



College of Education
California Teacher Handbook

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Welcome

Welcome to the California Teacher Education Handbook. This resource provides candidates, faculty, and staff with information and documents designed to assist in the successful completion of the California teacher education program. The Handbook contains information, instructions, and required forms related to program requirements.

UOPX's California Teacher preparation programs educationally prepare for teacher certification in California and are state approved by the California Commission on Teacher Credentialing. **If at any point in the program you move to another state, your ability to continue in your program will be impacted.** In the event that you move, you must immediately update your current address with the University in your student portal whenever a change occurs. You must contact your Academic Advisor and EPS upon contemplating an address change to understand the effect of the change on your ability to progress in the program.

Conceptual Framework

The University of Phoenix College of Education Conceptual Framework provides the philosophical foundation and structure for developing educational professionals, centered around themes of professional practice. The themes are reflected in and emphasized throughout coursework, candidate assessment, field experience, and student teaching as appropriate. The University of Phoenix College of Education's vision is to prepare teachers with knowledge, skills, and dispositions aligned with the themes of professional practice to positively impact student learning with a dedication to equity and access for all students.

College of Education Conceptual Framework Summary Document

Keep each [Conceptual Framework](#) theme or "pie piece," in mind when exploring course topics. Consider the alignment between these theme(s) and course topics and objectives.

Click the Conceptual Framework image below to learn more and explore each theme.



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CA Teaching Performance Expectations

California teacher candidates must demonstrate the pedagogical knowledge and skills required to teach the [content standards](#) and [curriculum framework](#) which provides teacher guidance and support for implementing the standards. The California TPEs set the rigor and expectation for all beginning teachers to demonstrate their ability to be strategic in planning, implementing, and evaluating instruction in their focused content areas. This pedagogical knowledge is defined by the state of California for teacher candidates and current educators in the following:

- [California Teaching Performance Expectations \(TPEs 1–6\)](#)
- [Literacy Standard and Teaching Performance Expectations \(TPE 7\)](#)

The University of Phoenix has thoughtfully and intentionally aligned the BSLs and MAED/TED CA programs to the California TPEs to help teacher candidates develop competency in the TPEs. The California TPEs consist of the following domains

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

Candidates are assessed on their ability to demonstrate each TPE's elements throughout their program via their course work, clinical experiences, the TPE Evidence Portfolio assignments, student teaching, and in the edTPA (the capstone program assessment). To be recommended for a Preliminary Teaching Credential, candidates must demonstrate mastery of all TPEs.

Effective Literacy Instruction for All Students

Effective July 1, 2024, pursuant to [Senate Bill \(SB\) 488 \(Chap. 678, Stats. 2021\)](#), your program has been aligned to the new [Literacy Standard and Teaching Performance Expectations](#). Aligning your program to the new standards and TPE ensures you receive coursework and field experience opportunities to study and practice effective means of teaching literacy to all students, across all disciplines, from birth through grade twelve.

The new TPE Domain 7: Effective Literacy Instruction for All Students emphasizes literacy instruction that:

- Develops students' **Foundational Skills**
- Engages students in **Meaning Making**
- Promotes students' oral and written **Language Development**
- Develops students' **Effective Expression**
- Promotes students' **Content Knowledge**

Please familiarize yourself with the new Literacy Standard and [TPE 7](#). As you progress through your coursework, and participate in field experiences, you will use [TPE 7](#), [English Language Arts/English Language Development Framework](#), and [California Dyslexia Guidelines](#), to build instructional strategies

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that enable all students to be successful readers, writers, listeners, and speakers. Additionally, effective July 1, 2025, the Educative Teacher Performance Assessment (edTPA), will be updated to align to the new Literacy Standards and Teaching Performance Expectations. During student teaching, and through completion of the edTPA, Multiple Subject candidates will be assessed on the effectiveness of their literacy instruction as aligned to all elements of TPE 7.

TPE Evidence Portfolio

The University of Phoenix has designed the TPE Evidence Portfolio to help teacher candidates solidify the connection of the California TPEs to their teacher education program and teaching practice. Throughout their program, teacher candidates will identify course assignments, clinical experiences, and/or other course activities that align with each of the TPE's elements, providing an explanation of the alignment and how they will continue to apply the TPE element in future teaching practice.

Ultimately, teacher candidates are required to submit their TPE Evidence Portfolio at 2 different points in their program, one approximately in the middle of their program and one toward the end of their program. The following explains the alignment of the 2 TPE Evidence Portfolio assignments to the TPEs:

- Part A addresses TPEs 1, 2, and 7.
- Part B addresses TPEs 3, 4, 5, and 6.

It is recommended that teacher candidates download and review the TPE Evidence Portfolio, Part A and Part B documents listed below at the beginning of their program to be prepared for the portfolio assignments.

- [TPE Evidence Portfolio, Part A: Template](#)
- [TPE Evidence Portfolio, Part A: Rubric](#)
- [TPE Evidence Portfolio, Part B: Template](#)
- [TPE Evidence Portfolio, Part B: Rubric](#)

Program Progression Requirements

Set deadlines for progression requirements are included in the program as a way of scaffolding, supporting, and monitoring teacher candidates toward successful completion of the credential program. These progression requirements ensure that candidates meet all state and program requirements to be appropriately prepared, approved, and cleared to enter a K-12 environment.

Level 1 Progression Requirements

MAED/TED students must submit the following items for admission into the program:

- Proof of an undergraduate degree with a minimum GPA of 2.5 from a regionally accredited institution
- All documents required by the University (i.e., New Student Checklist, Enrollment Agreement, etc.)
- Proof of a negative tuberculosis (TB) report based on California requirements.
- Additional immunizations: Requirements may vary by district, and candidates should contact the school district for a list of the immunizations required before student teaching.

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- Evidence of Certificate of Clearance or valid CTC-issued document – California students must complete two steps to submit their fingerprints:
 - Complete the Live Scan fingerprinting process as outlined by the Commission on Teacher Credentialing (CTC). Review [Credential Leaflet 900](#) for the required form.
 - Complete the application process for the [Certificate of Clearance](#).

Completion of a course (two-semester units or three-quarter units) in the provisions and principles of the U.S. Constitution with a grade of “C” or better, a degree posted transcript from California State University or pass an approved U.S. Constitution examination given by a regionally accredited college or university.

- Effective 7/1/2020, any new enrollments, re-enrolled, or re-entry students must complete the US Constitution course as a part of the program (MAED/TED 09CA).
- Bachelor’s students must submit the following items for admission into the program:
 - All documents required by the University (i.e., New Student Checklist, Enrollment Agreement, etc.)

Level 2 Progression Requirements

MAED/TED students must complete all Level 1 progression requirements and the following elements for teacher licensure before the 12th credit in the program of study:

- Progression towards completion of subject matter competence by one of the following methods:
 - Passing the appropriate CSET subject matter examination(s).
 - Attempting the appropriate CSET subject matter examination(s).
 - Registering for the next scheduled CSET examination.
 - Completing a CTC-approved subject matter preparation program.
 - **Elementary candidates** with a conferred undergraduate degree in Liberal Studies, or coursework covering all [CTC Subject Matter Requirements](#). *Transcript Analysis required.*
 - **Secondary candidates** with a conferred undergraduate degree in the content area of the credential they are seeking (English/Language Arts, Social Studies, Mathematics, Science, Physical Education, Visual Arts), or coursework covering all [CTC Subject Matter Requirements](#). A transcript analysis is required.

BLS students must complete all Level 1 progression requirements and the following elements for teacher licensure before the completion of EDU/301CA:

- Complete all general education credits.
- Proof of a negative tuberculosis (TB) report based on California requirements.
- Evidence of Certificate of Clearance or valid CTC-issued document – California students must complete two steps to submit their fingerprints:
 - Complete the Live Scan fingerprinting process as outlined by the Commission on Teacher Credentialing (CTC). Review [Credential Leaflet 900](#) for the required form.
 - Complete the application process for the [Certificate of Clearance](#).
- [Basic Skills proficiency](#) – Met by any of the following:

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- Passing the CBEST exam
 - Passing all three subsets of the CSET: Multiple Subject exam and the CSET: Writing Skills test
 - Achieving a qualifying score on the SAT or ACT
 - Passing the CSU Early Assessment Program or CSU Placement Exams
 - Passing the AP English and AP Calculus or AP Statistics exam, OR
 - Passing a basic skills exam from another state
 - Meet the Basic Skill Requirements by Coursework (requires Credential Analyst review – [UOPX Approved Course List](#))
 - Meet the Basic Skill Requirements by Coursework and Exam (requires Credential Analyst review – [UOPX Approved Course List](#))
- Progression towards completion of subject matter competence by one of the following methods:
 - Passing the appropriate CSET subject matter examination(s).
 - Attempting the appropriate CSET subject matter examination(s).
 - Registering for the next scheduled CSET examination.
 - Completing a CTC-approved subject matter preparation program.
 - Coursework covering all [CTC Subject Matter Requirements](#). *Transcript Analysis Required.*

Preferred Course Sequences

The course sequence for each program can be found in the current catalog.

Supplemental & Professional Expectations

Candidates in K-12 College of Education programs at University of Phoenix participate in several field experiences as part of their academic program. Degree candidates interact with students, parents/caregivers, school staff, and others in the community during the field experience. As prospective educators, College of Education teacher candidates are expected to adhere to the [Model Code of Ethics for Educators](#), the University's Student Code of Conduct, and the following:

1. The candidate is committed to reflection, assessment, and learning as an ongoing process.
2. The candidate believes that all students can learn and succeed, and the candidate is adaptable to differentiated instruction.
3. The candidate maintains positive collaborative interpersonal interactions with faculty, students, and the school community.

Candidates' dispositions will be evaluated throughout the program by university staff, faculty, and school site personnel when visiting schools for fieldwork.

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Supplemental & Professional Standards for Candidates in Teacher Preparation Programs

Candidates in programs leading to certification or licensure are subject to greater scrutiny because of their anticipated entry into a licensed profession. Additionally, candidates who will be interacting with members of the community, e.g., students, families, etc., participate in external activities as part of their academic program and are expected to represent the University as professionals and adhere to the ethics and standards of their profession, irrespective of where these activities occur.

In addition to being subject to the Student Code of Conduct, candidates are also expected to follow the Supplemental and Professional Standards for their respective program ("Standards"), as both address a candidate's affective attributes and disposition to be in the selected chosen profession. Adherence to these standards is expected in program coursework and includes off-site activities and locations when the candidate's behavior affects the reputation of the University and/or the integrity of the program.

A candidate's ability to satisfactorily meet the Standards is a matter of ongoing academic judgment made by the respective College. Additionally, University of Phoenix faculty members have a legal, ethical, and academic responsibility to ensure candidates refrain from unsafe or unprofessional practices.

Definitions

Academic Judgment: The College's assessment of whether the candidate's behavior demonstrates the attributes and disposition to be in the selected profession.

Candidate: Any student who enrolls in a licensure or certification program or a program that has anticipated interactions with members of the community.

Off-Site Activities: Field Placement, Student Teaching, Rotation, Practicum, Internship, Preceptorship, or any other activity that is required as part of the candidate's program at a location other than the University classroom.

Referral: Notice to the College that a candidate may be in violation of one or more of these standards.

Remediation Plan: The method the College uses to remediate the candidate to return to the program, if possible.

Supplemental and Professional Standards

1. The candidate is sensitive to community and cultural norms that pertain to the University classroom and off-site activities and locations.
2. The candidate contributes to a positive climate in the University classroom and all off-site activities and locations.
3. The candidate adheres to college, student teaching, and agency site policies and procedures.
4. The candidate participates in off-site activities consistent with their respective professional practice, including satisfactory performance of all required skills specified.
5. The candidate meets all state-mandated requirements for certification and/or licensure.

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6. The candidate only engages in practice for which they have been authorized or for which they have been educated/validated.
7. The candidate appreciates and values human diversity and shows respect for others' varied talents and perspectives.
8. The candidate values the development of critical thinking, independent problem solving, and performance capabilities in themselves and those with whom they interact.
9. The candidate demonstrates mastery of written and spoken language for self-expression, as well as for effective interaction in all settings.
10. The candidate is committed to reflection and assessment and is open to receiving feedback.
11. The candidate is willing to give and receive help.
12. The candidate is a thoughtful and responsive listener.
13. The candidate maintains a pattern of meeting requirements in courses and external placements.
14. The candidate demonstrates a commitment to keeping abreast of new technology, ideas, and understanding in their chosen field.
15. The candidate demonstrates a level of responsibility and ethical judgment appropriate for a professional in their field.
16. The candidate is responsible for personal transportation to and from off-site activities.
17. The candidate maintains professionalism and confidentiality in all settings, including virtual settings.
18. The candidate is committed to establishing a safe and supportive environment.

Supplemental and Professional Standards Indicators

[Standards and Dispositions Indicators](#) complement the Supplemental Standards for Candidates in College of Education Teacher Programs. Candidates, faculty, and staff use the indicators to determine if candidates are adhering to professional expectations within the field of education.

Supplemental and Professional Standards Referral Process & Procedures

Upon notice that a candidate may not be meeting one or more of the Standards, the College will review the information, the candidate's history, and any additional information that will assist in appropriately addressing the issue(s) presented. If the respective College determines that a candidate may not be meeting one or more of the Standards, the College may file a referral.

Referrals provide the College the opportunity to review the candidate's behavior and determine whether counseling, remediation, or withdrawal from the program is appropriate. The process is designed to be remedial, as the goal is for candidates to understand what is expected of them to be successful in their profession.

If at any time during the process the candidate fails to meaningfully participate, the College may recommend the student be withdrawn from the program. Program withdrawals must be approved by the College Dean.

Candidates are not permitted to have representation by an attorney or any other third party at any time during the process.

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This process is separate from the Student Code of Conduct disciplinary process, but they may run concurrently. Candidates charged with violating the Student Code of Conduct are subject to the policies, procedures, and sanctions under that policy in addition to these standards.

A Student Code of Conduct charge may be the basis for a Referral if the underlying incident indicates these Standards have not been met. Similarly, a Referral may be the basis for a Student Code of Conduct charge.

Candidates are not subject to expulsion for a Standards violation, only for a violation of the Student Code of Conduct if found responsible.

A detailed outline of the Supplemental and Professional Standards Referral Process & Procedures can be found in the [Academic Catalog](#) (Online Catalog, starting on page 89).

Academic Progressions

Academic Progressions are tools that allow the University of Phoenix an opportunity to provide identified students with a streamlined, templated coaching process. Specifically, Academic Progression referrals apply to students in the following circumstances:

- Non-passing grade in a B or better course
- Non-passing score in a Guided Field Experience (GFE) evaluation

The Academic Progression process encourages self-reflection through guided questions and offers specified remediation resources that students complete independently.

While the Supplemental Standards process remains in place for students with dispositional concerns or egregious behaviors, the goal of the Academic Progression process is to offer an expedited mode of self-guided support.

Academic Catalog

The University is committed to providing an educational learning environment that is free from discrimination. The University's [Academic Catalog](#) provides details on Students Rights and Responsibilities including but not limited to policies and information on Equal Opportunity, Harassment, Nondiscrimination, Supplemental Standards, and dispute Resolution Policy and Procedures, and Program Admissions Requirements.

Field Experience

California program standards require Candidates to complete a minimum of 600 hours of clinical practice across the arc of the program. The 600 hours is comprised of a minimum of 100 hours of early field experiences and a culminating 17-week student teaching experience. This section of your handbook provides requirements and expectations for meeting the 100 hours of early field experiences.

Field experiences are an important part of any educator preparation program. Field experience provides teacher candidates with opportunities to apply concepts learned from coursework, as they

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observe, assist, teach mini-lessons, and gain feedback from effective host teachers. Prior to commencing field experience, candidates should become familiar with the [California Teaching Performance Expectations \(TPEs\)](#) including the newly [adopted Literacy Standard and TPE 7](#). The new Literacy Standard and TPE 7 are essential elements to guide the development of your knowledge, skills, and abilities to provide effective literacy instruction for all students. As you participate in field experience you should also refer to the [English Language Arts/English Language Development Framework](#), and [California Dyslexia Guidelines](#). These frameworks help to build instructional strategies that enable all students to be successful readers, writers, listeners, and speakers.

During field experience, candidates must be in a verified classroom setting where they interact (e.g., observe, tutor, teach small groups and whole class mini lessons) with a wide range of learners. Such experiences develop candidates' mastery of the TPEs and prepare them to effectively teach in environments where "students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners" (California Commission on Teacher Credentialing, 2017).

Requirements and Expectations

Many courses in the California teacher preparation programs require field experience commitments in public school classrooms; "school setting must reflect the full diversity of California public schools" (California Commission on Teacher Credentialing, 2017). Even though the amount of time to accomplish each assignment is not specified, at least 100 hours must be accumulated by the end of the program. Candidates may spend no more than 25 hours in the same classroom or with the same teacher.

Assigned Field Experience

The assigned field experiences required in your coursework will account for about one-third of the required field experience hours needed for your program. Consult with your instructor and course syllabus for complete assignment details. These course-related field experience assignments are **mandatory**. Candidates must complete them as a requirement of their program. See the *Alternative Settings* section for more information.

The following matrices will help you identify courses in your program that require a field experience activity.

- [BSLS Matrix](#)
- [MAED TED E v08-v09CA Matrix](#)
- [MAED TED S v08-v09CA Matrix](#)

Arranging Field Experience

All field experience placements must be reviewed and/or approved by College of Education staff (state requirement). Schools must meet specific state requirements for student diversity and inclusion, use of California content standards and frameworks, and must have qualified administrators and hosting teachers.

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NOTE: A negative TB test and a Certificate of Clearance must be on file with the University before any field experience placements can occur. Additional immunizations: Requirements may vary by district, and candidates should contact the school district for a list of the immunizations required before student teaching.

NOTE: MAED/TED-S v09CA candidates who have chosen either Art or Physical Education as their subject area will need to complete 50% of their experience field experience hours in a K-8 setting and 50% in a 9-12 setting.

Failure to secure approved field experience placements will negatively impact a candidate's grade in courses with field experience assignments and checkpoint and final approval of My Time Log submissions.

CTC Field Experience Site Requirement

Background Information

The California Commission on Teacher Credentialing's adopted standards for teacher preparation set forth the expectations for programs to provide candidates with appropriate supervised field experience and student teaching. These program standards reference "all students." Because preliminary multiple-subject and single-subject credentials authorize service in California public schools, "it is critical that teacher preparation candidates are prepared to meet the needs of the full range of learners" (California Commission on Teacher Credentialing, 2017).

Basic requirements for a school site to be approved for field experience (100 hours of field experience)

- "School setting must reflect the full diversity of California public schools" (California Commission on Teacher Credentialing, 2017.)
 - Review the school's SARC report or California School Dashboard for demographics including:
 - Race and ethnicity of the students
 - Number of students from families below the federal poverty level, number, or percentage of students on scholarship, tuition assistance, or other proxy that demonstrates that the school serves students from families in lower socio-economic income ranges (ex. % of students on free and reduced lunch)
 - Languages spoken by the students, including English learners.
 - The inclusiveness of the school for students with disabilities and the process for students to receive additional services, i.e., student study team and individualized education program processes
- The school site must have a fully qualified administrator who holds a California preliminary or clear administrative credential.
- School curriculum must follow California's adopted content standards and curriculum.
- Classrooms must have 20+ students and must have both English learners and students with special needs (e.g., students with Dyslexia, IEPs, 504 Plans, etc.) including gifted students.
- Online schools, independent study programs, and home schools are prohibited.

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- A private school setting that meets the requirements of a “diverse school setting” may qualify for field experience. These settings must be approved in advance by UOPX site placement staff. Private school settings require 150 hours of field experience in diverse school settings.
- Placed in K-12 grade classrooms, appropriate for the credential being sought. (No adult education programs.)
- Candidates must have an opportunity to work with students individually, in small groups, and in the whole class, when appropriate.
- Candidates must complete assigned course assignments with a like-credentialed hosting teacher.

Tips for Determining Whether a School Meets the CCTC Requirements for Field Experience

(100 hours of field experience)

According to the California Department of Education’s 2022-23 data report, “Fingertip Facts on Education in California – CalEdFacts,” the Racial/Ethnic distribution of public-school students is displayed in the table below.

Table 1. Racial/Ethnic Distribution of Public-School Students

Ethnicity	Number of Students	Percentage
African American not Hispanic	273,148	4.7%
American Indian or Alaska Native	26,108	0.4%
Asian	557,190	9.5%
Filipino	127,735	2.2%
Hispanic or Latino	3,284,788	56.1%
Pacific Islander	23,847	0.4%
White not Hispanic	1,175,911	20.1%
Two or More Races Not Hispanic	252,400	4.3%
None Reported	131,417	2.2%
Total	5,852,544	100.00%

(Source: California Department of Education (2023). Fingertip Facts on Education in California – CalEdFacts. <https://www.cde.ca.gov/ds/sd/cb/ceffingertipfacts.asp>)

Sample Schools that Meet the Requirements for an Approved Field Experience Site

These examples meet the requirement: School demographics represent the full diversity of California public schools. All of these examples represent 2020-2021 SARC Data. Locate demographic information by visiting either [California Department of Education: Find a SARC](#) or [California Department of Education Dashboard](#).

Table 2. Sample Schools Populations

Chula Vista Hills Elementary	Diamond Bar High School	Sequoia Elementary School, San Diego	Anderson Middle School
Racially/ethnically diverse (68.6% Hispanic or Latino)	Racially/ethnically diverse (Asian 63.1%, Hispanic or Latino 18.1%, White 7.7%)	Racially/ethnically diverse (White 18.9%, Hispanic or Latino 50.8%, Asian 9.2%)	Racially/ethnically diverse (White 56.4%, Hispanic or Latino 25.2%, Asian 4%,

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Chula Vista Hills Elementary	Diamond Bar High School	Sequoia Elementary School, San Diego	Anderson Middle School
			American Indian or Alaskan Native (7.4%)
High population of socioeconomically disadvantaged students (40.4%)	Serves socioeconomically disadvantaged students (21.3%)	Serves socioeconomically disadvantaged students (63.2%)	Serves socioeconomically disadvantaged students (extremely high poverty) (72.1%)
Opportunity to observe classrooms with English learners (12.7%)	Opportunity to observe classrooms with English learners (4.7%)	Opportunity to observe classrooms with English learners (21.1%)	Opportunity to observe classrooms with English learners (8%)
Opportunity to work with students with disabilities (14.3%)	Opportunity to work with students with disabilities (6.3%)	Opportunity to work with students with disabilities (21.1%)	Opportunity to work with students with disabilities (18.1%)

(References: California Commission on Teacher Credentialing, 2021. Guidance on Clinical Practice and Supervision of Teaching Candidates. <https://www.ctc.ca.gov/docs/default-source/...prep/.../clinical-practice-guidance.pdf>. California Commission on Teacher Credentialing, 2016. California Teaching Performance Expectations. <https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>)

Expectations for Field Experience

1. Before student teaching, 100 field experience hours must be completed and documented in My Time Log. My Time Log will be reviewed at selected times during the program. The college will review candidates' My Time Logs to determine that candidates are making adequate progress in completing their field experience hours and to determine if field experiences are diverse. No alternate documentation of field experience will be accepted.
2. Detailed, thorough reflections regarding each observation are an expectation of working "at standard." Candidates must ensure that all reflections contain appropriate depth and analysis, like the models provided, and that they are working at a standard indicative of a graduate-level program. Only reflections demonstrating a depth of thought and detailed analysis and explanations of effective instructional practices will be approved.
3. ELEMENTARY (Multiple Subject): If a candidate observes a classroom for an entire day, one reflection is not sufficient. Separate reflections should be written for each major time block: morning block, mid-morning block, and afternoon block. See examples provided in the section entitled, "Model Reflections" and additional tips in the section, "Helpful Hints for Writing Quality Field Experience (My Time Log) Reflections."
4. SECONDARY (Single Subject): If a candidate observes more than one period where the lesson taught is exactly the same (same teacher, same grade level, same content area), they may write up one reflection for all periods. The reflection must provide detailed observations and analysis regarding the effectiveness of the lesson and levels of student engagement from one group of students to the next. If different grade levels and/or content areas are observed in a single day, separate reflections must be written for each observation. See examples provided in the section entitled, "Model Reflections" and additional tips in the section, "Helpful Hints for Writing Quality Field Experience (My Time Log) Reflections."

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5. Faculty members will review candidates' My Time Log. Some reviews and feedback will be informal. Formal reviews are conducted in each reading class and a final review will be conducted as part of the student teaching application process.

My Time Log

My Time Log is a web tool for logging, reviewing, and approving field experience hours. Entries in My Time Log serve as evidence for meeting the state requirement for diverse settings.

Make sure to log your hours correctly, placing your entries under the correct template. Review the following materials to learn more about My Time Log. If you have any questions about My Time Log or field experience, contact your Education Program Specialist at CEP.progressions@phoenix.edu. In the subject line, please include your state, IRN, and full name.

- [Student Time Logs-California Specific Candidates](#)

Guided Field Experience (GFE)

What Is Guided Field Experience (GFE)?

GFE is a program requirement in our graduate-level initial teacher licensure programs. Candidates will be evaluated on their instruction and impact on student learning three times during their program with the completion of two or three GFEs (small group, whole group, or one-on-one) depending on the program. Candidates are required to instruct at least two group sessions. They may complete two small-group sessions if they are not able to obtain permission to teach in a whole-group setting.

What is the Student's Role?

Candidates must work with the Center for Placement and Field Experience for placement. The Center's goal is to facilitate or place students in four 25-hour placements throughout their program.

Each candidate will work with the cooperating teacher at the placement site to determine the appropriate lesson and time for the GFE to occur. The 25-hour placement can include the GFE component and may also include traditional field experience hours and activities.

For each GFE assignment, the candidate will complete and submit documentation in My Time Log. For instructions on submitting your Guided Field Experience in MyTime Log, refer to Student Time Logs – California Specific Candidates.

What is the Cooperating Teacher's Role?

The cooperating teacher will work with the candidate to determine the appropriate lesson and time for the GFE to occur.

The cooperating teacher will assist the candidate as necessary to support the three components of GFE:

- Pre-assessment
- Instruction
- Post-assessment and reflection

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What is the Faculty Member's Role?

Faculty members will evaluate the candidates' GFE assignments based on the completion of the assignment requirements and will provide candidates with coaching to improve their practice.

What Constitutes Meeting the GFE Program Requirements?

As part of their review of applications for the placement of candidates for student teaching, the Center for Placement and Field Experience will ensure at least two of the three required GFEs are completed. Candidates must complete all three GFEs before commencing their student teaching.

The GFE is evaluated on a four-point rubric. To meet the program requirement, candidates need a cumulative average of at least a three on all GFEs. Candidates who do not meet this minimum requirement will be provided with remediation activities to help them better prepare for their student teaching experience.

GFE Documents

To gain a better understanding of what you will do in a guided field experience, review the documents below.

- [Guided Field Experience Instructions](#)
- [GFE Teacher Consultation Outline](#)
- [Lesson Plan Template](#)
- [GFE/GCE Rubric for Classroom Teacher](#)
- [GFE/GCE Rubric for Faculty](#)

GFE Courses - Master of Arts in Education / Teacher Education

Program Sequences and GFE Placements for Master of Arts in Education/Teacher Education

The highlighted courses are designated GFE courses.

Table 3. MAED/TED-E 09CA Courses

Course ID	Course Title	Credits	Length	Prerequisites
MTE/001	Orientation to Teacher Education	0	1 week	
MTE/510	Professional Knowledge, Skills, and Dispositions	1	3 weeks	MTE/001
MTE/516	Foundations of the Professional Educator	3	6 weeks	MTE/001
MTE/511	Child/Adolescent Growth, Development, and Learning	3	6 weeks	MTE/001
ELM/533	Instruction and Assessment for Diverse Learners	3	6 weeks	MTE/510, MTE/511, MTE/516
ELM/532	Creating an Effective Learning Environment	3	6 weeks	MTE/510, MTE/511, MTE/516

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Course ID	Course Title	Credits	Length	Prerequisites
ELL/500	Instructional Methods for English Language Learners	3	6 weeks	ELM/533
MTE/512	Teaching the Exceptional Learner	3	6 weeks	ELM/533
RDG/556	Elements of Literacy Content and Pedagogical Knowledge	3	8 weeks	ELM/533
MTE/513	Evaluation and Data Literacy	3	6 weeks	ELM/533
ELM/536	Social Studies Content and Curricular Knowledge	3	6 weeks	ELM/533
ELM/537	Science Content and Curricular Knowledge	3	6 weeks	ELM/533
ELM/538	Mathematics Content and Curricular Knowledge	3	6 weeks	ELM/533
ELM/539	Physical Education Content and Curricular Knowledge	2	4 weeks	ELM/533
HIS/518	U.S. Constitution	2	4 weeks	
ELM/586	Elementary Clinical Practice A	3	7 weeks	ELM/532, ELL/500, MTE/512, RDG/556, MTE/513, ELM/536, ELM/537, ELM/538, ELM/539
ELM/587	Elementary Clinical Practice B	3	7 weeks	ELM/586
Program Requirements:				44 Credits

Table 4. MAED/TED–S 08CA Courses

Course ID	Course Title	Credits	Length	Prerequisites
MTE/001	Orientation to Teacher Education	0	1 week	
MTE/510	Professional Knowledge, Skills, and Dispositions	1	3 weeks	MTE/001
MTE/516	Foundations of the Professional Educator	3	6 weeks	MTE/001
MTE/511	Child/Adolescent Growth, Development, and Learning	3	6 weeks	MTE/001
SEC/533	Instruction and Assessment for Diverse Learners	3	6 weeks	MTE/510, MTE/511, MTE/516
SEC/532	Secondary Creating an Effective Learning Environment	3	6 weeks	MTE/510, MTE/511, MTE/516
ELL/500	Instructional Methods for English Language Learners	3	6 weeks	SEC/533
MTE/512	Teaching the Exceptional Learner	3	6 weeks	SEC/533

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Course ID	Course Title	Credits	Length	Prerequisites
RDG/558	Language Acquisition and Development	3	6 weeks	SEC/533
MTE/513	Evaluation and Data Literacy	3	6 weeks	SEC/533
Elective Content Area-Specific Course	SEC/535: English/Language Arts Content and Curricular Knowledge SEC/536: Social Studies Content and Curricular Knowledge SEC/538: Mathematics Content and Curricular Knowledge SEC/539: Physical Education Content and Curricular Knowledge SEC/540: Science Content and Curricular Knowledge SEC/541: Visual Arts Content and Curricular Knowledge	3	6 weeks	SEC/533
MTE/517	Technology Integration for Educators	3	6 weeks	SEC/533
HIS/518	U.S. Constitution	2	4 weeks	
SEC/586	Secondary Clinical Practice A	3	7 weeks	SEC/532, ELL/501, MTE/512, RDG/558, MTE/513, MTE/517
SEC/587	Secondary Clinical Practice B	3	7 weeks	SEC/586
Program Requirements:				39 Credits

GFE Courses - Bachelor of Science in Liberal Studies

Program Sequences and Guided Field Experience Placements for Bachelor of Science in Liberal Studies

The highlighted courses are designated GFE courses.

Table 5. BSLS Courses

Course ID	Course Title	Credits	Length	Prerequisites
GEN/201	Foundations for University Success	3	5 weeks	
EDU/300CA	Orientation to Teacher Education	0	1 week	
EDU/301CA	Foundations of Education	3	5 weeks	Completion of all general education requirements
EDU/305CA	Child Development	3	5 weeks	EDU/301CA

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Course ID	Course Title	Credits	Length	Prerequisites
EDU/311CA	Models and Theories of Instruction	3	5 weeks	EDU/305CA, EDU/301CA
RDG/420CA	Elementary Methods: Reading and Language Arts	3	5 weeks	EDU/301CA
ELL/300	Instruction and Assessment of English Language Learners	3	5 weeks	EDU/301CA
SPE/300CA	Orientation to the Exceptional Child	3	5 weeks	EDU/301CA
EDU/321CA	Classroom Management	3	5 weeks	EDU/301CA
TPA/100	TPA Planning and Instruction	1	3 weeks	ELL/300, SPE/300CA
EED/436CA	Elementary Methods: Social Science and Fine Arts	3	5 weeks	EDU/301CA
EED/438CA	Elementary Methods: Mathematics and Science	3	5 weeks	EDU/301CA
TPA/200	TPA Instruction and Assessment	1	3 weeks	TPA/100, EDU/311CA
EED/491CA	Elementary Clinical Practice A	4	7 weeks	All previous coursework
EED/492CA	Elementary Clinical Practice B	4	7 weeks	EED/491CA
Program Requirements:				42 Credits

Professional Educator

An abundance of knowledge can be gathered by hands-on experience through participation in K-12 classroom activities. Follow the guidelines listed here, as you conduct each field experience to optimize your learning experience and maximize your educator knowledge base.

These considerations will assist you in representing both yourself and the university well, reflecting the professional educator disposition. Consider these classroom visits to be a long-term interview for a future teaching opportunity.

Be Professional

Remember to be professional, you are a guest in the school, and it is a privilege, not a right, to have access to their campus, faculty, and students. Your relationships with all school staff (principals, administrative staff, teachers, etc.) and students are important in your future career as an educator. Communicate clearly. Dress appropriately. Be courteous and respectful to the principals and teachers who are graciously allowing you into their classrooms. Review **Professional Expectations** for further information.

Below is a chart representing common standards for appropriate professional attire. As you prepare for your field experience and/or student teaching, please review the “Dos” and “Don’ts” of professional attire listed below. Please consider that there will likely be exceptions to the attire listed in this chart in an educational setting. For example, you may find that a suit is only appropriate during an interview or that tennis shoes are allowed on your school’s campus. Please be sure to review your school site’s

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expectations for professional attire (which may be listed in an employee handbook) and, when in doubt, always err on the side of more professional dress.

Table 6. Professional Expectations

Do	Don't	Depends on setting – verify with the supervisor
Khakis/Dockers/Dress Slacks, worn at the waist	Shorts	Polo/golf shirts
Skirts, mid-thigh or longer	Mini skirts	Denim jeans or shorts
Capri pants, mid-calf or longer	Leggings or spandex	Athletic wear/sweats
Suits	Denim/corduroy/leather	Hats*
Button-down shirts with collars or blouses, short or long-sleeve	Sweatshirts/hoodies	Sneakers/tennis shoes
Sweaters	Crop tops/midriff exposed/spaghetti straps/tank tops	
Dress shoes or dress sandals	Flip flops, tennis shoes/sneakers	
	Clothing with holes, frayed ends	
	Exposed undergarments (bra straps, boxers), fishnet stockings	
<i>School/District Dress Code: Candidates are expected to adhere to the school or district dress code which may have additional requirements.</i>		

*Head coverings for religious purposes are acceptable in any setting.

Be Proactive

- Once you have identified the school site to conduct your field experience and have received approval from the appropriate school authority, contact the cooperating teacher to develop a schedule to complete the field experience. Be sure to emphasize that you would prefer to participate in the class during instructional time.
- Call ahead if you cannot arrive at your scheduled time.
- Reschedule if your field experience occurs during lunch, recess, a planned field trip, or other events.

Be Prepared

- Bring note-taking tools with you to the field experience, such as a notebook, clipboard, pen, pencil, or tablet.
- Write down any questions you would like to ask the cooperating teacher if time permits.

Be Involved

- Talk with the teacher before class to identify the expected learning outcomes and plan how you can be involved in the classroom activity.
- Some field experience activities only require (or permit) you to observe. Think of these field experience observations as “active observation”. It means active listening, professional engagement with the teacher, and critical thinking. It is the opportunity to apply theory you have learned in your coursework to real-life practice.

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- Review **Observation Techniques** for more information.

Observation Techniques

Before you begin the observation, find a location to sit where you are inconspicuous and **will not** cause any distractions.

Be Objective

- Classroom experiences should be fact-based and unbiased. Your value judgments should not enter the classroom.
- Learn from the teachers to whom you are assigned; you will see instructional techniques that you may want to replicate, and you will see others that you will not want to model. The time that you spend with teachers, students, and classrooms will be invaluable to you as you begin your teaching career.
- Review **Observation Techniques** for more information.

Be Aware

Be aware of teachable moments – times when the activity you are participating in doesn't go quite as planned. Teachers are experts at "seizing the moment." Make notes to determine if you can identify when the teacher seized a teachable moment and when they ignored such opportunities. You will learn a great deal by asking a teacher why certain things occur or do not occur in the classroom.

Be Thorough

As you take notes during the field experience, be thorough by noting specific details regarding classroom occurrences (e.g., instructional techniques, student responses, etc.), as well as the following basic information:

- Your name
- Date of the classroom field experience
- The name of the school where the field experience occurred
- The grade level of the students
- The number of students, teachers, and other adults present during the field experience

The School Environment

- Notice the entire school first
 - Location, building age, maintenance, parking, yard, etc.
 - Pay attention to how you are welcomed to the office; sign in as a guest.

The Classroom Environment

When observing in a teacher's classroom, be alert and aware of the dynamics of the classroom. General Information to confirm and consider:

- Grade

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- Number of children
- Teacher and teacher's aide (if there is one)
- Time and date of visit (include length of visit)
 - How is the classroom set up?
 - How are the children's desks arranged?
 - Where is the teacher's desk located in the classroom?
 - Are bulletin boards, interest centers, and children's work displayed?
 - Consider the lighting, ventilation, and safety (no blocked doorways, for example). Is the room neat?
 - Are there computers/tablets available?
 - Are the computers turned on? Are they being used?

The Teacher

- Notice the attire.
- Pay attention to the rapport with children.
- Take note of the lesson delivery, such as techniques and strategies used.
- Observe the classroom management style.
- Can you determine the instructional objectives for the lesson? Is a lesson plan being used?

The Lesson Details

- Can you identify the standard or standards being addressed?
- Does the lesson flow smoothly, or is it interrupted?
- How are children reacting to and receiving instruction? Do some students appear to be lost? Are some students inattentive? Is there a discussion? Are questions being answered? Is higher-order thinking occurring?
- Is the discussion including many children, or just a few? Are only the same ones participating?
- Are children given time to complete their work? What is the teacher doing while the students complete their work? Are students provided with guided practice?
- What are the obvious behaviors of the children? Are some having trouble? What do the ones who finish early do?
- Is there an assessment at the end of the period? Is there closure to the lesson?
- How was the content delivered?
- If children are conducting research, are there adequate materials? Are children writing in their own words? What is the teacher doing?

Your Reactions and Impressions

- What did you like about the observation? Why?
- What would you do differently? Why?
- Ask the teacher questions about what you observed if time permits.

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Best Practice

- Follow-up with a thank you note to the teacher you observed.
- Enter the details of your field experience session into My Time Log as soon as you return home.

Summer Planning - Alternative Settings

Plan ahead to complete field experience ahead of schedule for all courses occurring during the summer months.

Summer Field Experience

Summer can be a challenging time for teacher candidates to locate appropriate sites for completing field experience. The most ideal environment for teacher candidates to complete field experience is in a classroom setting under the supervision of a certified teacher, so the first choice for summer placements would be at schools and districts that have year-round or modified school-year schedules. Another option would be schools or districts that offer summer school programs for high-risk or underprivileged students. To gain wider exposure to a variety of teachers, methods, and student groups, teacher candidates should not have more than 25 hours of field experience in the same classroom or with the same teacher.

If a school environment is not available to teacher candidates during the summer months, other acceptable field experiences may be available in the community. Alternative field experience opportunities should be instructor-led educational events for K-12 students. Examples may include, but are not limited to the following:

- Math or science camps (these often are sponsored by local school districts, colleges, or universities)
- Educational programs at science centers, museums, or zoos

Up to 10 hours of field experience can also be logged by taking part in suggested activities which include:

- Attending parent/teacher organization meetings (excluding their own child's school), school board meetings, grade level and content area meetings, all-school staff meetings, and training
- Workshops and conferences for educators (Teacher candidates can check with local school districts, the state department of education, local colleges and universities, and professional organizations for schedules of events.)

As a reminder, substitute teaching does not count towards the required 100 hours.

Note: Although you can complete the assignment objectives through an alternative observation, the original field experience assignment in a formal classroom setting must still be fulfilled and documented in My Time Log at a later time. You will not be eligible for student teaching until they are complete.

Plan ahead to complete field experience ahead of schedule for all courses occurring during the summer months.

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Model Reflections

As a future educator, it is important to develop your skills as a reflective teacher. Your field experience placements provide an opportunity to build these skills. Make sure that you are attentive during your observations and that you provide adequate details about your experiences, perceptions, and insights in your field experience reflections.

As you consider these reflections, keep the following in mind:

- Provide specific examples.
- Think through what you saw, heard, felt, etc.
- There is ALWAYS something that can be improved; there is always at least one child who wasn't engaged in the lesson.
- Detail how you would change your approach to reach these unengaged students.

Below are links to examples of thoughtful field experience reflections. These models demonstrate the quality of work expected and the level of detail and depth of analysis required in each reflection. Additionally, your field experience reflections should show growth over time as you progress through the program.

Model Field Experience Reflections

- [Elementary Example](#)
- [Secondary Example](#)

Helpful Hints for Writing Quality Field Experience (My Time Log) Reflections

Field experiences provide teacher candidates opportunities to view the entire scope of teaching and learning in actual classroom settings and to develop the knowledge and skills necessary to be effective, reflective practitioners. Under the guidance of a credentialed host teacher, candidates learn about K-12 students; observe host teachers modeling effective instructional practices; gain experience in working with individual students and small groups of students; experience planning, teaching, and assessing activities; develop an awareness of practices that create a positive learning environment; develop an awareness of the total school environment; and, reflect on the experience and how it will make them an effective teacher. Use the following tips to guide My Time Log reflections on your field experience.

[Helpful Hints for My Time Log](#)

Student Teaching

Student teaching is an essential component of the teacher preparation program, providing candidates an opportunity to bring theory and practice together in a classroom environment. Teacher candidates work with cooperating teachers from a school site, a University of Phoenix Practicum Faculty Supervisor, and a student teaching seminar instructor. Throughout the practicum, candidates work

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within a gradual release of responsibility model. Following this model, candidates incrementally increase their instructional role in the classroom, including a minimum of four weeks of solo or co-teaching. The gradual release structure encourages candidates to experiment with ideas learned in university coursework and to build their repertoire of effective instructional practices.

The College of Education is committed to preparing teacher candidates to improve student learning and meet the diverse needs of K-12 students in California public schools. Each member of the candidate's student teaching team contributes to the student teaching experience; each has responsibilities to the other members of the team, to the children in the classroom, and the teaching profession. Student teaching is a cooperative effort between school districts and the University.

Cooperating Teacher Support

Under the daily mentoring, experienced cooperating teacher, teacher candidates engage in activities including observing effective teachers, lesson planning, co-teaching with their cooperating teacher, assisting and tutoring individual students, instructing small groups and the whole class, providing students with oral and written feedback, experimenting with various instructional strategies, analyzing student work, communicating with families, and more. Over time, candidates develop an increasing sense of ownership for teaching and learning in the placement classroom(s). Cooperating teachers guide candidates in planning and implementing curriculum, afford them many opportunities to experiment and develop their personal teaching style, encourage questions and dialogue about best practices, monitor and assess their ability to demonstrate the TPEs, including the new TPE Domain 7: Effective Literacy Instruction for All Students, and provide feedback using a strengths-based approach according to the needs of the student teacher.

Practicum Faculty Supervisor Support

Candidates are also supported by a Practicum Faculty Supervisor who conducts bi-weekly classroom observations, followed by reflective coaching and feedback sessions, and who provides ongoing weekly support and feedback via email communications and phone calls. Practicum performance, along with seminar assignments, form the basis for reflective conversations during Practicum Faculty Supervisor site visits. Both the Practicum Faculty Supervisor and cooperating teacher complete informal and formal evaluations of the candidate's performance during the student teaching experience. Additionally, the Practicum Faculty Supervisor serves as a resource for the cooperating teacher, a liaison between the site administration and the University, and a representative of the University to the larger education community.

Seminar Instructor Support

Concurrent with the clinical practicum, candidates enroll in student teaching seminar courses. Seminar faculty serve as another support for candidates during the practicum experience. They facilitate candidates' continual growth of pedagogical knowledge and skills through discussions and assignments focused on the California Teaching Performance Expectation. Seminar faculty also support the development of observation, reflection, and writing skills required for the edTPA performance assessment.

The student teaching experience, therefore, is designed to present candidates with growth opportunities that enable them to develop their knowledge, skills, and dispositions as effective classroom teachers. Paramount to this development is the candidates' ability to demonstrate competency regarding the TPEs and their understanding and application of the seven themes of professional practice that serve as the foundation of the College of Education's Conceptual

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Framework. During student teaching, candidates advocate for learning, collaborate with educational communities, engage in reflective practice, integrate technology, lead through innovative practices, practice professional ethics, and value diversity. The clinical practicum is an essential component of licensure programs, and it serves as a conduit for the college to fulfill its mission of “impacting student learning, one educator at a time.”

Eligibility

To be eligible for student teaching, the following requirements must be met:

- Meet all level 1 and level 2 requirements
- Complete all coursework except student teaching seminars with a minimum GPA of 3.0 (Master’s) or 2.5 (bachelor)
- Submit student teaching application to the University by the required deadline
- Complete FERPA releases for third-party communication to school districts
- Complete the student disclosure agreement
- Prove passing scores on TPA 1 and TPA 2 tasks (for students enrolled prior to 4/1/18)
- Prove Subject Matter Competency through one of the CTC approved Subject Matter Options
 - [Elementary candidates](#)
 - [Secondary candidates](#)
- Complete 100 hours of verified and faculty-approved field experiences in My Time Log

Student Teaching Policies

During Clinical Placement, teacher candidates are both a University of Phoenix student and a teacher candidate in the assigned placement school.

The Candidate as a Student

The candidate is a student in terms of their relationship with the cooperating teacher, Practicum Faculty Supervisor, and University of Phoenix.

- Teacher candidates continue to be governed by the University of Phoenix Student Code of Conduct, the College of Education Supplemental Standards, and all student teaching policies and procedures.
- As a student of the cooperating teacher and Practicum Faculty Supervisor, candidates’ growth and success depend on becoming skilled receivers of feedback to drive their learning.
 - Tips for receiving feedback: receive feedback with grace instead of defensiveness, listen to understand, ask clarifying questions, show appreciation and respect, ask for modeling and examples, reflect on the feedback, and determine the next steps for professional growth.

The Candidate as a Teacher Candidate

A teacher candidate is both a guest in the classroom and school, and a teacher candidate to the students, parents/caregivers, and all school personnel.

- Candidates must adhere to California’s legal requirements for teachers.

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- While the cooperating teacher or other district personnel maintain overall accountability for a class, candidates are always expected to exercise good judgment and to conduct themselves professionally.
- Candidates must adhere to the policies, rules, and regulations of the placement school and district including, but not limited to, reporting times; professional communication; dress and grooming; absence responsibilities and procedures (reporting absence, providing substitute teacher lesson plans, etc.); and other duties as assigned. Candidates must obtain a copy of the district's disciplinary policy and school policies and procedures and become thoroughly familiar with them.

Seminar Course Enrollment

- Concurrent with student teaching, teacher candidates must take the appropriate seminar courses in their program of study. If a candidate chooses to postpone the student teaching experience, they must postpone enrollment in the corresponding student teaching seminar course(s).
- Candidates must earn a "B" or better in each seminar course. If a candidate receives less than a "B" (B- or lower, or an Incomplete), they must repeat the course AND the student teaching experience.
- Student teaching can only be repeated one time. Candidates must complete a remediation process through Supplemental Standards before being eligible for their final attempt at student teaching.
- Candidates must student teach in either a multiple-subject or single-subject setting based on their program specialization and CSET subject exam: BSLS (Multiple Subject); MAED/TED-Elementary (Multiple Subject); MAED/TED-Secondary (Single Subject).
- Student teachers who are removed from a student teaching placement at the request of a school district administrator or cooperating teacher, or in the event of an unapproved self-termination, will be issued a non-passing grade and must complete the remediation process. This experience counts as one of their two student teaching attempts.
- Candidates should complete their student teaching twelve (12) months from the completion date of their last required course in the program. If candidates defer student teaching for more than one year, they may encounter changes in state examinations and/or other requirements for teacher certification. Candidates will be responsible for complying with any new state credentialing requirements at the time student teaching is completed.

Student Teaching: 17 Full-Time Weeks

- Student teaching refers to an extended period of supervised teaching, described by the Commission on Teacher Credentialing as a "developmental and sequential set of activities."
- Student teaching is part of the required clinical practice hours candidates complete across the arc of the program and consists of 17 weeks of full-time experience in a classroom(s) appropriate to the credential being earned.
 - Full-time = 5 fully scheduled workdays each week during the same required contract hours as a teacher at the school.
 - Additionally, time beyond contract hours may be necessary to collaborate with the candidate's cooperating teacher (before or after school according to the cooperating teacher's preference) and to prepare classroom materials for the next day's lessons.

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- Candidates should expect to spend an additional 2 to 3 hours outside of the school day for planning purposes.

Required Length of Student Teaching

Table 7. Length of Student Teaching

Multiple Subject	Single Subject
Two placements	One 17-week placement
One 8- to 9-week primary classroom (grades K to 2)	At least 4 periods within the content area
One 8- to 9-week upper elementary classroom (grades 3 to 6)	Two different preps (subjects or grade levels)

Required Solo Teaching Time

“Student teaching includes a minimum of four (4) weeks of solo or co-teaching or the equivalent” (Program Standard 3).

Table 8. Solo Teaching Time

Multiple Subject	Single Subject
Two weeks minimum of solo teaching for each 8- to 9-week placement	Four weeks minimum of solo teaching at the end of the placement
4 total weeks	Responsible for all class periods
Responsible for teaching all core subject areas	

Student Teaching Attendance Policy

The goal for the entire student teaching is perfect attendance. Should an absence be necessary, a candidate must understand and adhere to the following:

- Candidates are considered absent when not in attendance for the full contracted day.
 - Acceptable absence from student teaching includes serious illness, death in the family, etc.
 - Unacceptable absence from student teaching includes job interviews, weddings, travel, etc.
- Candidates are permitted no more than five (5) absences during student teaching.
 - All absences must be made up at the end of student teaching.
 - If a candidate is absent more than five days, the placement will be terminated, and the candidate will be required to repeat the entire student teaching experience.
- Candidates must notify the cooperating teacher, Practicum Faculty Supervisor, and student teaching Education Program Specialist of an absence before the start of the school day and must submit the Student Teacher Absence Form.
- When absent, candidates must supply lesson plans for a substitute teacher and/or cooperating teacher.
- The candidate should contact the student teaching Education Program Specialist immediately if, for any reason, you cannot complete your student teaching assignment.

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Classroom Student Confidentiality

Teacher candidates are expected to exercise discretion in keeping all specific student and teacher/administrator information confidential. Logs, portfolio notes, assignments, and other classroom information must not contain any identifying information. If classroom student names or the names of teachers or administrators are used, they should be changed to maintain confidentiality.

Candidates will have access to certain kinds of information about students. Please consult with the cooperating teacher and/or site administrator about the rules and policies in effect, so all actions remain lawful and within the guidelines established by the district in compliance with the Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA).

Video Recording Acceptable Use

University of Phoenix teacher candidates are required to video record themselves teaching for assessment purposes. Candidates must take reasonable precautions to maintain the confidentiality and security of video recordings. Review the [EdTPA Video Guidelines](#) before pursuing any video recording.

Candidates should be aware of legal policies and procedures regarding the audio or video recording of students. Whenever audio or video recordings of students are made, parents/caregivers must sign release forms. Candidates should check with either the building principal or their cooperating teacher to obtain the appropriate school or district permission forms to use in audio/video recording of candidate's teaching sessions, or the candidate should use the [EdTPA video permission form](#).

Mandated Reporting of Child Abuse

The Child Abuse and Neglect Reporting Act designates certain persons, including teachers, as mandated reporters. The existing law requires a mandated reporter to report an issue if the person has knowledge of or observes a child whom the person knows, or suspects, has been the victim of child abuse or neglect.

If a student teacher suspects abuse or neglect, they should notify the cooperating teacher and/or site administrator and follow mandated reporting guidelines. Additionally, as part of the application for teacher certification, each candidate will be required to acknowledge their duties under the Child Neglect and Abuse Reporting Act (Penal Code §11164). For more information, review Credential Application Form 41-4. [Mandated Reporter FAQ](#).

Substitute Teaching During Student Teaching

Some districts permit the student teaching teacher candidate to substitute teach. Before committing to substitute, the candidate must first check district/school policy. Candidates may only substitute for their cooperating teacher and may only substitute for 1 or 2 days (unless the COE administrator grants permission for additional days).

Student teaching teacher candidates may only work as a substitute teacher under the following conditions:

- Site principal requests the candidate to serve as the cooperating teacher's substitute teacher
- Candidate holds a 30-day Substitute Teaching Permit for the school district in which they are placed

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- Candidate receives permission from the cooperating teacher and Practicum Faculty Supervisor
- Hours of instruction are prepared with and guided by one or more designated supervisors at the school (i.e., Teacher and/or school administrator), selected and approved by the program, and are followed by designated time for reflection.

Note: A legal liability may occur for those student teaching teacher candidates who substitute teach without the proper permit and/or university authorization.

District Labor Disputes

In the event of a district labor dispute, University of Phoenix endorses a policy of non-involvement for teacher candidates. Should a work stoppage occur at the placement site, candidates should immediately report this to their Practicum Faculty Supervisor and Education Program Specialist. Candidates shall not engage in any actions accompanying a work stoppage. If the period of work stoppage extends beyond five days, re-assignment may take place.

Electronic Devices

Teacher candidates must follow school/district guidelines for the use of electronic devices at the placement site. Candidates may not use electronic devices, including cell phones, while in their assigned classroom. Should an emergency occur, first step out of the classroom (never leave students unattended and never disrupt the class when leaving), then answer the phone. Texting during classroom time is prohibited.

The candidate may use electronic devices to integrate technology into their instructional practice with the approval of the cooperating teacher and in accordance with the school/district policies. Candidates may be granted access to the cooperating teacher's classroom computer for activities such as taking attendance and entering grades. Candidates must respect the cooperating teacher's privacy and may not view personal materials and/or emails.

Professional Attire

Teacher candidates are required to wear business casual attire at the school site, regardless of the attire worn by teachers working at the placement site. Attire should be professional, neat, clean, and in good taste. Hairstyles should be neat and clean, and hats/caps should not be worn (religious head coverings are permitted). Policies regarding visual display of tattoos, facial piercings, and hair color are at the discretion of the school site.

Unacceptable Attire

- Shorts or T-shirts (except designated Spirit Days)
- Sweatpants, workout/yoga clothing (except for PE candidates)
- Sweatshirts (except designated Spirit Days) or tank tops
- Ripped clothing or ragged/cut-off edges
- Pants resulting in exposure of private body parts when bending or sitting
- Shirts/blouses/dresses with plunging necklines or see-through materials
- Flip-flops or slippers

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Withdrawal or Removal from Student Teaching

Teacher candidates removed from a placement at the request of the site administrator or cooperating teacher or at the request of the University of Phoenix:

- Candidates who are removed from a placement at the request of an appointed administrator, before starting and posting attendance in their first student teaching seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts. Candidates may request an exemption from this policy when dealing with issues related to a family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Candidates who are removed from a placement at the request of an appointed administrator, after having met any amount of attendance in their student teaching seminar, will be withdrawn from the student teaching seminar, will be issued a grade of "F", and placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts. Candidates may request an exemption from this policy when dealing with issues related to a family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

Candidates who decide to pursue an unapproved self-termination of a student teaching:

- Candidates that execute an unapproved self-termination of clinical practice, before starting and posting attendance in their first student teaching seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts. Candidates that execute an unapproved self-termination of student teaching, before starting and posting attendance in their first student teaching seminar will result in the candidate being placed on Scholastic Suspension and administratively withdrawn. Scholastic Suspension will be removed upon the candidates' successful completion of their supplemental standards remediation process. This experience counts as one of their two student teaching attempts. Candidates may request an exemption from this policy when dealing with issues related to a family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.
- Candidates who execute an unapproved self-termination of student teaching, after having met any amount of attendance in their student teaching seminar, will be withdrawn from the student teaching seminar, will be issued a grade of "F", and will be placed on Scholastic Disqualification. This experience counts as one of their two student teaching attempts. Candidates may request an exemption from this policy when dealing with issues related to a family crisis, medical necessity, or natural disaster. Candidates will need to work with their appointed administrator to have these exceptions approved.

Note: Candidates who fail their first attempt at student teaching must repeat all of the student teaching and any incomplete seminar coursework. Candidates who previously completed a successful attempt at the corresponding student teaching seminar will not be required to retake the course and will instead be partnered with a designated staff member from the College of Education to ensure that they are successfully progressing and prepared for their next student teaching seminar.

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Responsibilities

Student teaching allows candidates to bring theory and practice together in a classroom environment. Following a supervised gradual release of responsibilities model, candidates are encouraged to:

- Experiment with ideas learned in university coursework
- Build their repertoire of effective instructional practices
- Co-plan and independently plan standards-based lessons where candidates add their own ideas and creative solutions to designing lesson plans
- Reflect on their effectiveness at positively impacting all students to reach learning targets

Preparing for Clinical Placement

To prepare for the clinical placement, the cooperating teacher, Practicum Faculty Supervisor, and teacher candidate must:

- Attend the required student teaching Orientation Training which is conducted by the Practicum Faculty Supervisor before or during the first week of the placement at the school site.
- During the student teaching Orientation Training, the team must verify the appropriateness of the placement setting using the student teaching Setting Checklist.

Attend Mandatory Student Teaching Orientation Training: Meeting Conducted by Practicum Faculty Supervisor

The student teaching Orientation Training introduces the cooperating teacher and candidate to University of Phoenix policies, procedures, and expectations for the student teaching experience, establishes each member's role and responsibilities, and ensures that all involved are set up for success. This orientation also provides an opportunity to establish clear expectations for consistent weekly communication between all members.

Student Teaching Orientation Training is held before or during the first week of the placement. The orientation training occurs with the student teacher, cooperating teacher, and practicum faculty supervisor in attendance. The training is approximately one hour long.

Note: This student teaching Orientation Training is part of the cooperating teacher's state-required 10 hours of training.

Practicum Faculty Supervisors are required to use the following materials for this training: student teaching Orientation Training PowerPoint, Student Teaching Manual, and student teaching Orientation Checklist.

Verify Appropriateness of Placement Setting

The Practicum Faculty Supervisor, in collaboration with the cooperating teacher, candidate, and University of Phoenix staff, must verify that the student teaching placement allows for all the following. Should items arise that do not meet these requirements, immediately contact the Educational Specialist and/or Program Chair, as a new setting may be necessary.

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Practice Clinical Setting Checklist

- Ensures a teaching/learning climate that allows the student teacher to develop skills in instructional planning and provides numerous opportunities for them to test theory and practice in the classroom.
- Provides a teaching/learning atmosphere that supports dialogue and discussion, provides strengths-based feedback and next steps for growth, and encourages open communication promoting the student teacher's self-reflection and professional growth.
- Allows time in the daily schedule for the cooperating teacher and candidate to collaborate, co-plan lessons and discuss curricular requirements, and engage in coaching and feedback conversations focused on the candidate's progress toward meeting the TPEs.
- Uses curricular materials based on California content standards and allows the candidate flexibility and creativity in the use of these curricular materials and the instructional delivery of content.
 - **Note:** The expectation is for the cooperating teacher to provide appropriate curricular materials. Candidates come with a wide range of experiences and skills. Most do not yet have the background to develop curriculum from scratch.
- Allows the candidate to fulfill state requirements for solo teaching.
 - Multiple Subject Candidates: Complete a minimum of two (2) weeks of full-time solo or co-teaching in each placement.
 - Single Subject Candidates: Complete a minimum of four (4) weeks of full-time solo or co-teaching.
- Allows the candidate to complete edTPA requirements and tasks, including videotaping lessons and obtaining necessary student background information needed to describe the context of the learning situation. Student work samples are required to be submitted.
 - **Note:** edTPA requires multiple videotape segments of the candidate teaching students in the placement classroom.
- Placement setting has at least one English language learner and one student with special needs (IEP, 504 Plan, gifted student, etc.) to serve as "focus students" for edTPA tasks.

Gradual Releasing/Assuming of Responsibility

Over the student teaching placement, candidates gradually expand their teaching responsibility, as cooperating teachers release responsibility to the student teacher. Since candidates enter the student teaching phase of the program with varying skill levels and experiences, there is no prescribed timeline for this process. Instead, the student teaching team (candidate, cooperating teacher, and Practicum Faculty Supervisor) collaborates to create a "step up" of responsibilities plan that best supports the candidate's growth and development by building on strengths and adding new responsibilities over time. This progression plan must also consider the needs of students in the K-12 placement classroom.

The Commission on Teacher Credentialing requires teacher candidates to complete a minimum of four (4) weeks of full-time solo or co-teaching during student teaching. For multiple-subject candidates, a minimum of two weeks of solo teaching must occur in each placement.

The following chart shows a suggested plan for the gradual assuming of responsibilities by the candidate. The schedule may be modified to fit the unique needs of the candidate, cooperating teacher, students, or school. Candidates advance from phase to phase when the student teaching

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team decides the candidate is ready. The guidelines assume self-reflection is an ongoing part of the candidate's work and drives the focus of coaching conversations between members of the team.

Following the gradual releasing/assuming of responsibility philosophy, the cooperating teacher and candidate work as co-teachers. Co-planning and co-teaching are effective ways to model and experience sound instructional practices and better guarantee a quality experience for all.

Six Phases of Gradual Releasing/Assuming of Responsibility

Phase 1 Becoming Acquainted, Observing, and Assisting

Become acquainted with the school (personnel, school climate, student/teacher expectations), classroom (procedures and routines, behavior expectations, etc.), and students (names, personality traits, interests, learning styles).

Observe the cooperating teacher model effective instructional practices and classroom management strategies. Notice the cycle of planning, instruction, assessment, and reflecting. Assist the cooperating teacher by tutoring individuals and small groups; helping with managerial tasks such as taking attendance, preparing, and distributing learning materials; checking homework, reviewing/assessing student work, etc.

Collaboration Focus Suggestions: Review classroom curriculum guides and learning standards, classroom routines and procedures, etc. Learn about student accommodations. The cooperating teacher uses "think aloud" to model the lesson planning process, instructional decisions, classroom management, course of action for student issues, and self-reflection habits/skills. Review the TPEs.

Teaching Performance Expectations (TPEs)

The Teaching Performance Expectations (TPEs) comprise the body of knowledge, skills, and abilities that beginning general education teachers should learn in approved teacher preparation programs in California" (Commission on Teacher Credentialing, 2016). They determine what candidates need to know and be able to do upon completion of an accredited credentialing program.

Student teaching allows candidates to practice and master the knowledge and skills described in the TPEs. During student teaching you will be evaluated by your Cooperating Teacher and Faculty Supervisor on your instructional performance related to the TPEs, including diagnostic techniques that inform teaching and assessment, and TPE 7: Effective Literacy Instruction for All Students. Coaching conversations should focus on specific elements of the [California Teaching Performance Expectations](#) and the [Literacy Standard and Teaching Performance Expectations](#), guiding the candidate's growth and development in each area. The TPEs are the foundation of UOPX evaluation of teacher candidates.

- TPE 1: Engaging and Supporting All Students in Learning
- TPE 2: Creating and Maintaining Effective Environments for Student Learning
- TPE 3: Understanding and Organizing Subject Matter for Student Learning
- TPE 4: Planning Instruction and Designing Learning Experiences for All Students
- TPE 5: Assessing Student Learning
- TPE 6: Developing as a Professional Educator
- TPE 7: Effective Literacy Instruction for All Students

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edTPA: Planning & Implementing edTPA Learning Segments

Plan ahead to complete edTPA requirements early in the clinical placement.

- Review edTPA requirements and tasks and develop a timeline for completion.
 - Typical timeframe
 - 3-4 weeks to plan for teaching the lesson segment
 - 2-3 weeks to teach lesson segment (3-5 connected/consecutive lessons)
 - 2-4 weeks to compile materials, watch and analyze videos, analyze student work, and write and revise commentary
- Two things candidates must know before planning the lesson segment:
 - What students are you teaching (class/period)?
 - What content will be the focus of the planned lesson segment?
 - **Note:** The lesson segment can be taught during the co-teaching or solo teaching phase of the clinical placement.
- Planning the lesson segment:
 - Candidate and cooperating teacher collaborate on the selection of learners, selection of central focus, instructional approaches for the lesson segment, how to support specific students with learning needs, and discuss students' prior learning and how to align assessments with the central focus.
 - The cooperating teacher should provide context and background about the students, so the candidate can plan instruction based on their specific strengths and needs.
 - Cooperating teacher can offer examples, ideas, suggestions, and resources for the lesson segment, as well as pose probing questions to clarify the candidate's thinking and intentions. When the candidate asks for specific feedback on their work, the cooperating teacher can prompt them to provide a rationale for instructional decisions with the goal being to help the candidate find their own answers.
- Details about acceptable and unacceptable support are found in this resource:
 - [Guidelines for Supporting Candidates](#)

Phase 2 Initial Co-Planning and Co-Teaching

(Phase 1 activities continue)

Co-Planning: Brainstorm ideas for lessons, lesson pacing, scaffolding learning for complex concepts, differentiating learning to meet the needs of all learners, self-reflecting, and methods to make learning visible to students and teachers via formative assessments/progress monitoring. Co-develop parent/caregiver communications regarding students' progress.

Co-Teaching: Based on the cooperating teacher's lesson plans, the candidate begins to team teach small portions of lessons. Examples of activities include the candidate: greeting students and conducting opening activities; providing directions for an activity; teaching a mini lesson at a rotation table; conducting daily closure activities and preparing students for dismissal; preparing learning centers for the current instructional unit; etc. Candidate assumes classroom management responsibilities while instructing. The candidate also shadows/assists the cooperating teacher in supervisory activities – recess or class supervision, attendance, bus duty, etc.

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The cooperating teacher continues to model effective instructional practices, building the candidate's repertoire of instructional skills and providing daily feedback to the candidate for support and growth. The candidate focuses on classroom management, mastery of content, lesson pacing, and "teacher presence."

Collaboration Focus Suggestions: The cooperating teacher uses a "think aloud" strategy to model the lesson planning process, instructional decisions, classroom management, course of action for student issues, and self-reflection habits/skills. Discuss how teachers look at and use student work, how and why they provide students feedback, and how they help students link feedback to future learning. Begin dialogues around the essential question: "What evidence shows that students were actively engaged and successful in meeting the learning targets?"

The candidate and cooperating teacher should select specific TPEs for focused attention and goal setting.

Phase 3 Transition to Candidates' Independent Lesson Planning and Increased Teaching Responsibilities

(Phase 2 activities continue)

Co-Teaching & Co-Planning Continue: Together, the candidate and cooperating teacher co-plan and co-teach throughout the day with the student teacher gradually taking more responsibility for planning and teaching whole group lessons, small group lessons, supplemental teaching, and station teaching. The cooperating teacher models specific instructional strategies during one lesson, or portion of a lesson, and then the candidate emulates the strategy in another lesson.

Transitioning to Independent Teaching: As the candidate grows in confidence and ability, they begin independently planning and teaching a short series of lessons, in consultation with the cooperating teacher.

Phase 4 Independent Teaching

Independent Teaching: Transitioning to full-time teaching is a gradual process for the candidate. First, the candidate plans for and teaches one subject, most often with the cooperating teacher asking guiding questions during the planning process. The candidate begins to take over the planning and teaching of additional subjects and/or classes each week, as they demonstrate competency. The cooperating teacher continues to provide curricular materials as the basis of units and lessons designed. The candidate experiments with a wide variety of instructional practices such as partner work, cooperative learning structures, rotating stations, inquiry learning, 100% participation techniques, progress monitoring techniques, etc.

As the candidate assumes responsibility for teaching subjects/classes, they also assume responsibility for assessing and grading student work and developing instructional materials needed to enhance lessons and actively engage students in learning.

Phase 5 Solo Teaching

- 4 weeks minimum for single subject candidates
- 2 weeks minimum for multiple subject candidates in each setting

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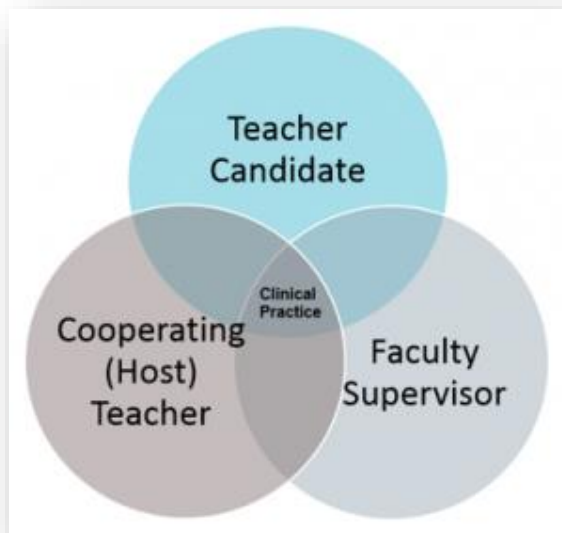
The goal of solo teaching is for the candidate to demonstrate readiness to lead a classroom. During this phase, the candidate assumes full responsibility for the classroom and its instructional program under the guidance of the cooperating teacher. The candidate experiences and practices long-range planning. The cooperating teacher's primary responsibilities during this phase are guidance, feedback, and evaluation.

During solo teaching, the candidate is responsible for planning lessons for every subject/class and having the plans reviewed by the cooperating teacher the Friday before each week's instruction; teaching all subjects and/or classes; using appropriate, varied, and creative instructional strategies; attending to all classroom management issues; assuming responsibility for all communication between home and school; etc.

Phase 6 Phase Out

The cooperating teacher and candidate develop an appropriate way for the candidate to transfer the responsibility of teaching back to the cooperating teacher. This transfer period is important because it allows the students to adjust to the changes in their classroom.

Responsibilities of Team Members



Responsibilities and Professionalism of the Teacher Candidate

By the end of the student teaching experience, candidates are expected to assume all daily tasks completed by effective K-12 teachers. Candidates gradually assume these teaching responsibilities. Candidates should aim to master the TPEs by the end of the clinical placement.

Teacher candidates should demonstrate professional dispositions while representing University of Phoenix at the clinical placement site. Refer to the College of Education's Supplemental Standards and [Professional Dispositions Rubric](#).

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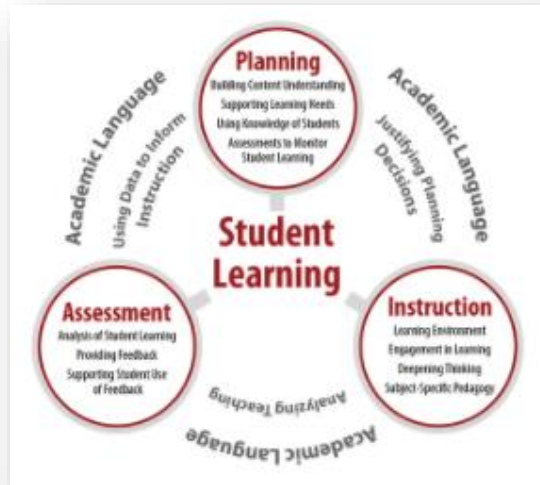
Student Teaching and Seminar Assignments

To receive full credit for the student teaching experience, candidates must complete all assignments as required by the Practicum Faculty Supervisor and seminar instructor. These may include, but are not limited to, the following:

- Daily Lesson Plans
 - Whether co-teaching or solo teaching, candidates are required to prepare detailed lesson plans for each lesson taught during clinical placement, including mini-lessons, small group instruction, planned one-on-one tutoring, etc. Lesson plans must be standards-based and must adhere to the school/district curriculum.
 - Detailed written lesson plans set a teacher up for success. They guide instruction to maximize students' learning time and to keep the teacher focused and organized. There are many ways to write a lesson plan. The cooperating teacher and/or Practicum Faculty Supervisor may require a specific lesson plan format, or they may encourage the candidate to experiment with a variety of lesson planning templates. Regardless of the format, effective lessons:
 - Contain planned learning targets based on state content standards and frameworks
 - Build on previously learned concepts
 - Grab and maintain students' attention
 - Use various instructional activities to actively engage all students in learning with each other and the teacher
 - Establish real-world connections and incorporate student experiences and interests
 - Provide access to the content in a variety of ways
 - Build critical, analytical, and creative thinking skills
 - Plan various ways to check students' understanding
 - Close lessons with students reflecting on the question, "What did we learn today?"
- Basic Lesson Plan Requirements:
 - Formal lesson plans should be submitted to the cooperating teacher and Practicum Faculty Supervisor 24-48 hours before teaching the lesson. This allows them time to provide feedback and the candidate to make revisions based on their suggestions.
 - Lesson plans must align with California state content standards and frameworks and with district curricula.
 - Organize lesson plans in a notebook (or computer file) and make them available to the Practicum Faculty Supervisor and other school personnel (i.e., principal) upon request.
 - When selecting a lesson plan template, keep in mind edTPA lesson planning requirements and the components of the Effective Teaching Cycle.

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Cycle of Effective Teaching



Stanford Center for Assessment, Learning, and Equity (SCALE). (2018). edTPA Elementary Literacy Assessment Handbook (version 07) [PDF file]. Board of Trustees of the Leland Stanford Junior University. Retrieved from: <https://multimedia.phoenix.edu/education/elementary-literacy/>

Weekly Reflections and Communications with Practicum Faculty Supervisor

Teacher candidates must submit weekly reflections to TK20. The quality of these reflections and communications comprised 20% of the student teaching grade.

Self-evaluation and reflection are essential for continuous growth toward becoming an effective teacher. Taking time to reflect and analyze in writing the successes and challenges of each lesson and the week allows candidates to discover things that might otherwise have gone unnoticed. Consider the following:

- Reflections may be narrative commentary or bulleted ideas of three to four sentences in length.
- Use a format/method that most effectively moves you beyond simply retelling the week's events.
- Student learning should be the central focus of weekly reflections. Consider: How do you know students were/were not learning? What evidence supports your thinking? How will you use these experiences to grow and develop as a teacher?

Sample Formats for Writing Weekly Reflections

- [Reflection on a Week of Teaching](#)
- [My Thoughts Regarding Students](#)

Weekly Attendance Log

- Complete the Weekly [Attendance Log](#), noting daily hours spent at the assigned school and any absences. The candidate and cooperating teacher must initial the log at the end of each week to verify the candidate's attendance. It is the candidate's responsibility to keep all handwritten

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attendance logs. The Practicum Faculty Supervisor will review the candidate's attendance log during each site visit.

- Multiple-subject Candidates:
 - At the end of each placement, the Attendance Log is signed by the candidate, cooperating teacher, and Practicum Faculty Supervisor to verify the accuracy of the information. The Practicum Faculty Supervisor submits the Attendance Log to TK20.
- Single-subject Candidates:

An Attendance Log is submitted twice during the placement.

 - The first submission occurs after the Practicum Faculty Supervisor's mid-term visit. The candidate, cooperating teacher, and Practicum Faculty Supervisor sign the log to verify the accuracy of the information.
 - The second submission occurs at the end of the clinical placement. Again, the candidate, cooperating teacher, and Practicum Faculty Supervisor sign the log to verify the accuracy of the information.

The Practicum Faculty Supervisor submits the Attendance Log to the candidate's TK20 file.

edTPA Capstone Performance Assessment

edTPA is a performance assessment that measures novice teachers' readiness to teach and their mastery of the TPEs. It is designed with a focus on student learning and principles from research and theory, based on findings that successful teachers:

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

edTPA is designed to engage candidates in demonstrating their understanding of teaching and student learning in authentic ways. Candidates submit unedited video recordings of themselves teaching children in their clinical placement classroom as part of a portfolio scored by trained assessors. While the planning and teaching of the edTPA lesson segment(s) happens in the placement classroom, guidance for writing the assessment occurs in the seminar course.

edTPA evaluates candidates in the following areas of effective instruction:

Cycle of Effective Teaching

- Follow the seminar instructor's guidelines, timelines, and due dates for completing various edTPA assignments and tasks.
- The candidate and cooperating teacher collaborate on the selection of learners, selection of central focus (main idea you want students to learn), instructional approaches for the lesson segment (3-5 connected lessons), how to support specific students with learning needs, and discuss students' prior learning and how to align assessments with the central focus.
- edTPA is the capstone performance assessment of the candidate's mastery of the TPEs.
- All persons supporting the candidate on their edTPA must adhere to the guidelines for acceptable and unacceptable support.

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- **Note:** Refer to "[Guidelines for Supporting Candidates](#)" for acceptable and unacceptable support.

Table 9. edTPA Assessed Teaching Areas and Required Artifacts

Task	Task Content Area	Artifacts
1	Planning	Context for learning Learning segment Instructional materials Literacy assessments Task1 commentary
2	Instruction	Video clips Task 2 commentary
3	Assessment	Student work samples Evidence of feedback Video evidence of academic language (optional) Task 3 commentary Evaluation criteria
4	Mathematics Assessment (ONLY for Elem Ed)	Context for learning Learning segment overview Mathematics chosen formative assessment Evaluation criteria Student work samples from formative assessment Student work samples from re-engagement lesson Task 4 commentary

Student Teaching Seminar Assignments:

- Student teaching seminar courses emphasize the practical application of educational theories and methods in K-12th grade classrooms. Candidates focus on school culture, academic language, lesson planning, and instruction. The course:
 - Provides a forum for open discussion and problem-solving based on classroom experiences.
 - Emphasizes understanding and applying the California Teaching Performance Expectations.
 - Guides teacher candidates in preparing their edTPA submission.
 - Evidence of edTPA submission is a graduation requirement. Passing edTPA is a requirement for institutional recommendation and credentialing.

Required Seminar Assignments:

edTPA: Each week's seminar work is associated with preparing elements of edTPA tasks. Students who follow seminar instructor and course guidelines will be prepared to submit their TPA by the end of the student teaching experience.

Individual Development Plan: The Individual Development Plan (IDP)The Individual Development Plan (IDP) is a collaborative effort between the candidate, cooperating teacher, and Practicum Faculty

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Supervisor. Completion of the IDP occurs at the end of the student teaching. (For multiple-subject candidates, the IDP is completed at the end of the second/final placement).

The IDP describes the candidate's strengths, along with the next steps for growth and areas of interest to explore and develop during their induction program. The IDP is a Commission on Teacher Credentialing requirement for educator preparation programs.

The IDP is submitted at the end of student teaching Seminar B.

Exit Survey: The Commission on Teacher Credentialing requires teacher preparation program completers to complete an Exit Survey. The link to this survey is found in student teaching Seminar B.

General Responsibilities of the Candidate:

- Attend the required Clinical Placement Orientation Training conducted by the Practicum Faculty Supervisor at the school site with the cooperating teacher.
- Give top priority to the clinical placement experience. Outside employment, commuting time, childcare issues, etc. should not interfere with required hours at the school site.
- Be professional at all times. Follow all UOPX clinical placement policies. Be punctual and prepared.
- Use the Gradual Releasing/Assuming of Responsibilities model to increase participation in making instructional and classroom management decisions. Follow the cooperating teacher's lead regarding co-planning and co-teaching. Complete at least four weeks of solo teaching.
- Seek suggestions and feedback from the cooperating teacher and Practicum Faculty Supervisor. Strive to develop the skills needed to positively receive feedback and to take actions to implement recommended ideas and suggestions.
- Use TPEs and the Conceptual Framework as guiding documents and standards to focus discussions with the cooperating teacher and Practicum Faculty Supervisor.

Prepare for Faculty Supervisor Visits

- Providing a lesson plan for the observation at least 48 hours in advance, so the supervisor can provide feedback before the visit.
- Before the visit inform the Practicum Faculty Supervisor about parking policies, check-in procedures at the school office, and the location of the candidate's classroom. Inform school staff of each observation day/time, so they know the supervisor is coming.
- Set up a place in the back of the classroom for the Practicum Faculty Supervisor to sit and take notes. Often, the Practicum Faculty Supervisor will move about the room to observe and listen to students as they work.
- Multiple-subject candidates follow their students when grade-level teachers rotate students for specific content areas (ex. rotate students for social studies and science)
 - If there are content area specialists, the candidates follow the students to gain exposure to content subjects like PE, art, music, etc.

Become familiar with the school's policies, programs, daily schedule, calendar, student services, and community.

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Confer with and/or observe teaching staff involved with students' instruction in special programs or services (English language learners, gifted education, special education, speech, occupational therapy, physical therapy, etc.).

Participate in the professional activities of a classroom teacher. Suggested activities include attending:

- Grade-level/department meetings or other staff-related meetings
- Professional development events and professional learning communities
- Back-to-School Night, parent conferences, open house, and other school events
- School board meetings

Notify UOPX staff about any concerns related to the cooperating teacher's performance, the Practicum Faculty Supervisor's performance, or any other issues that warrant administrative attention.

As a best practice, maintain a daily reflective journal about the student teaching journey, as reflection is an important part of the growth process. Take time to reflect both inward and outward, thinking about the experiences and learning opportunities that occurred each day. For many candidates, journaling is a "think-through" process that leads to deeper connections between theory and practice, as well as a problem-solving tool that moves one forward in their professional practice. The important thing is to watch and note growth over time.

- Record anecdotal observations about individual students. Consider how they learn, what motivates their learning, what disengages them from learning, how the learning environment affects them, the general characteristics of students at that age, etc.
 - Consider students who are an academic challenge. These students might be frequently absent, gifted learners, English language learners, students with special needs, students from socio-economically disadvantaged families, students who have experienced trauma or homelessness, etc. Consider what might be done to try to reach these students and/or to help them to be more successful.
- Take notes about instructional strategies that positively impact student learning and those that do not. Reflect on how you positively impact student learning, as you implement various strategies in your practice.
- Observe and think about classroom management/environment approaches that serve to engage all students in learning and those that shut down learning in some students. Describe what you notice, list questions that remain, and ideas you want to try.
- Reflect on successes and challenges that occurred during lessons taught. Consider how you taught, what worked and what did not work, and how things could have been done differently to engage all students in learning.
- Describe the various ways you know students are meeting a lesson's learning targets. What did you see and hear that indicated students were learning?
- Reflect on what is happening in the classroom and how you are responding to it.
- Make note of your short and long-term goal progress.
- Select one of the six TPE domains to focus on. Reflect on the progress you are making to meet the elements of the domain including areas of success, areas that need refining, and next steps for growth.

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Responsibilities of the Cooperating Teacher/District Employed Supervisor (DES)

The cooperating teacher (DES) is an integral part of student teaching. The experience and knowledge that the cooperating teacher shares with the candidate is key to their growth over time, their success in demonstrating the TPEs, and their future attitudes and beliefs about teaching and learning. The cooperating teacher is designated to oversee, model, mentor, evaluate, and provide feedback to the candidate daily.

Cooperating teachers will use evaluation instruments, standard observations, feedback, and coaching strategies to assist student teachers in developing their instructional and management skills during their time in the classroom. The University provides a stipend for professional services to the cooperating teacher.

Qualifications of the Cooperating Teacher/DES

As an accredited Teacher Preparation Program, the University of Phoenix is accountable to the California Commission on Teacher Credentialing (CTC) and California Ed Code. Requirements for the selection of cooperating teachers/DES are articulated in the CTC document "Guidance on student teaching and Supervision of Preliminary Multiple and Single Subject Teaching Candidates." Qualified cooperating teachers must:

- Hold a Clear Credential (multiple- or single-subject) in the content area for which they are providing supervision
- Have a minimum of 5 years of teaching experience in K-12 public school classrooms
- Master's degree preferred
- Recognized expertise in subject matter knowledge, demonstrated exemplary teaching practices, effective classroom management skills, and excellent human relations skills as determined by the employer and the preparation program

Completion of State Required 10 hours of CT Training

- The cooperating teacher must complete a minimum of ten (10) hours of state-required training.
 - Two hours of UOPX training, one of which is the face-to-face Orientation Training Meeting conducted by the Practicum Faculty Supervisor to review program expectations. The second hour is a self-paced recorded UOPX webinar titled, "Feedback by Design: Engaging Student Teachers for Growth and Success."
 - Eight hours of training about effective supervision including [Coaching Adult Learners, Instructional strategies for all learners, and Inclusive education](#). The University Education Program Specialist will send out an invite via email to the Cooperating Teacher from the Course Networking website before the student teacher's official start date. Please be on the lookout for a detailed email outlining the information regarding the 10 hours of training.
 - **Note:** The eight-hour training is a one-time state requirement. While we encourage all cooperating teachers to complete the training, one can provide evidence of past training and expertise in specific areas and can "waive" training modules.

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General Responsibilities of the Cooperating Teacher

- Participate in the student teaching Orientation Training before or during the first week of the clinical placement.
- Collaborate with the candidate to decide upon daily/weekly times to co-plan and debrief lessons.
- Orient the candidate to the school setting and its culture, colleagues, curriculum materials, policies, assessment/background information about students, and specialists and resources available to students, families, and teachers.
- Share classroom procedures, routines, and policies. Introduce curricular resources, including technology used for teaching and learning.
- Model effective pedagogy for the respective content area(s). Make thinking regarding instructional decisions transparent for the candidate.
- Co-plan and co-teach with the candidate as they develop the knowledge and skills described in the TPEs.
- Guide and support the student teacher in gradually assuming responsibilities for making instructional and classroom management decisions.
- Provide informal daily feedback to the candidate about their performance. Coach the candidate using a strengths-based approach by helping them identify teaching practices that they have consistently mastered and integrated into their practice and those that they are on the verge of using consistently.
- Provide opportunities for the candidate to participate in professional growth opportunities such as department meetings, professional learning communities, and district workshops.
- Support the candidate with edTPA within the acceptable support guidelines.
 - **Note:** Refer to [“Guidelines for Supporting Candidates”](#) for acceptable and unacceptable support.
- Communicate weekly with the Practicum Faculty Supervisor regarding the candidate’s progress in meeting TPEs and address any questions or concerns. Communication may be via email, phone, or in-person visits.
- Notify UOPX of any concerns related to the candidate’s performance, the Practicum Faculty Supervisor’s performance, or any other issues that warrant administrative attention.
- Assist the candidate in the completion of the Individual Development Plan (IDP) which occurs at the end of student teaching. (For multiple-subject candidates, this occurs at the end of the second/final placement).
- Completion of the IDP is a collaborative activity between the candidate, cooperating teacher, and Practicum Faculty Supervisor. The IDP describes the candidate’s strengths, along with the next steps for growth and areas of interest to explore and develop during their induction program. The IDP is a Commission on Teacher Credentialing requirement.

Evaluation of Candidate

- Evaluate the candidate formally at the mid-term and final points of the clinical placement as scheduled. Formal evaluations are completed in your electronic portfolio. Evaluation forms must be completed and released within one week of the end of the field experience.
 - Mid-term and Final Evaluations are completed in your electronic portfolio

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- CT will receive an email from your electronic portfolio with login information. This email often goes to a spam folder due to the district firewall, so please check this folder for the email.
- Required: 2-5 pieces of narrative evidence regarding a holistic assessment of TPEs associated with each Domain on the formal evaluation form.
 - **Note:** Details of formal feedback narrative requirements are shared during the 1-hour CT required self-paced UOPX webinar.
- Please link the evaluation feedback comments to the Teacher Performance Expectations.
- Please adhere to the definitions/descriptors of evaluation rankings: Advanced, Proficient, Developing, and Unsatisfactory
 - **Note:** Ranks of “Developing” are appropriate for candidates at both the mid-term and final evaluation periods. A few “developing” marks at the final evaluation do not mean the candidate is failing. Instead, they may indicate areas of growth needing continual attention as the candidate moves into their first years of teaching.
- Discuss/debrief evaluations with the candidate; determine the next steps for growth.
- Please contact the Education Program Specialist if you have any questions or difficulties with your electronic portfolio.

Responsibilities of the Practicum Faculty Supervisor

Conduct student teaching Orientation Training before or during the first week of the clinical placement.

Note: Remind the candidate and cooperating teacher to acknowledge the Orientation Training Checklist in TK20.

Collaborate with the candidate and cooperating teacher to ensure the principles of graduated releasing/assuming of responsibilities are occurring in the placement.

Observe the candidate a minimum of every three weeks (California state requirement).

Table 10. Observation Schedules

Multiple Subject	Single Subject
For each placement (8/9 weeks): <ul style="list-style-type: none"> • Orientation (does not count as an observation) 3 observations • One informal (use paper/pencil or electronic form) • Two formal in your electronic portfolio (mid-term and final) 	For one 17-week placement: <ul style="list-style-type: none"> • Orientation (does not count as an observation) 6 observations • Four informal (use paper/pencil or electronic form) • Two formal in your electronic portfolio (mid-term and final)

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Practicum Supervisor Observation Guidelines

- Student teacher submits detailed written lesson plans to TK20 at least 24 hours in advance of formal observation (or sooner, depending on the Practicum Faculty Supervisor's requirements).
- Debrief after lesson (face-to-face preferred).
- Send the candidate a written evaluation (either in your electronic portfolio or emailed electronic evaluation).
- Remind the candidate to acknowledge in your electronic portfolio that formal mid-term and final evaluations were discussed with the Practicum Faculty Supervisor and cooperating teacher.

Coach and guide the candidate. The College believes effective, growth-producing coaching comes from a "strengths-based" approach to providing feedback. Therefore, candidates should be coached to identify teaching practices that they have consistently mastered and integrated into their practice and those that they are on the verge of using consistently.

- Feedback based on California TPEs is required.
- Candidates should receive written feedback from all observations.

Communicate **weekly** with the candidate via email or phone calls. Respond & provide feedback to **weekly** reflections and lesson plans in TK20.

Note: Weekly reflections are required from the candidate and are part of their student teaching grade.

Communicate weekly with the cooperating teacher regarding the candidate's progress in meeting TPEs and address any questions or concerns. Communication may be via email, phone calls, or in-person visits.

Help resolve any issues that may occur during the field experience that cannot be resolved between the candidate and the cooperating teacher.

Formally evaluate the candidate at the mid-term and final points of the clinical placement as scheduled. Formal evaluations are completed in your electronic portfolio. Evaluation forms must be completed and released by the date provided to you by the university.

Serve as liaison between the school (principal), cooperating teacher, and UOPX staff regarding the candidate's performance.

Notify UOPX of any concerns related to the candidate's performance, the cooperating teacher's performance, or any other issues that warrant administrative attention.

Support the candidate with edTPA (capstone project) within acceptable support guidelines. Ensure that the cooperating teacher assists the candidate in planning for the teaching of the edTPA lesson segment and video recording.

Note: Refer to "Guidelines for Supporting Candidates" for acceptable and unacceptable support. Assist the candidate in the completion of the Individual Development Plan (IDP) which occurs at the end of student teaching. (For multiple subject candidates, this occurs at the end of the second/final placement).

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Completion of this task is a collaborative activity between the candidate, cooperating teacher, and Practicum Faculty Supervisor. The IDP describes the candidate's strengths, along with the next steps for growth and areas of interest to explore and develop during their induction program. This is a Commission on Teacher Credentialing requirement.

Submit all required paperwork at the end of placement to TK20.

Student Teaching Resources

Student Teaching Resources for Student Teachers

General Resources

1. [CA edTPA Orientation Checklist](#)
2. [California Student Teaching Presentation](#)
3. [Student Teaching Setting Checklist – Verification of Appropriateness](#) – edTPA students
4. [TK20 Resource Guide](#)
5. [Student Teaching Networking Guide](#)
6. Access [edTPA lesson plan templates](#)

FAQs

1. What is the recommended schedule for student teaching?
 - a. California requires that student teachers complete 75 days of student teaching. If your requested school or district requires additional time, your Education Program Specialist will inform you of this as soon as this information is available.
 - b. Suggested Schedules:
 - i. [Elementary Student Teaching Schedule](#)
 - ii. [Secondary Student Teaching Schedule](#)
2. What is the student teaching attendance policy?
 - a. Student Teaching is a full-time responsibility. Should an unexpected need arise for an absence from student teaching, you must:
 - b. Notify your Cooperating Teacher, Practicum Faculty Supervisor, and Education Program Specialist to notify them of the absence.
 - c. Provide your Cooperating Teacher with plans to cover any missed lessons.
 - d. Enter a 0 for the day you are absent in your weekly attendance log and submit the attendance log to your Practicum Faculty Supervisor, Cooperating Teacher, and Education Program Specialist at the end of the week.
 - e. Complete and email the ABSENCE Form to your Education Program Specialist for an updated end date for student teaching.
 - f. Note: Any missed days due to personal reasons must be made up at the end of the student teaching experience. If more than five days are missed over the course of the practicum, student teaching will be terminated, and the practicum deemed "unsuccessful."
 - g. Helpful Items:

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- i. [CA Absence Form](#) – You must submit this form within 3 days to the education program specialist if you are absent.
 - ii. [Attendance Log](#) – You are required to complete this form each week and submit it electronically to your Practicum Faculty Supervisor and cooperating teacher. At the end of student teaching, you will send a signed copy to your Cooperating Teacher and Practicum Faculty Supervisor.
 3. How will I be evaluated during student teaching?
 - a. Your Practicum Faculty Supervisor and Cooperating Teacher will complete all evaluations in Tk20. The forms below will be filled out as your paper and pencil evaluations. For more information regarding the evaluation process and TK20, review the resources available on this website.
 - b. Evaluation Resources:
 - i. [California Student Teaching Evaluation TPEs](#)
 - ii. [California Informal Student Teaching Evaluation](#)
 4. What happens after I successfully complete student teaching?
 - a. [Graduation and Credential CA PowerPoint – edTPA](#)

Individual Development Plan (IDP) and Exit Survey

The California Commission on Teacher Credentialing requires all teacher candidates to complete an Individual Development Plan (IDP) and Exit Survey before an institutional recommendation for a Preliminary Credential. A completed IDP is placed in the candidate's file and completion of the Exit Survey is noted.

The candidate is required to share the IDP with their induction mentor when they obtain their first teaching job. This document is used to develop the initial professional growth plan as a first-year teacher.

The cooperating teacher/mentor and Practicum Faculty Supervisor/IFS collaborate with the candidate on the IDP by providing suggestions and input about the candidate's areas of strength, areas they are "on the verge of getting," and the next steps for growth and improvement related to the California Teaching Performance Expectations (TPEs). This IDP activity is done near the end of the student teaching placement.

For student teaching candidates, the IDP and Exit Survey will be embedded in their second seminar course.

Student Teaching Resources for Practicum Faculty Supervisors

General Resources

1. [CA Practicum Faculty Updates](#)
2. [CA Cooperating Teacher Training PowerPoint](#)
3. [Individual Development Plan](#)
4. [Student Teaching Support Plan](#) – This can be used after informal coaching to create a clear measurable plan for improvement. Be sure to discuss this with a university contact.

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5. [Student Teaching Remediation Plan](#) – Used to help students who are borderline failing, formal documentation for improvements needed. If adequate progress is not made according to plan, the student is terminated.
6. [Sample Weekly Summary Prompts](#)
7. [TK20 Resource Guide](#)

Individual Development Plan and Exit Survey

The California Commission on Teacher Credentialing requires all teacher candidates to complete an Individual Development Plan (IDP) and Exit Survey before an institutional recommendation for a Preliminary Credential. A completed IDP is placed in the candidate's file and completion of the Exit Survey is noted.

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For Student Teacher candidates, the IDP and Exit Survey will be embedded in their second seminar course.

Recommended Schedule for student teaching

1. [Elementary Student Teaching Schedule](#)
2. [Secondary Student Teaching Schedule](#)
3. [Six Phases of Gradual Release and Assuming of Responsibilities](#)

Student Teaching Attendance Policy

Student Teaching is a **full-time responsibility**. Should an unexpected need arise for an absence from student teaching, you must:

1. Notify your Cooperating Teacher, Practicum Faculty Supervisor, and Education Program Specialist to notify them of the absence.
2. Provide your Cooperating Teacher with plans to cover any missed lessons.
3. Enter a 0 for the day you are absent in your weekly attendance log and submit the attendance log to your Practicum Faculty Supervisor, Cooperating Teacher, and Education Program Specialist at the end of the week.

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4. Complete and email the ABSENCE Form to your Education Program Specialist for an updated end date of student teaching.

Note: Any missed days due to personal reasons must be made up at the end of the student teaching experience. If more than five days are missed over the course of the practicum, student teaching will be terminated, and the practicum deemed “unsuccessful.”

1. [CA Absence Form](#) – Students must submit this form to the Education Program Specialist within 3 days of the absence so a new end date may be provided.
2. [Attendance Log](#) – The student should submit this form to you weekly (electronically minus signatures). You should retrieve a final completed copy of the attendance log(s) at the end of the placement to return with packet 2.

Evaluation Information

You will complete formal evaluations in Tk20. The forms provided show how the evaluations align with California state standards. For all other visits/observations, you must use the paper/pencil version of this form and return the paper/pencil evaluation to the Education Program Specialist. For more information regarding the evaluation process and Tk20, visit the resources on this website.

1. [California Student Teaching Evaluation TPEs](#)
2. [California Informal Student Teaching Evaluation](#)
https://multimedia.phoenix.edu/education/california-teacher-handbook/criteria_for_the_student_teaching_evaluation_3/
3. [3-Way Conference Form](#)

Required Forms for Practicum Faculty Supervisors

edTPA Orientation Packet

1. [CA edTPA Orientation Checklist](#) – acknowledge in TK20.
2. [Attendance Log](#) – Review at Orientation/CT training – collect weekly from students electronically. Submit the final completed copy with signatures at the end of placement.
3. [CA Cooperating Teacher Training PowerPoint](#) – Review at Orientation/cooperating teacher training – collect weekly from students electronically. Submit a final completed copy to TK20 with signatures at the end of the placement.
4. [Student Teaching Setting Checklist](#) – Verification of Appropriateness

edTPA Toolkit

1. [edTPA Overview PowerPoint](#)
2. [Guidelines for Supporting Candidates](#)
3. [edTPA Lesson Segment Reflection Questions](#)
4. [edTPA Lesson Segment Template](#)
5. [edTPA Timeline](#)
6. [edTPA Video Release Form](#)
7. [edTPA Tips and Tools](#)
8. [edTPA Task 1 Tips](#)

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9. [edTPA Task 2 Tips](#)
10. [edTPA Task 3 Tips](#)

End of Setting Packet

1. [Attendance Log](#) – Make sure all signatures are present, and the log is accurate accounting for absences. Submit to TK20 at the conclusion of student teaching. Use page 1 for the first half of student teaching and page 2 for the second half of student teaching.
2. [Faculty Supervisor Requirements – Elementary](#) – Please submit to TK20 after each elementary setting
3. [Faculty Supervisor Requirements – Secondary](#) – Please submit to TK20 at the end of the experience

Student Teaching Resources for Cooperating Teachers

General Resources

1. [Cooperating Teacher Training PowerPoint](#)
2. [CA Intern Orientation PowerPoint](#)
3. [Student Teaching Setting Checklist – Verification of Appropriateness](#)
4. [Cooperating Teacher edTPA Resource](#)
5. [Guidelines for Supporting edTPA Candidates](#)
6. [TK20 Resource Guide](#)

Recommended Schedule for Student Teaching

1. [Elementary Student Teaching Schedule](#)
2. [Secondary Student Teaching Schedule](#)
3. [Six Phases of Gradual Release and Assuming of Responsibilities](#)

Student Access to Past Courses and Materials

Students have access to past Blackboard Ultra courses indefinitely. You may want to access the syllabus and course materials for past courses throughout your program.

- [Steps for locating past courses](#)

Student Teaching Attendance Policy

Student Teaching is a **full-time responsibility**. Should an unexpected need arise for an absence from student teaching, you must:

1. Notify your Cooperating Teacher, Practicum Faculty Supervisor, and Education Program Specialist to notify them of the absence.
2. Provide your Cooperating Teacher with plans to cover any missed lessons.
3. Enter a 0 for the day you are absent in your weekly attendance log and submit the attendance log to your Practicum Faculty Supervisor, Cooperating Teacher, and Education Program Specialist at the end of the week.

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4. Complete and email the ABSENCE Form to your Education Program Specialist for an updated end date of student teaching.

Note: Any missed days due to personal reasons must be made up at the end of the student teaching experience. If more than five days are missed over the course of the practicum, student teaching will be terminated, and the practicum deemed “unsuccessful.”

1. [CA Absence Form](#) – Students must submit this form to the Education Program Specialist within 3 days of the absence so a new end date may be provided.
2. [Attendance Log](#) – The student should submit this form to you weekly (electronically minus signatures). You should retrieve a final completed copy of the attendance log(s) at the end of the placement to return with packet 2.

Evaluation Information

You will complete formal evaluations in Tk20. The forms provided show how the evaluations align with California state standards. For all other visits/observations, you must use the paper/pencil version of this form and return the paper/pencil evaluation to the Education Program Specialist. For more information regarding the evaluation process and Tk20, visit the resources on this website.

1. [California Student Teaching Evaluation TPEs](#)
2. [California Informal Student Teaching Evaluation](#)
https://multimedia.phoenix.edu/education/california-teacher-handbook/criteria_for_the_student_teaching_evaluation_3/

Required Forms

1. [Cooperating Teacher Pay Voucher](#)
2. [W-9 Form](#) – This form is required so that the University may compensate you for your efforts as a cooperating teacher. Please type into the fields, sign and date the form, and submit it to the University supervisor or the Education Program Specialist (EPS). The supervisor, school district, or school is eligible to receive a stipend payment, per student teacher. If more than one cooperating teacher is assigned, the stipend payment will be divided accordingly.
3. [Individual Development Plan](#)

Individual Development Plan and Exit Survey

The California Commission on Teacher Credentialing requires all teacher candidates to complete an Individual Development Plan (IDP) and Exit Survey before an institutional recommendation for a Preliminary Credential. A completed IDP is placed in the candidate's file and completion of the Exit Survey is noted.

The candidate is required to share the IDP with their induction mentor when they obtain their first teaching job. This document is used to develop their initial professional growth plan as a first-year teacher.

The cooperating teacher/mentor and Practicum Faculty Supervisor collaborate with the candidate on the IDP by providing suggestions and input about the candidate's areas of strength, areas they are “on

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the verge of getting,” and the next steps for growth and improvement related to the California Teaching Performance Expectations (TPEs). This IDP activity is done near the end of the student teaching placement.

The cooperating teacher/mentor and Practicum Faculty Supervisor collaborate with the candidate on the IDP by providing suggestions and input about the candidate’s areas of strength, areas they are “on the verge of getting,” and the next steps for growth and improvement related to the California Teaching Performance Expectations (TPEs). This IDP activity is done near the end of the student teaching placement.

For Student Teacher candidates, the IDP and Exit Survey will be embedded in their second seminar course.

Student Teaching Evaluations

[Student Teaching Evaluation](#) Student Teaching Evaluation for EdTPA-track Candidates (Aligned with the 2016 TPEs).

Commitment to Diversity of Student Teaching Placements

The University of Phoenix College of Education is committed to preparing teacher candidates to work effectively in diverse and inclusive settings that reflect the full diversity of K-12 student populations in California’s public schools. This commitment is aligned with the Commission on Teacher Credentialing (CTC) standards and regulations, University policies, and the College’s commitment to diversity, inclusion, and equity as reflected in the Conceptual Framework. The College’s Diversity, Inclusion, and Equity statement can be found in the Conceptual Framework section of the program handbook.

In accordance with CTC guidelines, teacher candidates are placed with districts and public schools having current Affiliation Agreements and partnerships with the College of Education that meet the definition of “all learners” from the California Teaching Performance Expectations 2016 and follow University of Phoenix procedures including:

- Public schools with a wide range of learners that are culturally and linguistically diverse, include English Learners from a variety of language backgrounds, inclusiveness for students with special needs, and students who are socio-economically disadvantaged (CTC Guidance on student teaching and Supervision of Teacher Candidates, pg. 5).
- Clinical sites with a fully qualified site administrator.
- Cooperating teacher(s) meeting the required qualifications:
 - Clear credential in the content area for which they are providing supervision and a minimum of five years of content area K-12 experience, along with the demonstration of exemplary teaching practices, including teaching content area literacy, as determined by the school district.
 - Completion of the required CTC 8-hour training
- School site where the curriculum is aligned with CA-adopted content standards and frameworks.
- A classroom environment that allows teacher candidates to complete state-mandated solo and co-teaching (minimum of four weeks) and TPA assessment requirements (including videotaping of candidate and students).

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Before confirming clinical placements, the Center for Placement and Field Experience staff ensure the setting provides the candidate with the opportunity to work with diverse populations under the mentoring of a qualified cooperating teacher.

edTPA Overview

edTPA is a pre-service teacher assessment process designed by professional teachers to prepare teacher candidates with the skills necessary to maximize their students' learning potential. edTPA "is a performance-based, subject-specific assessment and support system used by teacher preparation programs throughout the United States to emphasize, measure and support the skills and knowledge that all teachers need from Day 1 in the classroom." (edTPA, n.d). At the culmination of the teaching and learning process, the edTPA assessment includes a review of the teacher candidate's teaching materials that demonstrate the candidate's ability to effectively teach their subject matter to all students.

edTPA includes multiple assessments of teaching (planning, instruction, assessment, and analyzing teaching). Each assessment is aligned with Interstate Teacher Assessment and Support Consortium (InTASC) standards, Council for the Accreditation of Educator Preparation (CAEP) standards, and the Common Core State Standards Initiative. By producing quality teacher education graduates the College of Education will strengthen their reputation in the marketplace and attain a competitive advantage to set us apart as leaders of this national initiative.

View the [Introduction to edTPA](#) module to further your understanding of edTPA and access the [edTPA Student Resources](#) page of COE Central to locate your content-specific handbook, materials, and other important resources provided by the College of Education.

California edTPA requirements

Update

The edTPA aligned to the Multiple Subject Credential is currently being updated to incorporate an assessment of literacy instruction aligned to the new literacy standards and TPE 7. **The updated assessment, for candidates seeking the Multiple Subject Credential, will become effective July 1, 2025.**

Overview

edTPA is a capstone performance-based portfolio assessment requiring teacher candidates to demonstrate their readiness for full-time classroom teaching and helping all students maximize their learning potential. This assessment was designed by educators to answer this essential question: "Is the teacher candidate ready for the job of teaching all children in California and the nation's public schools?"

edTPA is aligned to and assesses the candidate's mastery of the California Teaching Performance Expectations (TPEs) and the relevant Common Core standards, California student academic content standards, and/or curriculum frameworks. A [passing score on edTPA](#) is required for licensure as a teacher in California. Developed at Stanford Center for Assessment, Learning, and Equity (SCALE), in partnership with the American Association of Colleges for Teacher Education, edTPA is used by teacher preparation programs across the United States.

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The focus of the edTPA teaching event is on K-12 student learning, with particular attention to students with diverse cultural, language, and socio-economic backgrounds, and learning needs. edTPA requires aspiring teachers to demonstrate readiness to teach through instructional practices designed to support their students' learning and to make the subject matter accessible to all; engage students in real-world and inquiry learning; analyze whether their students are learning; and adjust their instruction to become more effective. edTPA is a valid and reliable measure of teacher candidates' knowledge and skills. This assessment of teacher candidate performance is embedded in both the Multiple- and Single-subject programs.

What do Candidates do?

edTPA assesses teacher candidates' planning, instructing, assessing, and analyzing of a learning segment in a specific content area. A learning segment consists of 3-5 sequential lessons connected to a central focus (specific content theme based on California state content standards). Evidence of teaching competence consists of authentic artifacts (lesson plans, instructional materials, unedited teaching videos, and student assessments/work) documenting teaching and learning during the learning segment and commentaries explaining, analyzing, and reflecting on the artifacts.

Teacher candidates prepare their edTPA portfolio during student teaching. In constructing their edTPA portfolio, candidates apply learnings from coursework and field experiences about research, theory, and effective practices related to teaching and learning. The assessment features a common architecture focused on three tasks: Planning, Instruction, and Assessment. Candidates submit their completed edTPA portfolio to Pearson, the organization responsible for facilitating national scoring by subject experts hired and trained by Pearson. edTPA final scores are reviewed by University of Phoenix (UOPX) credential analysts and are included with all other requirements for recommendation for the Preliminary Credential.

Task 1: Planning for Instruction and Assessment (including Academic Language Support)

Candidates provide evidence of their ability to select, adapt, or design learning tasks and assessments that offer all students equitable access to curriculum content. Candidates also identify a key language function and then analyze and develop academic language related to that function. Artifacts include 3-5 consecutive lesson plans, instructional materials, student assignments and assessments, and written planning commentary.

Task 2: Instruction and Engaging Students in Learning

Candidates provide evidence of their ability to create a positive learning environment and engage students in meaningful learning tasks and demonstrate how they facilitate students' developing understanding of the content. They will also analyze students' use of academic language either here or in the assessment. Artifacts include one or two unedited video clips of 15-20 minutes from one of the 3-5 consecutive learning segments and written instructional commentary.

Task 3: Assessing Student Learning

Candidates demonstrate how they analyze and diagnose their students' learning and use assessment information to plan future instruction. The task focuses on just one of the assessments from the learning segment. Artifacts include classroom assessment of the whole class and cases of individual student learning over time (evaluation criteria), student work samples, evidence of the teacher candidate's feedback, and written assessment commentary.

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Multiple Subject Candidates – Task 4: Math

UOPX multiple subject candidates complete the Elementary Education: Literacy with Mathematics Task 4.

Candidates' evidence is also evaluated and scored on two additional dimensions of teaching:

Analysis of Teaching Effectiveness is addressed in commentaries within Planning, Instruction, and Assessment tasks. In planning, candidates justify their plans based on the candidate's knowledge of diverse students' learning strengths, needs, and principles of research and theory. In instruction, candidates explain and justify which aspects of the learning segment were effective and what they would change to improve students' learning. Candidates use their analysis of assessment results to inform the next steps for individuals and groups with varied learning needs. Candidates also use assessment results to inform ways to improve their instructional practices.

Academic Language Development is evaluated based on the candidate's ability to support students' oral and written use of academic language to deepen subject matter understanding. Candidates explain how students demonstrate academic language using student work samples and/or video recordings of student engagement.

edTPA Passing Standard

Passing scores for each edTPA assessment area have been determined by the California Commission on Teacher Credentialing. Current CA passing scores can be found on the [edTPA website](#).

edTPA Score Reporting

- edTPA submission due dates and score reports are released according to the following schedules:
 - [edTPA Submission and Reporting Dates](#)
- **Candidates** will receive individual score profiles. The candidate score profiles will include the score obtained on each of the edTPA rubrics, overall performance information, and a supplementary narrative that provides the rubric language descriptions of the candidate's performance for each of their rubric scores. The candidate profile focuses on the candidate's performance at that score point level as described by the scoring rubric.
- **Educator Preparation Programs** will receive scores for candidates who selected the educator preparation program as a score recipient upon registration. UOPX California teacher candidates must select "UOPX-California" as the score recipient. Programs will receive the score obtained on each of the edTPA rubrics and overall performance information.

Candidate Remediation Procedures

Candidates who do not pass or receive an incomplete score on the edTPA need to contact their assigned Clinical Practice Education Program Specialist so they can be assigned formal remediation with a faculty coach for counseling and development of a remediation plan before attempting to re-take the chosen task(s). The remediation process provides candidates with an in-depth review of their Rubrics and Evaluator comments for the task(s), identification of specific support materials they may need, and a timeline for task preparation, registration, and resubmission. Candidates may not re-submit edTPA work until cleared by their faculty coach/advisor.

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- Candidates can find important information in the [edTPA Retake Decision-making and Support Guidelines for Programs and Advisors](#). Please note, the resubmission will be completed directly through PearsonVue and not TK20.
- Before registering, candidates should review the [edTPA Retake Instructions for Candidates](#).
- Candidates can register for only one retake at a time (either full-assessment retake or partial retake). Candidates must wait to receive scores from their last submission before they can register for another retake.
- **Score voided** if edTPA scores were voided as a final determination of the administrative review process, a candidate will submit a full assessment retake to receive scores for the fulfillment of program and/or state requirements. Review the guidance provided in the [edTPA Retake Instructions for Candidates](#).

Candidate Appeal and Assessment Rescoring Procedures

Candidates receive results of edTPA approximately 2-3 weeks after submission. The California Program Chair and faculty coach will meet with the candidate to determine if an appeal is warranted.

A Score Confirmation request is the process for appealing a score. If a candidate believes that a score (not a condition code) on one or more rubrics was reported in error, they may submit a request for a score confirmation in writing, for a fee. Information about the score confirmation services and fees is available on the Requesting a Score Confirmation page of edTPA.com.

Note: Only one score confirmation request is permitted per submission and requests received after the initial score confirmation request will not be honored.

If a candidate is unsure why a condition code was assigned to one or more rubric score profiles, please refer to the information on the score profile. The performance description(s) provide(s) information regarding any condition code(s) assigned. For additional information about condition codes, please review [edTPA Submission Requirements and Condition Codes](#).

edTPA Scorer Experience

Scorers for edTPA must meet the criteria outlined in the [Scorer Experience Qualifications](#).

Scorers may be current or retired higher education faculty, field supervisors, teacher preparation program administrators, and other higher education educators at a state-endorsed teacher preparation program. Scorers may also be retired PK-12 classroom teachers, induction or peer assistance mentors/coaches, National Board-Certified Teachers, school principals, or other PK12 administrators (e.g., assistant principal, Dean of Students, etc.).

Scorers have content-specific expertise in the content area they score.

Candidate Advisement on edTPA

How does the educator preparation program support candidates in completing the edTPA?

University of Phoenix College of Education takes a comprehensive approach to candidate advisement for the edTPA. Throughout the program, candidates are introduced to edTPA requirements and procedures, materials, and College website resources. Candidates are exposed to the edTPA Cycle of Effective Teaching, lesson planning elements, specific edTPA language used, and the structure of the edTPA, along with having multiple formative opportunities to “practice the activities of edTPA and to synthesize their learning from the program” (SCALE, 2016).

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The program provides edTPA materials such as:

- edTPA Handbook (specific to the credential area being sought)
 - edTPA Handbook = directions for all tasks and rubrics
- Commentary = template (Word document) for writing all tasks
- “Making Good Choices”
 - Support guide (reference) for edTPA candidates to assist with making good choices as they develop artifacts and commentaries.

edTPA is considered an open assessment in that candidates can seek assistance with clarifying questions from trained edTPA faculty, Practicum Faculty Supervisors, and program coordinators. Student teaching seminar faculty provide weekly support to candidates in the preparation of their edTPA work. Seminar instructors explain in detail edTPA tasks and scoring rubrics. Candidates may request one-on-one support from a faculty coach as well. All edTPA support providers follow the [edTPA Guidelines for Acceptable Candidate Support](#).

Candidate’s final submission must represent their own work. **The candidate may not:**

- Receive assistance editing drafts before submission.
- Ask for and receive critiques of their work that provide specific, alternative responses.
- Receive assistance selecting which video clips or student work samples to select for submission.

How does the cooperating teacher support the candidate in completing the edTPA?

The cooperating teacher’s role includes:

- Follow the [edTPA Guidelines for Acceptable Candidate Support](#)
- Work with the teacher candidate to determine the class and identify the unit and lesson segment to be taught (3-5 consecutive lessons)
- Guide understanding of curriculum organization in the classroom/district. Work with candidates to secure appropriate materials for the lesson segment.
- Ask the candidate probing and clarifying questions regarding draft edTPA responses, without providing direct edits or specific suggestions about the candidate’s work.
- Provide feedback relative to the candidate’s demonstration of competency on the TPE domains.
- Give the candidate full responsibility for planning, teaching, and assessing the class.
- Understand the candidate must secure video permission using the forms provided or the district’s required video permission form.
- Assist with video recording of the candidate working with students
- Build the candidate’s confidence as a teacher and offer emotional support

California Teacher Program Handbook

Program Completion and Licensure

This is an exciting time! Make sure that you check and understand the requirements for successful program completion and eligibility for licensure recommendation.

The time limit between completion of coursework and institutional recommendation (IR) for license or endorsement is 12 months. Failure to complete the IR process within this time period will result in a program review and may require additional coursework or assessments for currency.

Eligibility

1. Program Completion
 - a. Completed Course Work
 - b. Earn a B or better grade in the two final courses taken in conjunction with student teaching. A B- grade will not be accepted.
 - c. Submit copies of edTPA video permission slips
 - d. Finished Student Teaching Successfully
 - e. Good Academic & Financial Status
2. TB verification and Certificate of Clearance need to be current
3. Coursework in U.S. Constitution and Health Education (with a grade of "C" or better).
4. Institutional Recommendation (IR)
 - a. Completed Individual Development Plan (IDP)
 - b. COE Exit Survey
 - c. Completed CPR (Adult, Child, and Infant) Training in alignment with American Red Cross or American Heart Association guidelines
 - d. Passed RICA (Multiple-subject)
 - e. Passed score on the edTPA

Alternative Paths

SB 57 – Alternative Path Using Private School Experience

California residents may have the **qualifications to waive the student teaching practicum experience** and course work, (ELM/590 and ELM/595 OR SEC/590 and SEC/595). Students will need to meet all the qualifications listed below, as well as complete the remaining courses in their program to graduate. California students who are eligible for student teaching waivers under SB 57 do not need to complete the Teacher Performance Assessment Tasks.

Students with accredited private school teaching experience may waive their student teaching requirements for a credential. [California Education Code 44259.2](#) allows the Commission to use three years of full-time teaching experience in an accredited private school instead of the student teaching component. The subsequent list defines the accredited private school experience and the verification procedures.

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Qualifications

- Three years of full-time accredited private school teaching experience must be at the same level and in the same subject area of the credential sought.
- California private school teaching experience must be in an accredited private school. California private schools must be accredited by the Western States Association of Schools and Colleges (WASC) and must be verified by the private school's WASC Certificate or letter from the Accreditation Commission.
- Out-of-state private school teaching experience must be acquired at a school with regional accreditation, which must be verified by a certificate or a letter to the private school from the regional accrediting body.
- The three years of experience must be verified on official letterhead of the school and signed by the director of personnel, principal, or director.
- Two years of rigorous performance evaluations must be submitted with written authenticity by a personnel officer, principal, or director. At least one of the evaluations must have been conducted within the last two years of private school teaching. Evaluations must be satisfactory or better.

The rigorous performance evaluations must include the teacher's effectiveness in the following areas:

1. The use of teaching strategies that motivate all students to engage in the learning process.
2. Demonstration of classroom management skills that maintain high standards for student behavior.
3. Demonstration of knowledge of the subject taught and the use of diverse and appropriate instructional strategies that promote student understanding.
4. The ability to plan lessons and implement a sequence of appropriate instructional activities.
5. The ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students.
6. The ability to evaluate and assess student achievement.

If you have questions, or are interested in participating in the SB 57 path, please contact your California Credential Analyst at california.credential@phoenix.edu.

Intern Credential Opportunities

Intern Credential Opportunities for MAED/TED Students

Candidates in California may qualify for an intern credential in California public schools while enrolled in the MAED/TED program. The intern credential may allow students to accept a teaching contract, serve as the teacher of record, and/or validate student teaching requirements in their own classroom while completing their MAED/TED program. However, the University does not hire or assist in placing candidates in the district, nor does acceptance of a teaching contract guarantee eligibility to apply and be recommended for the intern credential.

The California Commission has identified the below requirements for eligibility of single-subject or multiple-subject interns.

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Candidates must provide verification of each of the following requirements:

1. Passing score on CBEST, CSET Multiple Subjects Plus Writing Skills, Examination, or another state-approved basic skills exam.
2. GPA of 3.5 or higher is required (3.0 if the enrollment agreement is signed before 10/1/20).
3. Cannot be or go on Academic Probation (AP) and the financial account needs to be in good standing.
4. Passing score on appropriate CSET and/or university approved course work via transcript evaluation, or combination for intern placement.
5. Completion of a bachelor's degree from a regionally accredited institution.
6. Letter of Intent to Hire for California public school or public charter under a public district.
7. Completion of 60+ hours of field experience hours for internship approval **if you have coursework before student teaching**. 100 field experience hours are required to apply for student teaching.
8. Certificate of Clearance or other applicable CTC-issued document (such as a 30-day substitute permit).
9. Continuous enrollment* in the University of Phoenix MAED/TED-E or S (Elementary or Secondary Education teacher preparation degree program).
 - a. **Note:** Students are considered continuously enrolled if they have not been out of attendance more than 365 days from the last date of positive recorded attendance until all academic program requirements have been completed.
10. Continuous employment within approved California public schools.
11. If the student is offered a full-time teaching opportunity within the same school district, they must immediately notify UOPX to determine if the new site/setting is aligned with their credential area and meets the site requirements. If the new site meets the requirements, they can continue with their Intern Credential.
12. If the student is offered a full-time teaching opportunity outside of their initially approved school district, they must immediately notify UOPX. Upon this notification, UOPX will work with the new school district to determine if the new site/setting is aligned with their credential area and meets the site requirements. If the site meets the requirements, UOPX notifies CTC of the new district information.
 - a. If at any time the student or district chooses to terminate the student's employment, the student must notify UOPX immediately. Upon this notification, UOPX will immediately notify the CTC. The student will need to reapply for their internship credential and meet all eligibility requirements if they would like to be considered at a future date.
13. Intern credentials are valid for two years. If candidates were on an internship credential at another institution, they will need to provide a letter of academic good standing from their previous university as part of their eligibility requirements to continue with the intern credential at UOPX. If they are recommended for a new intern credential, the validity period will not reset.
14. US Constitution (2 semester units earned with a "C" or better, a grade of C- is not accepted for certification, or exam).
15. Good academic standing (including no current open Supplemental Standards referrals).
16. Immunizations: The State of California requires negative TB testing or chest x-ray (dated no more than four years) before entering the classroom.

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17. Completion of the following coursework:

- a. Multiple Subject:
 - i. V08CA/V09CA: MTE/511; ELM/533; ELL/500; MTE/512; RDG/556; ELM/532
- b. Single Subject:
 - i. V08CA/V09CA: MTE/511; SEC/533; ELL/500; MTE/512; RDG/558; SEC/532

If an intern candidate no longer meets the intern credential requirements listed above, their internship credential will be withdrawn, and the employing district and California Commission on Teacher Credentialing will be notified.

If you are interested in the intern credential, please contact a CA credential analyst at california.credential@phoenix.edu.

Early Completion (Intern) Option (ND-CAEOC)

Non-Degree California Early Completion (Intern) Option for MATED/TED Students

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge a part of the coursework portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. All Commission-approved intern programs (both university and district) must offer early completion options to qualified candidates.

It is important to note that ECO can lead to a university intern credential and preliminary credential and does not lead to any type of degree conferral (no master's degree). Visit the California Commission on Teacher Credentialing to learn more about the [Early Completion Intern Option \(CL-840\)](#).

Key requirements of the California Early Completion (Intern) Option pathway include:

- Eligibility to begin 120 Pre-Service Hours
- Credential Specialty
- Eligibility Details for an Intern Credential
- Student Teaching
- Completion Requirements

For a comprehensive listing of all the pathway requirements, please see the University of Phoenix Academic Catalog or California Early Completion (Intern) Option New Student Checklist.

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CTEL

The California Teacher of English Learners® program has been developed by the Commission on Teacher Credentialing (CTC) as a method for teachers to demonstrate competence in the knowledge and skill areas necessary for effective teaching of English Learners.

University of Phoenix offers non-degree courses available for candidates seeking a EL Authorization/CLAD Certificate (Cross-cultural Language and Academic Development) in California. The collection of coursework offered as part of the California Teachers of English Learners (CTEL) program was designed and guided by University of Phoenix's [CTEL Philosophy](#).

Table 11. CTEL Courses

Course Id	Course Title	Credits	Length
CTEL/501	Language and Language Development	4	8 weeks
CTEL/502	Assessment and Instruction	4	8 weeks
CTEL/503	Culture and Inclusion	4	8 weeks

Candidates must meet the following eligibility requirements before placement in CTEL coursework:

- Possess a valid California Teaching Credential, Single Subject, Multiple Subject, Life, Preliminary, Speech-Language Pathology or Clinical or Rehabilitative Services Credential with a Special Class Authorization, School Nurse Services Credential with a Special Teaching Authorization in Health, Visiting Faculty Permit, Children's Center Permit (excluding emergency), or Child Development Permit (excluding Assistant and Associate Permits) that authorizes the holder to provide instruction to pupils.

The following are not appropriate prerequisite credentials or permits:

- Emergency Permits,
- Provisional Internship Permits,
- Short-Term Staff Permits,
- District Intern Credentials,
- University Intern Credentials,
- Exchange Credentials Sojourn,
- Certificated Employee Credentials, or
- Services credentials without a special class authorization.

Candidates who meet all CTEL requirements may apply for a CLAD institutional recommendation (IR).

For the University of Phoenix to issue CLAD IR, a candidate must meet the following requirements:

1. All coursework for certification must have been completed within the last five (5) years.
2. Candidates must earn a grade of C or better on all coursework for certification.
3. A candidate must complete a minimum of one CTEL course with the university.

The California Commission on Teacher Credentialing (CTC) provides the following options to satisfy the knowledge, skills, and abilities required for the CLAD certificate and candidates must meet one of the following:

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1. Completion of coursework in a Commission-approved CTEL program.
2. Passing scores on Tests 1, 2, and 3 of the California Teacher of English Learners (CTEL) Examinations. Scores used for certification purposes may be no older than ten years from the individual passed exam dates.
3. Completion of coursework in a Commission-approved CTEL program combined with passing scores on the CTEL Examination, based on equivalency as determined by a Commission-approved CTEL program.

Candidates must provide documentation of course completion (if coursework was taken from another CA university CTEL program) and/or exam passing scores. For additional information refer to [English Learner Authorization—CLAD Certificate \(CL-628C\)](#).

Program requirements may change based on updates from the California Commission on Teacher Credentialing. California program requirements can be viewed on the [State Licensure Requirements](#).