



School of Education



Liberal Studies with an Emphasis in Education

Bachelor's Degree with Preliminary Teaching Credential
Single Subject • Multiple Subject • Education Specialist

2024-2025

**School of Education
Point Loma Nazarene University**

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Purpose of the School of Education Liberal Studies with an Emphasis in Education (LSEE) Candidate Handbook

The purpose of this handbook is to provide the prospective Liberal Studies with an Emphasis in Education (LSEE) candidate at Point Loma Nazarene University (PLNU) School of Education with information essential for progress in the Liberal Studies with an Emphasis in Education (LSEE) bachelor's degree program.

The LSEE faculty and staff are committed to contributing to the success of your educational experience. Consistent with a long history of excellence in education, the faculty also expects that each candidate ultimately recommended for a degree and credential will be a model of professionalism.

Educators, counselors, and administrators of the future anticipate major changes in professional roles, instructional technology, teaching methodology, demographics, and the learning process. The LSEE faculty are encouraging candidates to research each of the above and infuse professional knowledge regarding each concept into the appropriate coursework. All coursework and class requirements address proficiencies of the California Standards for the Teaching Profession (CSTPs).

Overview of the LSEE Program

The LSEE program is a bachelor's degree with a preliminary teaching credential embedded within the degree. The 120-unit degree (courses completed outside of PLNU and within PLNU combined) includes the completion of general education requirements and teacher credential coursework, culminating in a bachelor's degree. All coursework required for the Multiple Subjects, Single Subject, and/or Education Specialist teaching credential (37-52 units, depending on the credential) must be completed at PLNU. A course in Biblical Perspectives (BST 3004), taken at PLNU, is also required.

College credits previously earned are analyzed by a records specialist and applied as appropriate, and a detailed graduation plan and timeline is created for the candidate.



Vision/Mission

University Mission Statement

To Teach • To Shape • To Send

Point Loma Nazarene University (PLNU) exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

School of Education Mission Statement

Equip • Transform • Empower

PLNU School of Education is a vital Christian learning community that exists to develop high-performing, reflective educators of noble character who impact the lives of learners to influence the broader community.

School of Education Vision

We strive to equip by inspiring and preparing our candidates to be **servant leaders** who serve collaboratively and effectively with professional excellence, honesty, integrity, and sensitivity.

We work to empower our candidates by helping them become reflective educational practitioners who engage in ongoing **scholarly**, professional, personal, and spiritual growth, and serve effectively as research-based transformational leaders within their classrooms, schools, districts, and communities.

We seek to transform our candidates' ways of thinking and motivate them to embrace the positive power of **diversity** and become advocates for **universal justice** within their classrooms, schools, districts, and communities.

Philosophy

The PLNU LSEE program is composed of faculty and staff who approach educational theories and practices from a Christ-centered foundation. Grace, truth, and holiness are central tenets of our Wesleyan tradition. Individually and collectively, we seek daily guidance and strength to pursue our goals with the full understanding that our spirituality is not something we leave behind as we teach, but is totally integrated into, and the basis of, all our behaviors.

1. We believe that the world can be radically changed and brought to the Kingdom of God through graduates from Point Loma Nazarene University. We follow a model of servant leadership, as evidenced in the life of Jesus Christ. We intend to educate each candidate who comes to us to view her or his career as a calling.
2. We are challenged and intrigued by the fact that California is culturally more a microcosm of the whole world than it is a microcosm of the United States. In light of California's cultural complexity, we believe that our candidates need to hone their listening and observational skills, develop genuine empathy for others, and establish relationships with mentors who can serve as cultural guides. We believe that each one of us holds a piece of the puzzle that none of us could assemble alone.
3. We believe that academic rigor for our future educators is imperative. Of supreme importance is that our candidates develop strong reading, thinking, listening, speaking, math, research, technological, writing, and interpersonal skills as they learn their particular areas of study. Our faculty recognizes the importance of staying current and at the forefront of educational practices that are based on sound research, and we are committed to continuously increasing our own technological and research skills. Through our own effective modeling of all that we advocate, we intend to maintain academic relevance and rigor.
4. We teach our candidates to view not just each child but also each parent, staff, faculty member, and community member as a special human being of great worth. We ask our candidates to see beyond their respective classrooms to their roles as community representatives and to work to bring about the necessary changes so that our society truly lives out its rhetoric that "All...are created equal."
5. We are intentional about supporting our candidates in developing skills to guide and support others to become the ethical and moral people God wants them to be. For our candidates who will become administrators, we help them view the role of a leader as that of a humble servant. We urge our candidates who will be educators to commit their hearts and minds, and souls to the work before them in a spirit that demonstrates that they understand the value of each person with whom they will work.
6. We are purposeful about creating an environment in which candidates will have to delve deeply to arrive at creative solutions to the complex problems that will face them in the current century. Our candidates hear about the love of Jesus Christ, the grace so freely given, and the personal commitment necessary to live so that their faith, their calling, and their behaviors are in concert.

Spiritual Goals for LSEE Program

- To model the Christian life and live out the claims of the Gospel for our students through distinctly Christian faculty – both full-time and adjunct.
- To provide regular opportunities for spiritual nurture and growth for both students and faculty.
- To integrate within each academic program (where appropriate) curricular activities and assignments that emphasize and reinforce Christian values and our Wesleyan heritage.
- To provide both counsel, in times of crisis, and ongoing spiritual support.
- To provide opportunities to live out the call to holiness through service.

Curriculum Overview

The Liberal Studies with an Emphasis in Education (LSEE) program within the PLNU School of Education is field-based and designed around themes and practices that reflect current research and practice. It is the intent of the faculty to infuse these themes into the courses they teach. We believe that conceptualizing, personalizing, and applying these themes through extensive fieldwork is critical for the educator candidate to be effective in a contemporary educational system. The following are the School of Education's themes:

1. **Embracing all Learners:** LSEE candidates will acquire knowledge about and demonstrate sensitivity toward students of diverse backgrounds and abilities. Learning about second language acquisition theory and demonstrating the ability to effectively teach limited English proficient students and those students with special learning needs is expected.
2. **Morals, Ethics, and Values:** LSEE candidates will address such topics as the integration of morals, ethics, and values in the classroom. They will receive instruction on the rights and responsibilities of citizenship in a democratic society and about teaching values in schools.
3. **Universal Design for Learning:** All effective educators must possess a repertoire of strategies from which to refer when teaching students from a full range of academic abilities, skills, and backgrounds. Based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible learning environments and learning spaces that can accommodate individual learning differences and through the application of diverse teaching models, LSEE candidates will learn how different approaches can enhance their future students' self-efficacy and academic achievement.

4. **Classroom Management:** To be effective in the classroom, educators need to have a strong background in classroom management. Various models will be explored. The LSEE courses are sequenced so that candidates are initially educated from a more global perspective of education. Then, the focus of the courses shift toward methodologies and the application and practice of theory and research. The practice and application components of the methods courses are easily facilitated due to the field-based nature of the LSEE program.

Admission and Progression Policies

Candidate Policies

Policies for LSEE candidates regarding admission, progression, retention, dismissal, graduation, and rights and responsibilities are published in the *PLNU Graduate Catalog*, available to current students at www.pointloma.edu.

In addition to these policies, candidates must meet all requirements for credentialing as outlined by the California Commission on Teacher Credentialing (CTC) and the California Education Code. Candidates of PLNU meet all accreditation standards for the Western Association of Schools and Colleges (WASC).

This is a Bachelor of Arts Degree. Any coursework used to meet the BA of Liberal Studies with an Emphasis in Education requirements may not be transferred to a Master's degree.

Progression Policies

Grades

Progression to the next level of the program is contingent upon successful completion of all required courses at the previous level. The candidate must receive a passing grade of "C" or above in each graded course and a grade of "Credit" in each clinical course. Theory courses and seminars are graded with letter grades (A, B, C, D, F). Clinical Practice courses are graded "Credit (CR)/No-Credit (NC)." The "Credit" grade is passing, or satisfactory; the "No Credit" grade is not passing. Each course syllabus contains the competencies required for successful completion of the course. An unsatisfactory ("C-" or lower or "No Credit") grade in either a theory course or a clinical course will necessitate the repetition of the course.

It is important for candidates to have frequent contact with their advisors/student success advisors (SSA) throughout their enrollment at PLNU (at least once per semester). Dropping a course may impede progress in the program and may also alter a candidate's financial aid. **Candidates must contact their assigned advisor/SSA either in person, by telephone, by zoom, or by e-mail to discuss any changes to their academic schedule.**

Late Work Policy

The School of Education believes educators must be persons of noble character. Becoming a professional means taking responsibility for your own learning and following through with commitments.

For full credit, all assignments are to be submitted when they are due as posted in Canvas. Assignments submitted from 1-3 days late without an approved extension are assessed a 30% late penalty. Assignments will not be accepted beyond a 72 hour deadline.

SOE instructors expect proactive communication at all times. Below is the process for requesting an extension on an assignment due date.

General Policies:

- Requests should be made via email well before the assignment deadline.
- Requests made more than 3 days after an assignment due date will only be considered if you were unable to communicate during that time.
- Granting an extension and the amount of time given is at the discretion of the instructor.
- If you are given an extension, the work must be completed by the new assignment deadline with a comment referencing the approval of your extension.

Email (via your PLNU student email) requests for an extension should include:

- Your name
- The course name and section
- The name of the assignment and module location
- The reason you are requesting an extension. Please be specific.
- The amount of additional time you need or when you anticipate being able to complete the work.
- Proof of the emergency preventing advance notice of the request, if you are requesting the extension more than three days after the assignment was due.

Acceptable Reasons to Request an Extension:

Personal Medical Emergency: a severe health event that you cannot anticipate.

- Examples include: hospitalization, diagnosis of a life altering condition, broken bone, concussion, COVID/flu diagnosis, a fever over 101 degrees, or severe illness that prevents you from doing daily tasks.

- This does not include routine medical appointments or procedures that were scheduled in advance. In those cases, you are expected to be proactive and complete the work before the due date.

Mental Health Emergency: a severe or life-threatening onset of mental health symptoms that results in you seeking professional treatment and prevents you from doing normal life tasks. If this occurs, please let your instructor know how they can best support you.

Family Emergency: a catastrophe occurring to an immediate or close family member or friend with a sudden or serious illness occurring; a death in the family.

Housing Emergency: an unexpected event that requires you to leave your house or prevents you from accessing your house during the time the assignment was due. This includes events such as a house or complex fire, flooding, evacuation orders, or police blocking access to your immediate neighborhood.

Internet or Power Outage lasting more than 1 hour and occurring during the time the assignment was due. Work must be completed & turned in within 8 hours of service being restored & proof of the outage must be submitted (screenshot of a notification from the provider, community outage report, etc.) for the extension to be granted.

Program Gates: LSEE

Gate 1: Admission as an LSEE Candidate to the PLNU School of Education

Candidates are eligible to be considered for the PLNU School of Education when the following conditions are met:

- An application and review with an LSEE faculty member
- For Single Subject Candidates only, verification of meeting the Subject Matter Competency Requirement via Course Review or Successful Completion of a Commission-Approved Subject Matter Program or proof of registration for a minimum of one (1) subtest of the California Subject Examinations (CSET).

Gate 2: Admissions Review/Interview

- A successful application and review by a SOE faculty member
- Formal acceptance to PLNU as a student
- If completing general education courses with PLNU, GPA must be 2.7 or above to advance to credential courses.

Gate 3: Completion of Some Coursework and Partial Completion of Subject Matter Competence via CSET

- Six (6) PLNU credential units successfully completed
- If a candidate is meeting Subject Matter Competency via passage of the CSETs, one (1) subtest of CSET passed

If one or more of the above criteria are not satisfied, the candidate will receive an “at-risk” notification letter via PLNU email.

Gate 4: Completion of Additional Coursework, Advancement Criteria, and Full Completion of CSET

- 12 PLNU credential units successfully completed
- Fully meeting the Subject Matter Competency Requirement
- Signature Assessment in EDT 3002 successfully completed (Average Score of 3 on a 4-point rubric)

If one or more of the above criteria are not satisfied, the candidate will receive a “stop” notification letter.

If any components of Gate 4 are not satisfied, the candidate may enroll in one (1) unit of EDT 4090: *Advancement in the Program* to further develop those skills necessary for advancement **or** may continue to work towards completion of these requirements independently. Upon successful completion of these requirements, the candidate’s advisor/SSA will review the candidate’s status and determine whether Gate 4 has been met. **As part of the remediation process, the candidate may not register for any further credential coursework until all criteria for Gate 4 have been satisfied.**

Gate 5: Advancement to Clinical Practice

- Gates 1 – 4 successfully completed
- All prerequisite courses for Clinical Practice successfully completed
- Clinical Practice Screening or Interview successfully completed

If any components of Gate 5 are not satisfied, the candidate may enroll in one (1) unit of EDT 4090: *Advancement in the Program* to further develop those skills necessary for advancement or may continue to study independently. Upon successful completion of this course, the candidate’s advisor will review the candidate’s status and determine whether Gate 5 has been met. **As part of the remediation process, the candidate may not register for Clinical Practice until all criteria for Gate 6 have been satisfied.**

Gate Chart

	GATE 1	GATE 2	GATE 3	GATE 4	GATE 5
Acceptance to PLNU	X	X	X	X	X
Review/Interview with Faculty Advisor	X	X	X	X	X
Registration for a minimum of one (1) CSET subtest (if candidate is using CSETs to meet Subject Matter Competency)	X	X	X	X	X
6 units completed			X	X	X
1 subtest of CSET passed (if candidate is using CSETs to meet Subject Matter Requirement)			X	X	X
EDT 3002 Signature Assessment Passed				X	X
Subject Matter Competency Requirement fully met				X	X
Clinical Practice Screening or Interview					X

Successful Completion of EDT 3002 Signature Assessment

Upon completion of six (6) units, the candidate will have completed *EDT 3002: Foundations of Education and Learning Theory*. As part of this course, the candidate will successfully complete the signature assessment, which addresses beginning knowledge of education.

The professor for EDT 3002 will measure student responses using a 4-point rubric. A minimum average score of three (3) is required.

The candidate must demonstrate knowledge in the following areas of personal dispositions and professional domains: strengths the candidate will bring to the classroom, instructional design, cultural competence, academic language acquisition, and standards-based instruction.

The candidate will then be recommended to the Regional Center Faculty Committee (RCFC) at her/his respective regional center. The candidate will be allowed to advance in the program when a simple majority of the faculty agrees on advancement.

The RCFC comprises all full-time faculty at the candidate's regional center. The RCFC serves to formalize the candidate's progression in the program and her/his eventual approval for Clinical Practice.

If a candidate receives a score lower than the 3.0 minimum, the signature assessment will be scored by a second faculty member. If the score remains below a 3.0, the RCFC may recommend that the candidate re-attempt the assessment without a change in course grade.

If a candidate does not successfully complete this measure, the candidate must contact their advisor and register for *EDT 4090: Advancement in the Program* for one (1) unit to further develop those skills necessary for advancement. Upon successful completion of this course, the candidate is eligible for another attempt on this measure. No allowance is made for candidates who are not successful in the second attempt. As part of the remediation process, the candidate may continue to take courses upon the recommendation of their advisor.

Maximum Number of Units Per Quad/Semester

The LSEE program should be viewed as a holistic experience rather than a set of courses. The purpose of the credential and degree is to prepare educators as thoughtful practitioners serving K-12 students.

With this in mind, the LSEE program is designed to be experienced not only in a timely manner, but also in a progression that leads to maximum candidate knowledge and practice.

Candidates may not exceed nine (9) semester units per quad or 12 semester units per semester, except in cases of direct approval from the advisor and the Regional Center Director.

Course Sequence and Program Design

Components of the LSEE Degree

The LSEE degree is offered in two (2) components:

Component 1 consists of 33-semester units of coursework and Fieldwork/Clinical Practice culminating, for Multiple and Single Subject candidates, in a preliminary teaching credential. Education Specialist candidates complete 48-semester units of coursework and Fieldwork/Clinical Practice, which culminates in a preliminary teaching credential.

In most cases, Component 2 occurs concurrently and alongside the preliminary credential coursework. Upon entry to the program, the candidate's transcripts of past coursework are evaluated to determine if any further General Education (GE) requirements must be met. Any outstanding GE requirements may be taken concurrent to the SOE credential coursework, either at PLNU or through another institution. A minimum of 37 units of the degree must be taken at PLNU, *which must include a course in Biblical Perspectives (BST 3004) and all coursework toward the California Teaching Credential.*

Candidates have the option of completing Component I credential coursework at a slower or more rigorous pace depending on other GE requirements that are being taken concurrently. Those candidates who plan to assume the more rigorous pace of six (6) units per quad are strongly encouraged to pay special attention to the "Gates" and all required California Teaching Credential testing associated with advancement in the program.

For Education Specialist Candidates only:

An additional pathway to Liberal Studies with an Emphasis in Education (LSEE) degree for candidates seeking an Education Specialist Credential (EdSp) would allow the 18 units that are required for an EdSp to be applied toward the graduation requirement of 120 units. This pathway allows EdSp candidates to complete the clinical practice units after fulfilling graduation requirements, including a minimum of (120) units, whereby they are able to serve as an EdSp intern directly following the completion of LSEE degree requirements.

All LSEE candidates must meet every semester with their advisors to re-establish the proper sequences of courses, prepare for registration and program continuation, and ensure the fulfillment of all professional requirements. Candidates may not "self-advise" for courses not included in the established and approved advising guides.

Component 1

Common Courses

The common courses in the table below are required for a preliminary credential in Multiple/Single Subject and Education Specialist. They are the following:

EDT 3002	Foundations of Education and Learning Theory	3 units
EDT 3006	Language Acquisition and Diverse Population (20 hours of fieldwork)	3 units
EDT 4004	Foundations of Special Education (20 Hours of Fieldwork)	3 units
EDT 4009	Classroom Assessment and Research Practices	3 units
EDT 4017A	Contemporary Issues in the Vocation of Education: Special Needs and Trauma-Informed Practices	.5 units
EDT 4017B	Contemporary Issues in the Vocation of Education: Instructional Design	.5 units
EDT 4017C	Contemporary Issues in the Vocation of Education: Using Technology to Enhance Instruction	.5 units
EDT 4017D	Contemporary Issues in the Vocation of Education: Cultural Competence	.5 units

Multiple Subject Specific Courses

Multiple Subject courses are numbered EDT 4010, 4022, and 3024 and are required for the preliminary credential.

Multiple Subject candidates complete all of the courses listed in the Common Courses section above and the following unique courses in the table below.

EDT 4010	Methods of Teaching Reading and Writing (20 Hours of Fieldwork)	3 units
EDT 4022	Interdisciplinary Approaches and Methodology in Teaching in the Content Areas	3 units

EDT 3024	Differentiated Mathematics Instruction for All Learners (20 Hours of Fieldwork)	3 units
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Candidates who earn a Preliminary Multiple Subject Credential will have an English Learner Authorization listed on their credentials.

Single Subject Courses

Single Subject courses are numbered EDT 4020-4021 and 4032-4039 and are required for the preliminary credential.

Single Subject candidates complete all of the courses listed in the Common Courses section above and the following unique courses in the table below.

EDT 4020	Literacy Instruction for Secondary Teachers (20 Hours of Fieldwork)	3 units
EDT 4021	General Methods for Secondary Teachers (20 Hours of Fieldwork)	3 units
EDT 4032-4039	Candidates enroll in one of the content-specific pedagogy courses	3 units

Candidates who earn a Preliminary Single Subject Credential will have an English Learner Authorization listed on their credentials.

Education Specialist – Mild/Moderate & Extensive Support Needs

Education Specialist candidates complete all of the courses listed in the Common Courses section above and the following unique courses in the table below.

EDT 4010	Methods of Teaching Reading and Writing (20 Hours of Fieldwork)	3 units
EDT 3024	Differentiated Mathematics Instructions for all Learners (20 Hours of Fieldwork)	3 units
	-OR-	
EDT 4021	General Methods for Secondary Educators (20 Hours of Fieldwork)	3 units
EDT 4061	Supportive Environments and Plans for Students with Exceptionalities (20 Hours of Fieldwork)	3 units

EDT 4062	Assessment and Case Management (20 Hours of Fieldwork)	3 units
EDT 4063	Self-Determination and Partnerships: Keys to Successful Transitions (20 Hours of Fieldwork)	3 units
EDT 4064	Multi-Disciplinary Collaboration and IEP Development (20 Hours of Fieldwork)	3 units
EDT 4065	Social-Emotional, Communicative Strategies and Behavior Supports (20 Hours of Fieldwork)	3 units
EDT 4066	High Leverage Practices for Inclusive Environments (20 Hours of Fieldwork)	3 units

Candidates who earn a Preliminary Education Specialist Credential will have an English Learner Authorization listed on their credentials.

Clinical Practice Courses

All candidates for an initial preliminary credential must complete eight (8) units of Clinical Practice (student teaching) along with the requisite Clinical Practice Seminar courses for a total of 10 units. See the Clinical Practice Handbook located at www.plnusoe.com for further details.

Earning More than One Credential

Candidates may choose to complete more than one credential as part of their coursework. Candidates must complete all courses specific to each credential. For example, a candidate who is completing the Multiple Subject credential and the Education Specialist credential would need to complete all courses in both programs.

In the area of Clinical Practice, candidates must complete experiences in placements that satisfy the requirements for the credentials they are seeking. All testing and CTC requirements must be met for all credentials for which the candidate is applying. A candidate will never be asked to complete a third PLNU seminar.

Component 2

General Education Coursework toward the Bachelor's Degree

Component 2 of the LSEE program comprises those General Education requirements that have not yet been satisfied by college-level coursework previously taken, and elective credits to satisfy the 120-credit hour minimum for the bachelor's degree. Each candidate's individual transcripts are evaluated by a records specialist in order to apply all appropriate coursework, and a graduation plan and program timeline are detailed for each candidate.

Candidates must complete the following 36-semester units of General Education core requirements to be admitted to the LSEE program:

- Communication - 6-semester units (of which one course must be in English Composition)
- Humanities/Fine Arts - 6-semester units (at least one course must be from the following: literature, philosophy, art or music appreciation, art or music history, fine arts, or history)
- Natural Science and Math - 6-semester units (at least one course must be in Math)
- Social and Behavioral Sciences - 6-semester units
- Bible and Theology - 6-semester units (at least one course must be taken from PLNU; BST 3004)
- An additional 6-semester units must be earned in any of the above areas

In addition to these specific 36 units, a candidate must have between 76-83 total transfer undergraduate semester credits completed for the LSEE program.

Teaching Performance Assessments and Signature Assignments

Every preliminary credential candidate in the School of Education at PLNU must submit and pass the California Teaching Performance Assessment (CalTPA) in order to be recommended to the CTC for a preliminary teaching credential. This requirement includes educator candidates in Multiple Subject, Single Subject, and Education Specialist credentials.

This requirement began with the passage of SB2042 in 1998, which mandates that candidates must successfully pass an assessment of their performance with respect to the Teaching Performance Expectations (TPEs). PLNU adopted the Commission's assessment model, which is composed of two (2) cycles that increase in complexity, designed to be embedded within the teacher preparation program.

Candidates will receive direct instruction about each cycle within their courses. Cycle 1 is completed during Clinical Practice 1, and Cycle 2 is completed during Clinical Practice 2.

The Two (2) Cycles

Instructional Cycle 1 (instruction)

Instructional Cycle 1 focuses on developing an engaging, California standards content-specific lesson for the whole class, and three (3) focus students based on what the candidate learns about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, the candidate demonstrates: how they selected learning objectives; what they expect the students to learn; how they will assess that learning; and their development of content-specific activities and instructional strategies.

This cycle also focuses on how the candidate monitors student understanding during the lesson and makes appropriate accommodations to support individual student learning needs. As the candidate teaches and video-records the lesson, the candidate demonstrates how they establish a positive, safe learning environment and provide social and emotional support through positive interactions with students. The candidate shows how they use resources, materials, and tools like educational and assistive technologies, as appropriate.

Instruction Cycle 2 (assessment, unit of instruction, technology)

Instruction Cycle 2 focuses on developing a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular California standards content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal.

The candidate's lesson sequence should introduce one or more interconnected concepts within the content area that builds student content knowledge and understanding over time. The candidate will use several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher-order thinking. For one class, the candidate will use what the candidate knows about the students' assets and needs and learning context to plan and teach a learning sequence based on California state standards using the content-specific pedagogy of the candidate's discipline. Throughout the content-specific learning segment, the candidate will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment (s), and formal assessment results; and support students to use assessment feedback to advance their understanding.

The candidate will then analyze and reflect on the evidence they observed of student learning of content, and development of academic language, based on the candidate's learning goals and objectives. The candidate then (a) creates a re-teaching activity or (b) creates a connecting activity to build on the instruction provided.

Education Specialist and Multiple Subject candidates must use math for one cycle and literacy for the other.

Failure to Pass the TPA

Candidates who are not successful in their 1st attempt must:

- Meet with the Professor of CP Seminar or their designee
- Register for one (1) unit of *EDT 4090: TPA Support*
- Re-submit the TPA at the candidate's cost

Candidates who are not successful in their 2nd attempt must:

- Meet with the Professor of their completed *EDT 4090: TPA Support*
- Meet with the LSEE Program Director or Associate Dean
- Register for one (1) unit of *EDT 4090: TPA Support*
- Re-submit the TPA at the candidate's cost

Failure on the 3rd attempt excludes the candidate from being recommended for a credential through PLNU. Therefore, there is no allowance for a 4th attempt on the TPA.

Signature Assessments

As part of LSEE program coursework, candidates will complete various signature assessments. These assessments serve as a benchmark of candidate achievement as well as a method for program evaluation and effectiveness.

Taskstream

All candidates will be assigned an account on Taskstream.com in order to fulfill the requirements for courses, fieldwork, and clinical practice and to help the PLNU School of Education assess its program. The subscription cost for Taskstream is included in the candidate's fees.

Fieldwork

All LSEE candidates must complete assigned fieldwork experiences as part of their preparation for Clinical Practice and, eventually, classroom teaching. Candidates are never allowed to begin Clinical Practice with an outstanding fieldwork course or a failing grade in a course that must be repeated. Details about fieldwork (courses, prerequisites, deadlines for document submission, forms, etc.) can be found on the PLNU Field Experience website (www.plnusoe.com), as well as in the Fieldwork Handbook (also located on that website).

The purpose of fieldwork is to introduce the candidate to general classroom practices, as well as specific instructional practices for the students whom they will serve.

After completing the prerequisites, the candidate will be placed in a school district that meets their educational program requirements. The placement of a candidate is vital to their educational growth. For this reason, it is the Field Experience Coordinator's (FEC) responsibility to direct the placement of the candidate. Upon enrolling in a field experience course, the candidate understands that their placement preference (e.g., school site or grade level) is taken into consideration but **is not guaranteed**.

There are a minimum of six (6) field experience opportunities, including Clinical Practice, designed for the candidate's program. Each 20-hour field experience is to be completed separately and independently. Field experiences must be completed in a classroom in which at least 25% of the student population is **culturally and/or linguistically** diverse. Further details regarding fieldwork are located in each syllabus and on the field experience website located at www.plnusoe.com.

Candidates who do not submit their fieldwork pre-requisite documents by the published deadlines will be de-enrolled from their fieldwork course(s).

Fieldwork Prerequisites

- Certificate of Clearance (or equivalent)
- \$1,000,000 Professional Liability Coverage
- Health Clearance
- Completion of FERPA training (located at www.plnusoe.com)

Transportation Policy—Fieldwork

Transportation for candidates to fieldwork assignments at various school sites is **NOT** provided by PLNU or the School of Education. The candidate must provide their own transportation. Fieldwork placements will not be based on transportation or carpooling needs.

Clinical Practice

Definition of Clinical Practice

Clinical Practice is the culmination of the program in which the candidate will be recommended for a credential. Clinical Practice involves extensive work with K – 12 students and prepares the candidate for lifelong service in a classroom. Therefore, the guidelines regarding Clinical Practice should be taken very seriously.

Information regarding PLNU’s Clinical Practice requirements (attendance requirements, length of placement, calendar, daily schedule, etc.) may be found on the Clinical Practice website (www.plnusoe.com), as well as in the Clinical Practice Handbook (located on the website).

Clinical Practice Placement

All candidates are placed in Clinical Practice experiences by the Field Experience Coordinator/Clinical Practice Coordinator. The coordinator ensures that the candidate’s placements meet the requirements for diversity and variety. By the end of their fieldwork and Clinical Practice experiences, candidates must experience a minimum of two (2) different school settings (For multiple subject candidates, one (1) experience in primary and one (1) in intermediate if the candidate is a traditional student). These settings must reflect the variety and diversity of California’s public schools.

The process for placement in a Clinical Practice setting is initiated when the candidate completes the Clinical Practice Application.

Candidates will not be placed in a classroom where a conflict of interest might exist, such as with a relative or family friend. All placements will be carefully planned by the Field Experience Coordinator/Clinical Practice Coordinator to avoid these situations.

As a matter of course, candidates are placed in California public schools.

Transportation Policy—Clinical Practice

Transportation for candidates to Fieldwork and Clinical Practice at various school sites is NOT provided by PLNU or the School of Education. The candidate must provide their own transportation. Clinical Practice placements will not be based on transportation or carpooling needs.

Clinical Practice Entrance Process

In order to be admitted to Clinical Practice, candidates must have met the following measures in addition to the requisite coursework and testing.

Content and Dispositions

1. Score an average of 3.0 or higher on the EDT 3002 Signature Assessment (Content)
2. Score an average of 3.0 or higher on all Course Dispositions Assessments (Dispositions)
3. Have no expressed concerns from Host Teacher Evaluations during fieldwork (Content/Dispositions)
4. Have no expressed concerns from Faculty/Staff during the program (Content/Dispositions)
5. Have received no grade lower than a “C” at any time during the program (Content)

Failure to be Approved for Clinical Practice

If a candidate does not meet the requirements listed above, they will complete the Clinical Practice Interview. If they do not score an average score of three (3) in the Clinical Practice interview, the candidate should contact their advisor and register for *EDT 4090: Advancement in the Program* for one (1) unit to further develop those skills necessary for advancement to Clinical Practice.

Upon successful completion of *EDT 4090: Advancement in the Program*, the candidate is eligible for a second Clinical Practice interview. **No allowance is made for candidates who are not successful in the second interview.** As part of the remediation process, the candidate may continue to take non-credential courses upon approval of their advisor.

Clinical Practice Application

All candidates must complete a Clinical Practice application, according to the stated deadline, prior to the commencement of the Clinical Practice experience.

Clinical Practice Prerequisites

Subject Matter Competence (Single Subject Candidates only): Satisfy ONE of the following methods:

- Passing score on the California Subject Examination for Educators (CSET) in the area in which the candidate will complete Clinical Practice
- Course evaluation and CSET passage as verified by the Credential Analyst

Coursework/Seminars:

- A grade of “C” or better in all coursework attempted during enrollment in the LSEE program
- 3.0 GPA
- A passing grade (Minimum “C”) in all courses requiring fieldwork

Signature Assessment (EDT 3002):

- An average score of 3 or higher on the Signature Assessment

Clinical Practice Screening:

- Successful completion of Clinical Practice Screening

Recommendation by the Advisor:

- Formal recommendation by the advisor of the program in which the candidate will complete Clinical Practice

Fieldwork Prerequisites

- Certificate of Clearance (or equivalent)
- \$1,000,000 Professional Liability Coverage
- Health Clearance
- Completion of FERPA training

Credentialing and Graduation Policies**Requirements for Credentialing**

In order to be considered for recommendation for a California teaching credential, a candidate must complete the following:

Multiple Subject**TPA Cycles 1 and 2:**

- Passage of Cycles 1 and 2

Completion of Coursework/Seminar:

- A grade of C or better in all credential coursework and a grade of CR in Clinical Practice (3.0 GPA).
- All program requirements/gates are satisfied.

RICA:

- Passing score on RICA

Infant/Child/Adult CPR:

- Proof of valid Infant/Child/Adult CPR training that follows the guidelines of the American Red Cross or the American Heart Association.

U.S. Constitution:

- Proof of passage of an approved U.S. Constitution course or an approved U.S. Constitution examination.

Technology Competence:

- Met through PLNU SOE coursework

Transition Plan:

- Individual Development Plan n (IDP) submitted in Taskstream

Single Subject**Satisfy ONE of the following options: Subject Matter Competence:**

- Passing score on the California Subject Examination for Educators (CSET)
- Signed verification of completion of a CTC-approved subject-matter program
- Academic major in CTC approved subjects as verified by the Credential Analyst
- Course evaluation and CSET passage as verified by the Credential Analyst

TPA Cycles 1 and 2:

- Passage of Cycles 1 and 2

Completion of Coursework/Seminar:

- A grade of C or better in all credential coursework and a grade of CR Clinical Practice (3.0 GPA).
- All program requirements/gates are satisfied.

Infant/Child/Adult CPR:

- Proof of valid Infant/Child/Adult CPR training that follows the guidelines of the American Red Cross or the American Heart Association.

U.S. Constitution:

- Proof of passage of an approved U.S. Constitution course or an approved U.S. Constitution examination.

Technology Competence:

- Met through PLNU SOE coursework

Transition Plan:

- Individual Development Plan (IDP) submitted in Taskstream

Education Specialist – Mild/Moderate Support Needs & Extensive Support Needs**TPA Cycles 1 and 2:**

- Passage of Cycles 1 and 2

Completion of Coursework/Seminar:

- A grade of C or better in all credential coursework and a grade of CR in Clinical Practice (3.0 GPA).
- All program requirements/gates are satisfied.

RICA:

- Passing score on RICA

Infant/Child/Adult CPR:

- Proof of valid Infant/Child/Adult CPR training that follows the guidelines of the American Red Cross or the American Heart Association

U.S. Constitution:

- Proof of passage of an approved U.S. Constitution course or an approved U.S. Constitution examination.

Technology Competence:

- Met through PLNU SOE coursework

Individual Development Plan:

- Individual Development Plan (IDP) submitted in Taskstream

Dispositions

In alignment with the Conceptual Framework, Point Loma Nazarene University is committed to supporting candidates as whole persons. Course professors and fieldwork partners will participate in the assessment of candidate knowledge, skills, and dispositions in an effort to equip, transform, and empower each individual personally and professionally. Dispositions of Noble Character will be addressed in each course and will be assessed in designated courses across all programs.

Indicator	Perf. Level (1-4)	Behavioral Evidence to Look For:
<p>1. Honor and Respect The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service, demonstrating coherence in attitudes and actions.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Treats all students and adults equally with civility and grace <input type="checkbox"/> Retains a non-judgmental demeanor <input type="checkbox"/> Displays professionalism in dress, posture, and attitude <input type="checkbox"/> Committed to social justice, equity, and cultural competency <input type="checkbox"/> Consistent in word and actions <input type="checkbox"/> Practices forgiveness and love for one another <input type="checkbox"/> Follows through with commitments
<p>2. Spirit of Harmony and Collaboration The candidate actively contributes to the learning community with caring, patience, and respect for the diversity of learners. The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills in a way that sustains and enhances a healthy and safe learning community. The candidate's flexibility and humility ensures that all students have the opportunity to achieve their full potential.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Cooperative and flexible when working in a group, and easily moves between a leadership role and a participant role <input type="checkbox"/> Openly considers the contributions of diverse learners <input type="checkbox"/> Proactive rather than reactive with classmates, educators, parents, staff, and students <input type="checkbox"/> Employs healthy conflict resolution skills in one-on-one and group situations <input type="checkbox"/> Assists in resolving conflict and promotes acceptance of one another <input type="checkbox"/> Shows interest and care for other classmates and their contributions, and equal interest for all students in their classrooms
<p>3. Reflective Learner The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, transform, and empower every student to fulfill his or her full potential.</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Articulates and models his/her calling to the profession <input type="checkbox"/> Understands personal strengths and demonstrates consistent performance in given activities <input type="checkbox"/> Takes responsibility for this/her own learning <input type="checkbox"/> Develops and monitors a plan that balances personal and professional growth <input type="checkbox"/> Looks at an incident/activity to analyze what works and targets areas for improvement

		<input type="checkbox"/> Asks questions, seeks support and guidance <input type="checkbox"/> Uses journals or reflections to record thinking and improve practice
4. Professional and Positive Perseverance The candidate displays passion for teaching and learning by remaining positive, engaged, and accountable to the norms and expectations of the learning community, especially when academic or professional assignments are perceived as challenging. The candidate is reflective and receptive to formative feedback.		<input type="checkbox"/> Enthusiastic, energetic, prepared, constantly reflecting and improving <input type="checkbox"/> Seeks feedback from other professionals with a positive spirit <input type="checkbox"/> Willingly participates in the school community activities outside of the classroom <input type="checkbox"/> Remains involved in the planning and innovation necessary of professionals <input type="checkbox"/> Holds high expectations for all, and scaffolds learning when assignments are challenging <input type="checkbox"/> Remains aware of all the profession requires and makes changes to own practice.

Candidates are expected to exhibit the above Dispositions of Noble Character and abide by the Community Expectations of the university. Candidates who violate university and School of Education behavioral standards may be subject to responses ranging from caution placed in the candidate’s file to expulsion from the university, depending on the severity and history of the violation.

Requirements for Degree Posting

Requirements for degree posting are stated in the university catalog located at www.pointloma.edu. A degree processing fee will be assessed to the candidate’s account upon the candidate’s application for degree candidacy.

Withdrawal and Readmission Procedures

All academic and general policies can be found in the university catalog located at <https://pointloma-public.courseleaf.com/>

Withdrawal from the University

There are times when a student finds it necessary to withdraw from the university. In order to avoid being administratively withdrawn, courses and incompletes being converted to a failing grade, and financial payments going into default, students are required to notify the Office of Records and complete a Notice of Intent to Withdraw from the university. If withdrawal occurs while a student is registered for classes, students must also follow the procedures listed below for withdrawing from a course.

Leave of Absence

Currently enrolled full-time students, or three-quarter-time for Adult Undergraduate students, in good academic/conduct standing may apply for a one semester Leave of Absence from their program of study. A "Leave of Absence" is when a student is still enrolled in the university during their leave or time away from the university, and where the student does not need to reapply for admission into the university when they want to return to the university. The maximum Leave of Absence allowed is one academic term, not to exceed 180 days in any 12 month period. Students receiving financial aid will continue to be considered "in-school status" only for institutional aid. Students receiving federal or state financial aid will not be considered "in-school status" for Title IV loan repayment purposes.

Students who wish to apply for a Leave of Absence form should obtain an application from their Student Success Counselor, Program Director, or the Office of Records. The application must be signed by the university officers indicated, a length of leave proposed, and the application returned as indicated. Any courses proposed to be taken for credit during an approved Leave of Absence must have prior written approval. Upon return to campus, students must schedule an appointment with their Student Success Counselor or academic advisor. Also upon return, students are subject to availability of course offerings and course sequencing.

The completed Leave of Absence form is filed either with the Student Success Counselor or with the Office of Records. Failure to return to campus and resume taking courses following the approved Leave of Absence period will result in an administrative withdrawal from the university as of the start date of the Leave of Absence. This withdrawal may also have financial aid implications, such as the expiration of a loan's grace period which may cause a student loan to immediately be in repayment, and may affect a student's eligibility for further financial aid.

- Filing Dates: Current students must file for a Leave of Absence by the end of the tenth week of the semester, for the following semester.
- Notification Dates: A decision regarding a Leave of Absence application will be communicated by the end of the last week of classes via university email.

Administrative Withdrawal

Students who have not attended or enrolled in a course for one semester, are not currently completing coursework, and have not officially withdrawn, will be administratively withdrawn. Such withdrawal may have financial aid implications. Students with this status must submit a new application to the university and to their degree program.

Readmission to the LSEE Program

A candidate may reapply to the program if they have previously withdrawn. Candidates who withdraw from the LSEE program and subsequently decide to re-enter must submit an application for readmission. The Academic and Student Affairs Committee considers the application for readmission on an individual basis and with regard to space availability in classes. Candidates should be aware that university degree requirements and CTC regulations may have changed since previous enrollment. Returning candidates who have left the university for one (1) or more semesters will be subject to any curriculum changes in the catalog upon readmission. The candidate is responsible for meeting all admission deadlines and requirements (including GPA) before being considered for readmission.

Grievance Policy

Candidates who have any grievance within the PLNU School of Education should address their concerns with their Faculty Advisor. Should candidates have further concerns, they should then appeal to the Program Director. If the issue is not resolved at this level, they are then directed to contact the Associate Dean, and if not resolved, then the Dean. If a grievance is not resolved after a candidate has moved through all levels of the process in the School of Education, the candidate is directed to take their concerns to the Vice Provost for Academic Affairs.

Uniform Complaint Procedure

The Dean of the School of Education, or designee, shall determine whether a complaint should be considered a complaint against the University and/or an individual employee or against an individual within a partner school district where the person initiating the complaint is completing his/her fieldwork activities, and whether it should be resolved by the University's process for complaints concerning personnel and/or other University procedures.

To promote prompt and fair resolution of the complaint, the following procedures shall govern the resolution of complaints against University employees:

1. Every effort should be made to resolve a complaint at the earliest possible stage. Whenever possible, the complainant should communicate directly with the employee in order to resolve concerns.
2. If a complainant is unable or unwilling to resolve the complaint directly with the employee, he/she may submit an oral or written complaint to the employee's immediate supervisor or the Dean of the School of Education or designee (Associate

Dean for the Center or Program Director for the program in which the person initiating the complaint is enrolled).

3. All complaints related to University personnel other than Associate Deans and Deans or against individuals at partner school districts shall be submitted in writing to the Dean of the School of Education or designee (Associate Dean for the program or center) or immediate supervisor. If the complainant is unable to prepare the complaint in writing, Program Advisors shall help him/her to do so. Complaints related to a Program Director or Advisor shall be initially filed in writing with the Associate Dean or designee. Complaints related to the Dean of the School of Education or designee shall be initially filed in writing with the Vice Provost for Academic Affairs (VPAA).
4. When a written complaint is received, the employee shall be notified within five (5) days.
5. A written complaint shall include:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it
 - c. A specific description of any prior attempt to discuss the complaint with the employee and the failure to resolve the matter
6. The administrator responsible for investigating complaints shall attempt to resolve the complaint to the satisfaction of the parties involved within 30 days.
7. Both the complainant and the employee against whom the complaint was made may appeal a decision by immediate supervisor to the Dean or designee, who shall attempt to resolve the complaint to the satisfaction of the person involved within 30 days. Parties should consider and accept the Dean's or designee's decision as final. However, the complainant, the employee, or the Dean or designee may ask to address the VPAA regarding the complaint.
8. Before the VPAA's consideration of a complaint, the Dean or designee shall submit to the VPAA a written report concerning the complaint, including but not limited to:
 - a. The full name of each employee involved
 - b. A brief but specific summary of the complaint and the facts surrounding it, sufficient to inform the Board and the parties as to the precise nature of the complaint and to allow the parties to prepare a response
 - c. A copy of the signed original complaint
 - d. A summary of the action taken by the Dean or designee, together with his/her specific finding that the problem has not been resolved and the reasons

9. The VPAA may uphold the Dean's or designee's decision without hearing the complaint.
10. All parties to a complaint may be asked to meet with the VPAA in order to clarify the issue and present all available evidence.
11. The decision of the VPAA shall be final.

Any complaint of child abuse or neglect alleged against a University employee or individual at a partner school district shall be reported to the appropriate local agencies in accordance with the law.

School of Education Fees in the LSEE

Course	Course Description	Fee	Description
Assessed Upon Admission Through Tuition		\$150	Taskstream Subscription for Program
EDT 4040/4050/ 4070M/4070S	Clinical Practice 1 (Traditional)	\$525	Supervision System, Cooperating Teacher Costs
EDT 4060/ 4055/4074M/4074S	Clinical Practice 2 (Traditional)	\$385	Cooperating Teacher Costs



School of Education

LSEE Candidate Handbook Acknowledgement of Receipt 2024-2025*

I have reviewed the Candidate Handbook and accept and understand the mission of Point Loma Nazarene University and the Liberal Studies: Emphasis in Education (LSEE) program in the School of Education.

I have reviewed the Fieldwork Handbook located at www.plnusoe.com and the Clinical Practice Handbook located at www.plnusoe.com.

I agree to adhere to the School of Education's policies and procedures and will refer to them throughout the entire period that I am a candidate in the LSEE program in the School of Education at Point Loma Nazarene University.

I have reviewed and understand the LSEE Gates outlined for program progression as outlined.

I acknowledge that I must check with my advisor prior to making any changes to my original advising plan.

Yes, I give Point Loma Nazarene University permission to share my Point Loma email address with school districts who wish to contact me regarding potential job opportunities. _____ (*Please initial*)

Signature of the Candidate

Print Candidate Name

Date

*This form will be retained in the candidate's file.

APPENDIX

Clinical Practice Interview (For Non-Screening Process Candidates Only)

By attending this interview, it is understood that you have completed the prerequisite coursework for Clinical Practice.

Please give a brief biographical background and explain how you decided to pursue a teacher education credential.

Please answer the following questions in light of your coursework, fieldwork, and personal reading or experience.

Domains and Questions:

Content:

1. Describe your classroom management plan for a grade level of your choice and briefly discuss your priorities in its design.
2. When designing a lesson, how will you determine what students will need to know and be able to do?
3. Describe how you will teach students how to learn. Provide 3 specific examples.
4. Describe how you meet the varied learning needs of students in your classroom. Provide 3 specific examples. (This can be the full range of needs: giftedness, disabilities, language, culture, ethnicity).

Dispositions:

1. What are 3 qualities you would like for your students to possess when they leave the classroom?
2. At one time or another, we all experience conflict with another person. Talk about a time you resolved a conflict with someone and how you approached that situation. Colleague? Professor? Host educator? Administrator? Student? Parent?
3. What are some strong convictions that guide your approach to teaching?
4. How will you promote community in your classroom?
5. How has your coursework helped you to begin the journey toward being an educator with regard to knowledge, skills, or dispositions?
6. Identify 1-2 areas that you would like to improve in order to become an effective educator.

Clinical Practice Interview Rubric - Content

Content	Little or No Evidence Value: 1	Limited Evidence Value: 2	Appropriate Evidence Value: 3	Detailed Appropriate Evidence Value: 4	Score/Level
Knowledge of classroom planning and design	Inappropriate, irrelevant, inaccurate or missing knowledge	Minimal, limited, cursory, inconsistent, or ambiguous knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	
Understanding of role of student learning in lesson planning	Inappropriate, irrelevant, inaccurate, understanding of language or special needs	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding of language or special needs	Appropriate, relevant, accurate, understanding of language or special needs	Detailed, appropriate, relevant, accurate, and clear understanding of language or special needs	
Understanding of role of teaching in creating independent learners	Inappropriate, irrelevant, inaccurate, understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of how to meet the needs of all students	Inappropriate, irrelevant, inaccurate understanding of diverse needs	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding of diverse needs	Appropriate, relevant, accurate understanding of diverse needs	Detailed, appropriate, relevant, accurate, and clear understanding of diverse needs	

Note: A minimum average score of 3 is required for advancement to Clinical Practice.

Clinical Practice Interview Rubric - Dispositions

Dispositions	Little or No Evidence Value: 1	Limited Evidence Value: 2	Appropriate Evidence Value: 3	Detailed and Appropriate Evidence Value: 4	Score/Level
Understanding of dispositional goals for students	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of conflict resolution	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of how convictions guide teaching and their relationship to classroom instruction	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Understanding of how to build community in the classroom	Inappropriate, irrelevant, inaccurate understanding	Minimal, limited, cursory, inconsistent, ambiguous or weak understanding	Appropriate, relevant, accurate understanding	Detailed, appropriate, relevant, accurate, and clear understanding	
Knowledge of skills and dispositions necessary for teaching	Inappropriate, irrelevant, inaccurate knowledge	Minimal, limited, cursory, inconsistent, ambiguous or weak knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	
Knowledge of need for personal growth	Inappropriate, irrelevant, inaccurate knowledge	Minimal, limited, cursory, inconsistent, ambiguous or weak knowledge	Appropriate, relevant, accurate knowledge	Detailed, appropriate, relevant, accurate, and clear knowledge	

Note: A minimum average score of 3 is required for advancement to Clinical Practice.