POINT 19 02 LOMA
NAZARENE UNIVERSITY

School of Education

Teaching Credential Intern Handbook

2025 -2026
School of Education
Point Loma Nazarene University

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Initial Intern Eligibility

By accepting a position as a university intern, the teacher candidate acknowledges that:

1. They will have the role of both a full-time teacher and a full-time graduate student.
2. They are aware of the requirements and workload the position necessitates.

Before a job offer may be accepted, the teacher candidate must meet the following California Commission on Teacher Credentialing (CTC) and PLNU requirements.

As the recommending authority, PLNU is the final determiner of Intern eligibility and reserves the right to determine the potential eligibility date and deny Intern eligibility to a candidate, regardless of employment status.

State Requirements

In accordance with the requirements set forth by the CTC and California Education Code, the teacher candidate must meet the following requirements before being recommended for the university intern credential:

- Bachelor's degree from an accredited school of higher education
- Subject Matter Competency (CSET or CTC-approved alternative)
- U.S. Constitution (CTC-approved course or passing score on an approved U.S. Constitution exam)
- A minimum of 120 hours of pre-service hours in specific content areas
- Offer of employment in a local school district, which PLNU has an intern MOU with, that does not displace a certificated employee
- A recommendation from PLNU for intern service

PLNU Requirements

Before PLNU will recommend a teacher candidate for a university intern credential, the candidate must meet the following additional requirements:

- Completion of an intern eligibility application, including approval from the Associate Dean, Teacher Preparation
- Current enrollment at PLNU
- At least 9 units of EDU coursework completed in residency at Point Loma Nazarene University
- A minimum GPA of 3.00 (no grade lower than a "B")
- Registration with the Kern County Superintendent of Schools SMS Database and receipt showing payment of the associated registration fee
- A letter from the district with the following information included:
  - Official start date
  - Position
  - School site

- Name of the district support provider
- Verification that the district support provider has completed 10 hours of state-mandated supervisor training
- Provide a statement indicating that the intern placement is due to need and not displacing a certificated employee
- If the intern is an Education Specialist, indicate the approximate number of IEPs for which the intern will be the case manager

Early Completion Option (ECO)

PLNU offers an Early Completion Option (ECO) to Preliminary Multiple and Single Subject intern candidates who meet eligibility requirements. Candidates who qualify for the ECO must:

- Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
  - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
  - Techniques to address learning differences, including working with students with special needs
  - Techniques to address working with English learners to provide access to the curriculum
  - Reading instruction in accordance with state standards
  - Assessment of student progress based on the state content and performance standards
  - Classroom management techniques
  - Methods of teaching the subject fields
- Pass the Teaching Performance Assessment (TPA). This assessment may be taken only one time by an intern participating in the early completion option
- Meet the requirements for teacher fitness

While pursuing the early completion option, candidates must continue in their program as planned, including completion of intern support. Candidates may not pause their program coursework to focus on the early completion option requirements.

An intern who chooses the early completion option, but is not successful in passing the assessment, may complete his or her full internship program. The ECO application is located at the end of this handbook.

Continuing Intern Eligibility

University intern credentials are issued for a maximum of two years and are dependent upon employment circumstances. Any changes in employment may result in the revocation of the credential. The intern may not seek employment in another district until their preliminary credential is granted. If an intern is not rehired by their district for the next school year, they must contact a credential analyst immediately to discuss their options. Failure to notify PLNU of any changes in employment will result in the revocation of the intern credential.

Intern Performance Expectations

University interns must adhere to the following ongoing requirements:

- Active enrollment in the PLNU Credential program, including timely participation in the registration clearance and course enrollment process
- Adherence to an intern Program Plan as developed with Student Success Advisors, including first attempt completion of all planned courses
- Satisfactory academic progress throughout the duration of the internship (minimum 3.00 GPA and grades of B or better)
- Adherence to all Fieldwork and Clinical Practice requirements for university interns
- While the candidate's school year with students is in session, enrollment in EDU 6048/6049 (3 units) each quad, except during clinical practice, which provides the intern with university support. Interns must earn a passing grade and comply with all attendance policies for this course
- Submission of support hours to the KCSOS SMS database a minimum of every two weeks, with sufficient hours entered each quad, semester, and school year
- Continuous employment in the school site/district for which the credential was issued, with satisfactory performance reviews
- Demonstration of the Dispositions of Noble Character
- Consistent, timely, and professional communication with the School of Education staff and faculty via their PLNU email only. Candidates are expected to check their PLNU email a minimum of once a week and respond to any emails requesting a response
- Demonstration of California Teacher Performance Expectations and California Standards for the Teaching Profession

Levels of Intern Concern

Point Loma's School of Education takes seriously an intern candidate's inability to meet all intern requirements and make satisfactory progress toward the completion of their preliminary credential program. The School of Education works with intern candidates placed on intern warning or intern risk to remind them of intern requirements and connect

them with School of Education staff for support. Policies concerning students on intern warning or intern risk are administered by the School of Education.

Intern Warning

Intern candidates whose performance does not meet an expectation are placed on intern warning. While not technically on intern risk, these intern candidates are under the strict supervision of the School of Education and may be required to repeat intern support courses and/or reduce their course load.

Intern Risk

Intern candidates whose performance does not meet multiple expectations, fail a course, or fail to improve after being placed on intern warning are placed on intern risk. These candidates will meet with the appropriate staff and faculty to complete an intern improvement plan. Intern candidates on intern risk who fail to show improvement in meeting expectations may be dismissed from continuing as a university intern.

Continuance on Intern Risk

Intern candidates who are on intern risk and show minimal improvement may be continued on intern risk at the discretion and supervision of the School of Education.

Intern Dismissal

Intern candidates whose performance does not meet expectations for two consecutive quads are dismissed from continuing as a university intern at the end of that second quad. Interns who are dismissed due to failure to meet expectations will receive a letter from the Lead Credential Analyst describing the reason for the dismissal and the cancellation date of the university intern credential.

Intern candidates who violate the [Community Expectations](#) of the university or the policies, rules, and/or regulations of the school site, will be immediately dismissed from the university intern program.

Intern candidates whose employment is terminated by their employer with cause will be immediately dismissed from the university intern program.

Intern candidates who fail to enroll for their required PLNU courses by the first day of the quad will no longer be actively enrolled and, therefore, ineligible to hold the university intern credential. The intern candidate will be immediately dismissed from the university intern program.

Credential Program Completion After Intern Dismissal

Interns who are dismissed are not eligible to apply for readmission into the intern program and must complete their Preliminary Credential Program as a traditional candidate.

Candidates will receive an updated program plan reflecting their new status from their Student Success Advisor. They will work with the Clinical Practice Coordinator to receive a traditional classroom placement to complete their clinical practice hours.

Process for Appeals

If dismissal from the program becomes necessary, students may appeal once and one level higher than the body responsible for initial dismissal action; this appeal must be to the Dean of the School of Education or their designee.

Timeline for Appeals

In the event a student has reason to appeal the decision to dismiss, the appeal must be filed in writing and submitted to the Dean of the School of Education or his/her designate within 48 hours of notification of the dismissal.

Ombudsman

Students may request an ombudsman to assist and advise them while they are involved in the appeals process as outlined.

If the appeal is granted, the candidate will be placed on a new improvement plan and complete any remediation required as a term of the granted appeal. Failure to meet the requirements of the improvement plan or terms of the granted appeal will result in the cancellation of the intern credential and permanent dismissal from the intern program.

Fieldwork

Fieldwork Placement

University interns must meet the program standards and experience a variety of diverse educational settings outside of their own educational employment settings. Therefore, most fieldwork courses cannot be completed in the intern's own classroom. The university intern should be prepared to complete fieldwork observations outside of their classroom when required.

The following fieldwork courses MAY be completed in the intern's classroom, provided the classroom meets the course requirements:

- EDU 6012: Differentiated Mathematics Instruction for All Learners
    - (K-6th grade setting)
- EDU 6021: General Methods for Secondary Teachers
   - (7-12th grade setting)

Fieldwork Prerequisites

- **Health Clearance**: PLNU requires that TB tests with a doctor's signature or district risk assessment forms signed by the district nurse be dated within the last four (4) years. TB tests must be valid through the end of the quad.
- **Certificate of Clearance or other CTC-issued permit:** The university intern credential satisfies this requirement. The credential must be valid through the end of the quad.
- **Professional Liability Insurance:** Insurance is obtained through membership in the California Teachers Association/National Education Association or the Association of American Educators. If the university intern is already a member of either of these associations, proof of current liability insurance through employment will satisfy this requirement.
- **FERPA Training:** All candidates completing fieldwork must complete a Federal Educational Rights and Privacy Act (FERPA) training prior to beginning fieldwork. All candidates will need to complete the FERPA 101: Local Agencies Training. Candidates can find the link and instructions on the Field Experience website at www.plnusoe.com.

Coaching

Intern Support

In order to meet CTC requirements, each university intern must be assigned a support provider from both the university and the district. Interns must receive at least 189 hours of support over the course of the school year, and at least 45 of these hours must be specific to EL support.

The support hour breakdown is as follows:
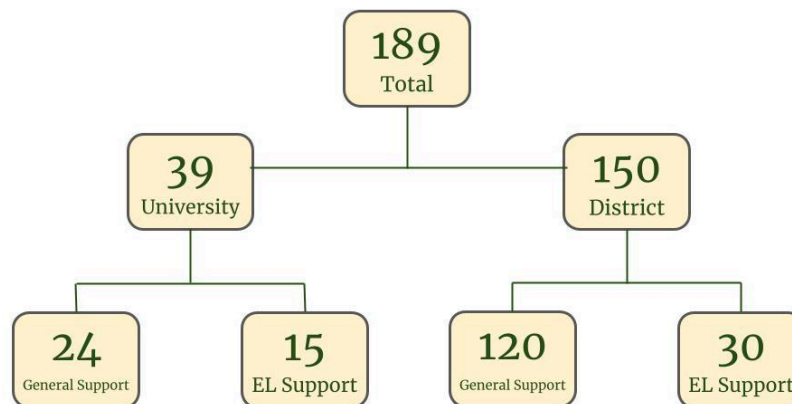
These support hours must be tracked and logged by all three parties (intern, district, and university). University interns will be responsible for tracking their own hours and logging them a minimum of every 2 weeks in the KCSOS SMS database (https://tdp-sms.kern.org).

Support hours to be logged by the INTERN: Examples of activities, support, or mentoring provided by the department chair, grade leader, academic coach, site/district administrator, county office, program specialist, special education lead, or other curriculum and instructional leader may include:

- Grade level meeting
- Department meeting
- New teacher meeting/CP seminars
- Curriculum review
- Review tests
- Professional reading
- School site training
- District training
- County or state training
- Content coaching

- Co-planning
- Observing leaders
- Email/phone support
- Viewing a teaching video
- Using an interactive journal
- Editing writing
- Lesson modeling
- Developing curriculum
- Analyzing benchmarks

The intern must be guided to apply the above-listed support specifically to the intern's classroom for training hours to count. If the intern receives information on a topic but is not guided by an instructional leader to apply that information to the intern's classroom, then the support hours received should not be logged in SMS.

Support hours to be logged by the UNIVERSITY or DISTRICT: One-on-one time with the intern, which may include:

- Reflecting and/or problem solving
- Providing resources
- Lesson planning
- Analyzing student work
- Lesson modeling
- Pre or post-observation conference
- Helping intern complete the support log
- Addressing intern's professional goals
- Addressing TPA standards

Failure to log hours a minimum of every 2 weeks and/or log sufficient support hours each quad may result in the revocation of the intern credential. Interns are expected to take immediate action when they receive email or phone communications regarding the logging of their support hours and take any action required to remain in compliance with the legal support requirements for the intern credential.

Intern Support Enrollment

Each quad during the fall and spring semesters, the university intern must enroll in EDU 6048/6049 at PLNU (excluding quads in which the university intern is completing clinical practice). Registration is not required during the summer semester.

The university intern program will determine which type of support fits the university intern's needs for each quad.

Interns are expected to enroll in intern support as listed on their program plan before the priority registration deadline and remain enrolled in the course for the entire quad, unless told otherwise by their student success advisor. Failure to enroll in intern support or dropping the course without approval may result in the revocation of the intern credential.

Coaching Support (EDU 6048/6049)

During coaching support, the *university intern* will:

1. Complete daily lesson plans using the PLNU daily instructional plan form (the district's daily lesson plan form may be used as an alternative if the associate dean deems that all of the same elements are included). Formally submitted every two weeks.
2. Be formally observed by the university coach once every two weeks of instruction (four times per quad) in person or with the SOE video recording system.

3. Write a formal (UDL) lesson plan for each formal observation. Formal lesson plans must be provided to the university coach at least 24 hours in advance. The UDL lesson plan is located at www.plnusoe.com.
4. Complete an analysis and reflection conference guide after each formal observation if the observation was completed in person.
5. Submit hours to the KCSOS SMS system a minimum of once every two (2) weeks.

The *university coach* will:

1. Formally observe the university intern once every two (2) weeks of instruction (four (4) times per quad).
2. Complete the formative assessment summary form for every formally observed lesson if the lesson was observed in person.
3. Review and assess the university intern's daily lesson plans, formal lesson plans, and analysis and reflection conference guides.
4. Submit to the KCSOS SMS system a minimum of once every two (2) weeks.

Alternative Support

During alternative support, the university intern program will provide support for the specific needs of the candidate through 10 hours of directed coaching and support. Alternative support may consist of one of the following: classroom management seminar, effective instruction seminar, or TPA coaching support.

Intern Program Completion

Requirements for Credentialing

Candidates should refer to the MAT Handbook for information regarding credential requirements.

Intern candidates are expected to complete and submit all preliminary credential requirements in a timely manner and proactively work to receive a credential recommendation as soon as possible. Intern candidates are required to remain enrolled in intern support and continue meeting all intern requirements until they have completed their Preliminary Credential recommendation with the CTC and received the "CTC Application Received" email from the CTC.

GED6094 and GED6095 Enrollment Policy

To maintain the university intern credential through PLNU, intern candidates must maintain active and current enrollment in their PLNU preliminary credential program. To maintain enrollment and keep the intern credential, interns cannot enroll in GED6094 and GED6095 to complete their master's degree **until** they have completed their preliminary credential and are no longer an intern.

California Standards for the Teaching Profession

Engaging and Supporting All Students in Learning

CTSP Element	Expectation
Connecting student's prior knowledge, life experience, and interest with learning goals.	The candidate regularly integrated effective ways to activate student's prior knowledge.
	Displayed evidence of ability to make connections between learning goals and the student's background and experiences.
Using a variety of instructional strategies and resources to respond to student's diverse needs.	The candidate regularly integrated effective ways to use a variety of instructional strategies that were appropriate to the students and the instructional goals.
	Displayed evidence of ability to make adjustments to respond to students' needs.
Engages students in problem solving, critical thinking, and other activities that make subject matter meaningful.	The candidate regularly integrated effective ways to ask an appropriate variety of questions, encourage thoughtful responses and stimulate discussion in different ways.
	Displayed evidence of ability to employ wait time (before repeating or rephrasing, making a comment or calling on another student).

Understanding and Organizing Subject Matter for Student Learning

CTSP Element	Expectation
Demonstrates knowledge of subject matter content and student development.	The candidate regularly integrated effective ways to demonstrate the content knowledge and ability to teach the state-adopted academic content standards for students.
	Displayed evidence of the ability to integrate an understanding of developmentally appropriate strategies in teaching students at distinct stages of child and adolescent development.
Develop student understanding through instructional strategies that are appropriate for the subject matter.	The candidate regularly integrated effective ways to develop student understanding through instructional strategies that are appropriate to the subject matter.
	Displayed evidence of the ability to include a variety of strategies to ensure all student populations are successful.

Creating and Maintaining Effective Environments for Student Learning

CTSP Element	Expectation
Promotes student effort and engagement through a positive climate for learning.	The candidate regularly integrated effective ways to establish a classroom climate that promotes fairness and respect.
	Displayed evidence of the ability to maintain that environment throughout a variety of teaching situations.
Develops and maintains expectations for academic and social behavior.	The candidate regularly integrated effective ways to establish reasonable and appropriate expectations for student behavior.
	Displayed evidence of the ability to maintain the set expectations throughout a variety of teaching situations.
Plans and implements routines to support teaching and learning.	The candidate regularly integrated effective ways to plan for classroom procedures that support student learning.
	Displayed evidence of ability to implement routines that support teaching and learning.
Uses instructional time effectively for teaching and learning.	The candidate regularly integrated effective ways to plan for meaningful instruction of standards-based curriculum.
	Displayed evidence of ability to use instructional time to maximize student achievement.

Assessing Student Learning

CTSP Element	Expectation
Establishes and communicates learning goals for all students.	The candidate regularly integrated effective ways to establish learning goals in relation to student's needs and the district and state expectations.
	Displayed evidence of the ability to clearly communicate learning goals to students.
Collects and uses multiple sources of information to assess student learning.	The candidate regularly integrated effective ways to use a variety of appropriate sources to collect information about student learning.
	Displayed evidence of ability to accurately interpret assessment results in order to plan and modify instruction.
Communicates and uses multiple sources of information to assess student learning.	The candidate regularly integrated effective ways to give students specific, timely feedback on their learning.
	Displayed evidence of ability to maintain accurate records documenting student achievement.

Planning Instruction & Designing Learning Experiences for All Students

CTSP Element	Expectation
Establishes and articulates goals for student learning.	The candidate regularly integrated effective ways to establish long- and short-term goals for student learning that are based on local and state academic standards.
	Displayed evidence of the ability to plan how to explain content clearly and make abstract concepts concrete and meaningful to his/her students.
Develops, modifies and sequences instructional activities and materials for student learning.	The candidate regularly integrated effective ways to sequence instruction so the content to be taught connects to preceding and subsequent content.
	Displayed evidence of the ability to select or adapt instructional strategies, groping strategies, and instructional materials to meet student learning goals and needs of identified students needing specialized instruction.
Designs short-term and long-term plans to foster student learning.	The candidate regularly integrated effective ways to use formal and informal methods to assess students' prior mastery of academic language abilities, content knowledge and skills.
	Displayed evidence of the ability to maximize learning opportunities for all students based on assessment data, classroom observation, reflection and consultation.

Developing as a Professional Educator

CTSP Element	Expectation
Reflects on teaching practice and plans for professional development.	The candidate regularly integrated effective ways to reflect on his/her teaching practice.
	Displayed evidence of ability to integrate reflection of past practice into future planning.
Works with colleagues to improve professional practice.	The candidate regularly integrated effective ways to demonstrate the development of professional attributes (punctuality, preparation, knowledge, communication, initiative and professional demeanor).
	Displayed evidence of ability to appropriately seek and accept feedback, guidance, and support from professional mentors.

California Teaching Performance Expectations (TPE's)

TPE 1	Engaging and Supporting All Students in Learning
1	Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2	Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3	Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4	Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5	Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6	Provide a supportive learning environment for students' first and/or second language acquisition by using research based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content area, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional needs is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency and an identified disability.
7	Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8	Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2	Creating and Maintaining Effective Environments for Student Learning
1	Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2	Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3	Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize

	and appropriately address instances of intolerance and harassment among students, reflect diversity and multiple perspectives, and are culturally responsive.
4	Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5	Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6	Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3	Understanding and Organizing Subject Matter for Student Learning
1	Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2	Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3	Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4	Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5	Adapt subject matter curriculum, organizing, and planning to support the acquisition and use of academic language within learning activity to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6	Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7	Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining security.
8	Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4	Planning Instruction and Designing Learning Experiences for All Students
1	Locate and apply information about students' current academic status, content and standards-related learning needs and goals, assessment data, language proficiency status, and

	cultural background for both short-term and long-term instructional planning purposes.
2	Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3	Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4	Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include" ● appropriate use of instructional technology, including assistive technology; ● applying principles of UDL and MTSS; ● use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; ● appropriate modifications for students with disabilities in the general education classroom; ● opportunities for students to support each other in learning; and ● use of community resources and services as applicable.
5	Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).
6	Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7	Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8	Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5	Assessing Student Learning
1	Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g. diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2	Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.

3	Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4	Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5	Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6	Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7	Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8	Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6	Developing as a Professional Educator
1	Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2	Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3	Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4	Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5	Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6	Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7	Critically analyze how the context, structure, and history of public education in California

	affects and influences state, district, and school governance as well as state and local education finance.

TPE 7	Effective Literacy Instruction
1	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
2	Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
3	Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
4	Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
5	Foundational Skills. Develop students' skills in the following: 1. print concepts, including letters of the alphabet 2. phonological awareness, including phonemic awareness 3. phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences 4. decoding and encoding, including morphological awareness 5. text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity) 6. instruction that is structured and organized as well as direct, systematic, and explicit 7. connected, decodable text ***Multiple Subject and Single Subject English candidates***: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. ***Multiple Subject and Single Subject candidates***: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
6	Meaning Making. Engage students in meaning making by building on prior knowledge and

	using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reading, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.
7	Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
8	Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/argumentation, information, and narration. Develop students' use of keyboarding, technology and multimedia, as appropriate, and fluency and spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
9	Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
10	Multiple Subject and Single Subject English candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language, plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
11	Multiple Subject and Single Subject candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an

	understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

Intern Support Course Objectives

The intern support course will facilitate the induction of the teacher candidate into his/her professional roles and responsibilities. By the end of the clinical practice experience (which precedes or follows EDU 6048/6049), the teacher candidate will:

	Candidate Learning Outcome (CLO)	TPE Addressed	Conceptual Framework	Standard
A	Demonstrate the ability to provide instruction that is aligned with state-adopted academic content standards.	1.4, 3.1, 3.3, 7.1, 7.2, 7.3	Equip	2, 3a
B	Plan multiple strategies for managing and delivering instruction in relation to (1) state-adopted academic content standards and curriculum frameworks, (2) students' needs, interests and accomplishments, and (3) the observed results of the strategies.	1.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.2, 4.3, 4.4, 7.1, 7.2, 7.3, 7.4	Equip	2, 3a
C	Use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They will pace instruction and re-teach content based on evidence gathered.	1.8, 7.4, 7.10	Equip and Transform	2, 3a
D	Use a variety of formative, informal and formal assessments, as well as entry, monitoring and summative assessments to determine prior knowledge and students' progress to plan instruction.	4.3, 5.1, 5.2, 5.6, 5.7, 5.8, 7.10	Equip and Transform	2, 3a
E	Incorporate specific strategies, teaching/instructional activities, materials, procedures and experiences that are developmentally appropriate and address state-adopted academic content standards to motivate students and encourage student effort.	1.3, 1.7, 4.3, 4.7, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 7.11	Equip and Transform	2, 3a
F	Communicate instructional objectives to students and ensure active and equitable participation of all students.	1.3, 1.5, 2.6, 4.7, 5.3	Transform and Empower	2, 3a
G	Understand and apply theories, principles and instructional practices for English language development leading to comprehensive literacy in English.	1.6, 4.4, 5.6, 5.7, 7.1, 7.3, 7.7, 7.9, 7.11	Equip, Transform and Empower	2, 3a

H	To establish comprehensive long-term and short-term goals for student learning in relation to subject matter, and sequence instruction to connect preceding and subsequent content in accordance with state-adopted academic standards for students.	4.1, 5.3	Equip	2, 3a
I	Learn the benefits of collaborative, collegial planning by teachers and other adults in K-12 schools, including working closely with one or more colleagues to design and deliver effective, coordinated instruction.	4.6, 5.6, 6.3, 6.4, 7.10	Equip and Transform	2, 3a
J	Collaborate with individuals having disabilities and their parents/primary caregivers, general and special educators, co-teachers, related service personnel, and trans-disciplinary teams to design, to ensure appropriate and integrated services and supports based on individual student needs.	4.5, 4.6, 5.6, 6.4, 7.10	Transform and Empower	2, 3a
K	Understand and implement the law and regulations regarding promoting behavior that is positive and self-regulatory and apply the theories and school-wide practices for students who present complex social communication, behavioral, and social-emotional needs.	2.1, 7.2, 7.4	Equip and Transform	2, 3a
L	Demonstrate the knowledge, skills, and abilities to implement evidence-based and multifaceted methodologies and strategies necessary in teaching and engaging students with disabilities.	4.2, 4.4, 5.8, 7.2	Transform and Empower	2. 3a
M	Demonstrate the skills and abilities necessary to assess and monitor the progress of all students with varying language, communication, and cognitive abilities in a comprehensive manner using multiple sources of information for the purpose of making accommodations, modifications, and instructional decisions.	4.4, 4.5, 5.2, 5.8, 7.10	Transform and Empower	2, 3a
N	Demonstrate professionalism and a commitment to growth as a professional educator.	6.1, 6.2, 6.5, 6.6, 6.7	Transform and Empower	2, 3a
O	Understand and use technology to promote student learning and provide access to the core curriculum.	3.6, 3.7, 3.8, 4.4, 4.6, 4.8, 5.4, 7.8, 7.9	Equip and Transform	2, 3a

P	Demonstrate an understanding of cultural diversity and community dynamics both through instruction and communication with families.	1.1, 1.2, 2.2, 2.3, 2.4, 2.5, 4.4, 6.2, 6.4, 7.3, 7.4	Transform and Empower	2, 3a
Q	*Education Specialists only*: Gain an understanding of transitional life experiences for students with disabilities across learning environments, and life spans.	4.5	Equip and Transform	2, 3a
R	Understand and demonstrate single subject pedagogical skills (single subject candidates only).	3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 7.1, 7.3	Equip and Transform	2, 3a

Intern Coaching Support Course Suggested Timeline

Week	Intern Candidate	University Coach
1	Tasks: ☐ Set up observation schedule with university coach (CP Report) ☐ Begin working on daily lesson plans and other EDU 6048 binder requirements	Tasks: ☐ Meet intern teacher candidate ☐ Set up observation schedule with intern teacher candidate
2	Tasks: ☐ Formal Lesson Plan 1*^ ☐ Analysis and reflection conference guide ☐ Log SMS hours ☐ Submit daily lesson plans for Weeks 1 and 2 to SOE assessment system (university coach as evaluator)	Tasks: ☐ Observation 1 (formative assessment summary *) ☐ Log SMS hours ☐ Evaluate daily lesson plans for weeks 1 and 2 in SOE assessment system
3	Tasks: ☐ Log SMS hours ☐ Continue working on daily lesson plans	Tasks: ☐ Log SMS hours
4	Tasks: ☐ Formal lesson plan 2 ☐ Analysis and reflection conference guide ☐ Log SMS hours ☐ Submit daily lesson plans for weeks 3 and 4 to SOE assessment system (university coach as evaluator)	Tasks: ☐ Observation 2 (formative assessment summary*) ☐ Log SMS hours ☐ Evaluate daily lesson plans for weeks 3 and 4 in SOE assessment system
5	Tasks: ☐ Log SMS hours ☐ Continue working on daily lesson plans	Tasks: ☐ Log SMS hours
6	Tasks: ☐ Formal lesson plan 3 ☐ Analysis and reflection conference guide ☐ Log SMS hours ☐ Submit daily lesson plans for weeks 5 and 6 to SOE assessment system (university coach as evaluator)	Tasks: ☐ Observation 3 (formative assessment summary *) ☐ Log SMS hours ☐ Evaluate daily lesson plans for weeks 5 and 6 in SOE assessment system
7	Tasks: ☐ Log SMS hours ☐ Continue working on daily lesson plans	Tasks: ☐ Log SMS hours

8	Tasks: □ Formal lesson plan 4 □ Analysis and reflection conference guide □ Log SMS hours □ Submit four formal lessons to SOE assessment system (university coach as evaluator) □ Submit four analysis and reflection conference guides* to SOE assessment system (university coach as evaluator) □ Submit daily lesson plans for weeks 7 and 8 to SOE assessment system (university coach as evaluator)	Tasks: □ Observation 4 (formative assessment summary*) □ Log SMS hours □ Evaluate four formal lessons* in SOE assessment system □ Evaluate four analysis and reflection conference guides* in SOE assessment system □ Evaluate daily lesson plans for weeks 7 and 8 in SOE assessment system □ Assign a grade to candidate

Document stored in binder throughout the phase
^Formative lesson plans must be submitted to the observer at least 24 hours prior to the observation.

POINT ⛫ LOMA
NAZARENE UNIVERSITY

Application for Preliminary Teaching Certificate INTERN
Early Program Completion Option (ECO)

PLNU offers the Preliminary Multiple and Single Subject intern candidates who meet requirements the opportunity to complete their program in five (5) years.

Name:	
Current Employer:	

Please attach **ALL** of the following items to your application and submit to the PLNU Associate Dean for Teacher Preparation.

- A well-reasoned rationale explaining how the applicant meets the criteria for ECO. This rationale should reflect on exemplary practice, attitudes, professionalism, and commitment to teaching practice.
- Proof of completion of the basic skills requirement
- Proof of completion of subject matter competency
- Proof of passage of TPA1 and TPA2

The PLNU MAT program and the employing district retain the right to request any additional evidence that may be necessary to determine a candidate's appropriateness for the ECO, including, but not limited to, scheduling a classroom observation.

Signature of PLNU Student:	
PLNU Student ID Number:	

School of Education

University Intern Candidate Handbook

Acknowledgement of Receipt 2025-2026*

I have reviewed the university intern handbook and agree to adhere to the School of Education's policies and procedures for internship and refer to them throughout the entire period that I am a university intern under Point Loma Nazarene University.

I have reviewed and understand the intern support guidelines outlined on pages 5-10.

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

I give Point Loma Nazarene University permission to share general information regarding my progress with the school district where I am employed as a university intern.

_____

Signature of the Candidate

_____

Print Candidate Name

_____

Date

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