. Candidates will upload videos of their Student Teaching performance to GoReact, and annotate areas within the video where he/she is demonstrating focus skills like classroom management, support of diverse student needs, instructional and assessment practices, or areas where the Candidate would like to receive specialized feedback and support. Candidates will meet with the Clinical Supervisor via a phone or video conference before and after each observation to discuss strengths and areas of growth, as well as address issues of concern or needed improvement.

Each Student Teaching Candidate will be placed in a K12 public school, carefully vetted by the Multiple Subjects Credential Program Placement Coordinator. Master Teachers will be selected by their fulfillment of the Master Teacher Job Description, which defines the expectations for experience and skill-set required to provide Student Teacher Candidates with a successful Student Teaching placement.

Master Teachers will routinely observe and meet with the Teacher Candidate in informal assessment, and will formally assess the Candidate via the Master Teacher Evaluation Form towards the end of the Student Teaching placement.

There are a number of supports available to Candidates apart from the Clinical Supervisor and Master Teacher. Each Candidate has a Success Coach, who is responsible for meeting with the Candidate frequently to discuss progress, issues of concern, and next steps towards program completion. Candidates can contact his/her Success Coach at any time during the program, and the Success Coach assignment will not change in the duration of the Candidate's enrollment in the program. If the Success Coach cannot answer the Candidate's questions, he or she will refer the Candidate to the correct person to answer the question; the Success Coach serves as the first point of contact for the Candidate.

3B. Criteria for School Placements
Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, and permit video capture for candidate reflection and TPA completion. Clinical sites should also have a fully qualified site administrator.

Los Angeles Pacific University's placements for fieldwork and clinical practice are in public school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's K12 student population.

Given the distributed nature of LAPU's Teacher Candidates, it is difficult to predict the number of students who receive free/reduced lunch, the number of English Learners, or the number students with identified special needs within the district of placement. LAPU has established these criteria for placement in a district/school setting.

The Master Teacher must have a CLEAR multiple subjects teaching credential, have been teaching at least three years, and in good standing with the school and district. The Master Teacher must agree to support and guide student teaching candidates as they complete their student teaching, including evaluating the candidate at the end of the placement.

The student teaching classroom must have English Learners and students with identified special needs (designated through an IEP, 504 plan, or GATE designation), in the least restrictive environment (LRE). Further, the university seeks to place candidates in schools with students from underserved groups. Lastly, the classroom must allow student teaching candidates to video-record instructional sessions for the purpose of clinical supervision observations, as well as to complete the cycles of CalTPA which

require the submission of video.

Once a district has been identified, LAPU will issue a Memorandum of Understanding, setting forth the expectations of the partnership.

LAPU - Memorandum of Understanding

3C. Criteria for the Selection of Program Supervisors
The program selects individuals who are credentialed or who have equivalent experience in educator preparation. Supervisors should be an expert in the content area of the candidate being supervised and should have recent professional experiences in school settings where the curriculum aligns with California's adopted content standards and frameworks and the school reflects the diversity of California's student population. The program provides supervisors with orientation to the program's expectations and assures that supervisors are knowledgeable about the program curriculum and assessments, including the TPEs and the TPA model chosen by the program. In addition, program supervisors maintain current knowledge of effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

The Multiple Subjects Credential Program will recruit and select only highly qualified Clinical Supervisors, based on the criteria established by the Commission on Teacher Credentialing. LAPU's selection criteria includes the following:

Clinical Supervisors must

- Have demonstrated subject matter expertise in K-12 curriculum and pedagogy;
- Recent professional experiences in school settings, including teaching and/or administration;
- Attend LAPUs initial orientation and training for Clinical Supervisors, including training in GoReact and Moodle, and maintain currency in program training;
- Attend LAPUs training on program design, course scope and structure, and alignment to TPEs;
- Attend relevant training on CalTPA, and how to best support Candidates as they complete the assessment;
- Fulfill expectations for standards of student support, including substantive communication and feedback to program Candidates;
- Remain in good standing in fulfillment of terms of employment, including meeting or exceeding standards in university evaluation procedures.

LAPU - Clinical Supervisor Job Description

Clinical Supervisor Employee Evaluation Process

3D. Criteria for the Selection of District-Employed Supervisors
(also may be known as the cooperating teacher, Master Teacher or on-site Mentor) The program

selects district supervisors who hold a Clear Credential in the content area for which they are providing supervision and have a minimum of three years of content area K-12 teaching experience. The district supervisor must have demonstrated exemplary teaching practices as determined by the employer and the preparation program. The matching of candidate and district-employed supervisor must be a collaborative process between the school district and the program.

Reflecting the CTC's criteria for selection of District-Employed Supervisors, Master Teachers of LAPU Student Teaching Candidates must

- Hold a professional CLEAR Multiple Subjects Teaching Credential;
- Have at least three years of K-12 teaching experience;
- Be recognized as an excellent teacher by their school and district (exemplary teaching practice);
- Attend LAPU initial training and orientation initial orientation and training for Master Teachers, and maintain currency in program training;
- Fulfill expectations for standards of student support, including substantive communication and feedback to program Candidates;
- Remain in good standing in fulfillment of terms of employment, including meeting or exceeding standards in university evaluation procedures.

Matching the Student Teacher Candidate with the Master Teacher is a highly collaborative process between Los Angeles Pacific University's Field Placement Coordinator, the Student Teacher Candidate, the district and school of placement, as well as the Master Teacher. While geography plays a big role in selection of school and district, the Field Placement Coordinator will be responsible for ensuring that placement not only meets the established criteria, but also best meets the developmental, communicative, and professional needs of the Student Teaching Candidate.

Master Teacher Job Description

Master Teacher Employee Evaluation Process

LAPU has partnered with the San Diego County Office of Education to provide training to LAPU's Clinical Supervisors and Master Teachers. The trainings have been aligned to CTC standards and requirements, including meeting the requirements for training hours and content. Some of the selected content includes:

- Necessary dispositions of mentors
- Valuing adult learners
- The skills of mentoring and coaching
- Collaborative practice
- Effective classroom systems

- Teaching Performance Assessment
- UDL, MTSS, and curricular adaptations

The links to the SDCOE trainings can be found here:

https://www.sdcoe.net/human-resources/teacher-prep/Pages/master-teacher-training.aspx

https://www.sdcoe.net/human-resources/teacher-prep/Pages/mentoring2.aspx

Standard 4: Monitoring, Supporting, and Assessing Candidate Progress towards Meeting Credential Requirements

Program faculty, program supervisors, and district-employed supervisors monitor and support candidates during their progress towards mastering the TPEs. Evidence regarding candidate progress and performance is used to guide advisement and assistance efforts. The program provides support and assistance to candidates and only retains candidates who are suited for advancement into teaching. Appropriate information is accessible to guide candidates' satisfaction of all program requirements.

Los Angeles Pacific University Multiple Subjects Credential Program has developed the program with assessment and support for Candidates as an integral part of program design and development. At multiple touchpoints within the program, Candidates will be assessed on progress, and provided targeted feedback and support from multiple program stakeholders.

Upon Program Entry, the Candidate will be
- assessed by Program Administration for prior completion of program requirements, including any CBEST, CSET and background checks;
- meeting with his or her Success Coach to discuss program requirements and expectations for progress towards meeting those requirements. The Candidate will be provided with a specific, detailed road map on the timeline for requirement completion.

During the Delivery of the non-Student Teaching Program, the Candidate will be
- assessed by Program Faculty for successful course completion, including progress towards meeting TPE standards as they are integrated into the course curriculum. Program Faculty will submit "Early Alerts" (LAPU's tracking system for student questions/issues) to Program Administration if Candidates are in danger of not completing course requirements, or if there are dispositional concerns that would interfere with the Candidate's completion of the credential program;
- working closely with the Success Coach and Program Administration to ensure that testing requirements are met before entry into the Student Teaching portion of the program, and the background check requirements are met before entry into the "Methods of Teaching" courses;
- working closely with the Success Coach and Program Administration if Candidates are in danger of not completing course requirements, or if there are dispositional concerns that would interfere with the Candidate's completion of the credential program;
- All information that is pertinent to student progress will be formalized in the form of a checklist, and communicated to the student by both the Credential Analyst, Program Director (if necessary), and Success Coach. The checklist will be accompanied by any paperwork or directions to help students meet requirements. After this communication, the Success Coach will follow up with the student to ensure progress towards goals.

Prior to entry into the Student Teaching portion of the program, the Candidate will be

- assessed by Program Administration to ensure that all background requirements (CSET and CBEST passage, completion of coursework) are met. If requirements are not met, Program Administration will provide alternate and/or remediation plans;
- working closely with the Field Placement Coordinator to ensure that the Student Teaching Placement is appropriate for meeting the needs of the Candidate, and also fulfills the requirements established by the Commission on Teacher Credentialing for placement;

During the Student Teaching portion of the program, the Candidate will be

- paired with a highly-trained Clinical Supervisor who will observe and evaluate the candidate in the student teaching placement. The Clinical Supervisor will monitor the Candidate for progress towards meeting the expectations of Student Teachers for pedagogical and classroom management, as well as a commitment to responding to feedback and professional growth. The Clinical Supervisor will communicate with Program Administration about Candidate progress, as well as any concerns regarding the Candidate's requirement completion or disposition;
- placed with a highly-qualified Master Teacher who will work collaboratively with the Candidate to ensure the expectations of the student teaching placement are fulfilled. Each Master Teacher must have at least 3 years of K12 teaching experience, as found in the Master Teacher job description. The Master Teacher will observe the Candidate and provide substantive feedback, as well as a formal evaluation at the end of the placement. The Master Teacher will communicate with Program Administration about Candidate progress, as well as any concerns regarding the Candidate's requirement completion or disposition;
- supported by faculty who oversee the "Seminar in Student Teaching" course. The course includes embedded CalTPA completion requirements, as well as an opportunity for Candidates to collaborate with other Candidates to share experiences. The course faculty will communicate with Program Administration about Candidate progress, as well as any concerns regarding the Candidate's requirement completion (including communicating with the CalTPA Coordinator if adequate progress towards CalTPA completion is not met) or disposition. The link to the Student Teaching Seminar course syllabi (EDUC580 & EDUC 590) can be found here;
- monitored by the CalTPA Coordinator to ensure that the Candidate is making adequate progress towards completion of the CalTPA requirement. The CalTPA Coordinator will provide targeted feedback and support to Candidates as needed, while adhering to the CTC expectations for acceptable forms of support in CalTPA.

Before Applying for the Multiple Subjects Teaching Credential, the Candidate will be

- informed when any portion of the credential is in danger of not being met. The Candidate will be remediated as appropriate, and teamed with appropriate program personnel to ensure he or she has the supports necessary to make adequate progress;
- audited by the Credential Analyst, including the collection of required information and

artifacts, to ensure that all requirements are met. Some of the information collected includes evidence of passage of CalTPA, evidence of passage of RICA, completion of Fieldwork hours, completion of Student Teaching hours, and observations and evaluations of the Student Teacher by his/her Clinical Supervisor and Master Teacher.

Process for Candidate Evaluation and Remediation

Candidate Advisement and Assistance

Standard 5: Implementation of a Teaching Performance Assessment

The TPA is implemented according to the requirements of the Commission-approved model selected by the program. One or more individuals responsible for implementing the TPA document the administration processes for all tasks/activities of the applicable TPA model in accordance with the requirements of the selected model. The program consults as needed with the model sponsor where issues of consistency in implementing the model as designed arise. The program requires program faculty (including full time, adjunct, and other individuals providing instructional and/or supervisory services to candidates within the program) to become knowledgeable about the TPA tasks, rubrics, and scoring, as well as how the TPA is implemented within the program so that they can appropriately prepare candidates for the assessment and also use TPA data for program improvement purposes.

The Los Angeles Pacific University Multiple Subjects Credential Program has selected CalTPA as the teaching performance assessment model to be used to demonstrate teacher competency before the credential is awarded. The CalTPA Coordinator, is responsible for documenting the administration processes for all tasks/activities of theCalTPA model, and is the designee who will consult with state-level administrators about the assessment, including any issues that surface regarding consistency in implementing the model as designed. All program faculty will be trained in the CalTPA tasks, as well as how the program scope and sequence was designed with successful CalTPA completion in mind.

5A: Administration of the Teaching Performance Assessment (TPA)
5A (1) The program identifies one or more individuals responsible for implementing the chosen TPA model and documents the administration processes for all tasks/activities of the applicable TPA model in accordance with the model's implementation requirements.

Los Angeles Pacific University has selected the CalTPA Coordinator as the person largely responsible for implementing the CalTPA and documenting its administration processes. This includes

- coordinating training and support for Program Administrators, course faculty, and Clinical Supervisors on the CalTPA;
- liaising with state-level administrators about questions or concerns with administration;
- collaborating with CalTPA Coordinators at other universities as appropriate;
- ensuring that the integrity of assessment design and scoring practices are maintained.

5A (2) For purposes of implementing the video requirement, the program places candidates only in student teaching or intern placements where the candidate is able to record his/her teaching with K-12 students.

The program will ensure that all placement schools will allow video-recording for the purpose of Clinical Supervision and CalTPA completion, per the terms of the Memorandum of Understanding (MOU). The MOU will set out the purposes of video capture, as well as safeguards for ensuring

student privacy.

5A (3) If the program participates in the local scoring option provided by the model sponsor, the program coordinates with the model sponsor to identify the local assessors who would be used to score TPA responses from the program's candidates.

LAPU will not use a local scoring system. This item is not applicable.

5A (4) The program maintains program level and candidate level TPA data, including but not limited to individual and aggregate results of candidate performance over time. The program documents the use of these data for Commission reporting, accreditation and program improvement purposes.

Los Angeles Pacific University's Multiple Subjects Credential Program will compile and track CalTPA data for Candidates and cohorts, as well as tracking the data for analysis in program review and program improvement purposes. The CalTPA Coordinator will be the primary aggregator of data, and will collaborate with stakeholders in planning how the data will be used, disaggregated, and shared with stakeholders.

5A (5) The program assures that candidates understand the appropriate use of materials submitted as part of their TPA responses, the appropriate use of their individual performance data, and privacy considerations relating to the use of candidate data.

Program Candidates will be assured of their rights under FERPA (see **LAPU FERPA Policy**), which are posted on LAPU's website. LAPU will ensure Candidates each have a copy of the CalTPA Handbook and related materials (linked here), which will be utilized in EDUC580 and EDUC590 as support materials while Candidates complete the assessment. Lastly, all LAPU Multiple Subjects Credential Program Administration, faculty, staff, Clinical Supervisors and Master Teachers will be trained in FERPA protections and the importance of privacy and security of the assessment and materials.

Candidates will also be linked to the guidelines for CalTPA for online students, linked here and acceptable forms of support, linked here.

5A (6) A program using a local scoring process establishes and consistently uses appropriate measures to ensure the security of all TPA training materials, including all print, online, video, and assessor materials which may be in the program's possession.

LAPU will not use a local scoring system. This item is not applicable.

5A (7) All programs have a clearly defined written appeal policy for candidates and inform candidates about the policy prior to the assessment.

As CalTPA scoring will be administered by Pearson, all appeals must channel Pearson. LAPU will ensure

Candidates are familiar with [Pearson's CalTPA Assessment Policies](#) prior to the assessment and assists when necessary in determining when such an appeal might be warranted. These policies will be reviewed in the EDUC580/590 Student Teaching Seminar courses, and Candidates will be given links to Pearson's website when available. When an appeal is warranted or desired, the CalTPA Coordinator will assist the Candidate with navigating the score confirmation process. If a score confirmation results in a passing score, the Candidate will be recommended for a credential (as long as all other requirements have been met). If the score confirmation process results in non-passage of the CalTPA, the CalTPA Coordinator will work with the Candidate to understand what is needed for CalTPA passage.

5A (8) The program using a local scoring process provides and implements an appeal policy, with the model sponsor, for candidates who do not pass the TPA.

LAPU will not use a local scoring system. This item is not applicable.

5B: Candidate Preparation and Support
The teacher preparation program assures that each candidate receives clear and accurate information about the nature of the pedagogical tasks within the Commission-approved teaching performance assessment model selected by the program and the passing score standard for the assessment. The program provides multiple formative opportunities for candidates to prepare for the TPA tasks/activities. The program assures that candidates understand that all responses to the TPA submitted for scoring represent the candidate's own work. For candidates who are not successful on the assessment, the program provides appropriate remediation support and guidance on resubmitting task components consistent with model sponsor guidelines.

As a result of careful, intentional design, the Multiple Subjects Credential Program includes both formative and summative assessments throughout the program, resulting in courses that prepare Candidates for CalTPA completion in the Student Teaching portion of the program.

Candidates will complete CalTPA in the EDUC580 and EDUC590: Seminar for Student Teachers, which are taken concurrently to the Student Teaching placement. Each course faculty will be trained in CalTPA, with the intent that they will directly engage and support Candidates in the CalTPA process within the course. Course activities and discussions will include content related to originality, and best practices in completing the CalTPA. The CalTPA Coordinator will participate in these courses to be a source of information and support for Candidates, including the process for remediation and resubmission if a Candidate is not successful in passing CalTPA in the first attempt. The CalTPA Coordinator will be the point of contact for questions that course faculty cannot answer, or if the Candidate needs specific support in completing the assessment.

5B (1) The program implements as indicated below the following support activities for candidates. These activities constitute <u>required</u> forms of support for candidates within the TPA process.

Los Angeles Pacific University will provide the following support to Candidates on CalTPA completion:

- Engaging Candidates in formative assessments aligned with the CalTPA through LAPU's course scope and sequences;
- Within EDUC 580 and 590, Candidates will receive
  - access to handbooks and other support materials about the CalTPA and expectations for candidate performance on the assessment;
  - support for completion of tasks within the course timeline;
  - explanation of tasks and scoring rubrics;
  - support documents;
  - discussions that center on concepts critical to pedagogy that reflect excellence in teaching and learning, but not designed to provide specific responses for CalTPA;
  - assistance in understanding how to use the electronic platform for uploading of responses.

Further, LAPU certifies that it <u>does not</u> engage in any of the unacceptable forms of support for candidates, such as:

- Editing a candidate's official materials prior to submission and/or prior to resubmission (for candidates who are unsuccessful on the assessment)
- providing specific critique of candidate responses that indicates alternative responses, prior to submission for official scoring and/or prior to resubmission (for candidates who are unsuccessful on the assessment)
- telling candidates which video clips to select for submission
- uploading candidate responses (written responses or video entries) on public access websites, including social media.

5B (2) The program provides candidates with timely feedback on formative assessments and experiences preparatory to the TPA. The feedback includes information relative to candidate demonstration of competency on the domains of the Teaching Performance Expectations (TPEs).

Key non-Student Teaching course projects aligned with CalTPA expectations are described in Standard 2 earlier in this submission. Candidates receive comprehensive written feedback within a week of submission, per LAPU's one-week feedback turnaround policy.

While enrolled in Student Teaching, Candidates will receive ample support as they complete CalTPA. The course faculty, Clinical Supervisor, and CalTPA Coordinator will work closely with each Candidate to ensure he or she is completing tasks in a timely manner, and the tasks are appropriate to the expectations of the CalTPA, within CalTPA "Acceptable Forms of Support" guidelines.

5B (3) The program provides opportunities for candidates who are not successful on the assessment to receive remedial assistance, and to retake the assessment. The program only recommends candidates

who have met the passing score on the TPA for a preliminary teaching credential and have met all credential requirements.

Los Angeles Pacific University Candidates who are not successful on the assessment are provided with additional support, meeting regularly with the CalTPA Coordinator he or she passes. This includes multiple individual meetings to analyze the score report and to consider best processes for remediating and passing. These processes include all manner of support -- from review of key program elements preparatory for the CalTPA to smaller formatting items or technological support. LAPU will not recommend a Candidate for a preliminary teaching credential until all credential requirements, including CalTPA, are fulfilled.

5C: Assessor Qualifications, Training, and Scoring Reliability
The model sponsor selects potential assessors for the centralized scoring option. The program selects potential assessors for the local scoring option, and must follow selection criteria established by the model sponsor. The selection criteria for all assessors include but are not limited to pedagogical expertise in the content areas assessed within the TPA. The model sponsor is responsible for training, calibration and scoring reliability for all assessors in both local and centralized scoring options. All potential assessors must pass initial training and calibration prior to scoring and must remain calibrated throughout the scoring process.

LAPU will not use a local scoring system. This item is not applicable.

Attachments
[**Acceptable forms of support for CalTPA**](#)

Standard 6: Induction Individual Development Plan

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

Los Angeles Pacific University's Multiple Subjects Credential Program will provide each graduating Candidate with a plan to continue his or her growth and development into the CLEAR program. This plan will be personalized to each Candidate, and include feedback from his or her Clinical Supervisor, Master Teacher, School/District of Placement personnel, and program faculty and supervisors. The plan will integrate data from classroom observations, evaluations, and performance on course assessments, aligned with the TPE's. The purpose of this Individual Development Plan, designed to help transition the Candidate to an induction program, will be explained to the Candidate in detail.

Attachments
Individual Development Plan Form