

WHITTIER COLLEGE TEACHER EDUCATION PROGRAM HANDBOOK



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Important Notice

*The Whittier College Teacher Education Program Handbook is updated each summer.
In alignment with college and CTC policies, amendments may be added at any time.
Additional college-wide policies and procedures are located on the [Whittier College website](#).*

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0. Directory

Whittier College-Main (562) 907-4200
Education Department (562) 907-4248

Dr. Ivannia Soto	Professor/Director of Graduate Programs/BILA Program Coordinator	Ext. 4422
Dr. Cean Colcord	Associate Professor/Department Chair/Education Specialist Program Coordinator	Ext. 4427
Dr. Shannon Agbotse	Associate Professor Multiple Subject Program Coordinator	Ext. 4429
Dr. Lauren Swanson	Associate Professor/Single Subject Program Coordinator	Ext. 5029
Rosa Delia Rosas	Credential Analyst	Ext. 4443
Dr. Christine Ybarra	Director of Clinical Practice	Ext. 4333
The Broadoaks Children’s School	Campus Demonstration School	Ext. 4250
Kori Vartanian	School Director Broadoaks	Ext. 4950

Other Campus Services

Bookstore	.....	Ext. 4251
Business Office	.....	Ext. 4207
Campus Safety	.....	Ext. 4211
Career Services	.....	Ext. 4230
Computing Services	.....	Ext. 4287
Counseling Center	.....	Ext. 4239
Health Center	.....	Ext. 4339
Library	.....	Ext. 4247
Mail & Copy Center	.....	Ext. 4265
Office of the Registrar	.....	Ext. 4241
Student Services	.....	Ext. 4233
Financial Aid	.....	Ext. 4285

I. OVERVIEW OF PROGRAM

A. Mission Statement

Whittier College's Teacher Education Program's mission is to create a social justice-oriented community of teachers and learners that embodies these qualities: intellectually-rich, caring, student-centered, equitable, just, collaborative, creative, culturally responsive, moral, ethical, and inspiring. We are guided by the following core values:

Culture. We believe in developing compassionate educators who deeply understand, utilize, and respect students' cultural and linguistic diversities as assets that should be built upon. As such, our graduates are able to create culturally and linguistically responsive classrooms that validate students' backgrounds, talents, and strengths.

Community. We believe in developing sensitive and thoughtful educators who value and support collegial collaboration and cooperation with a purpose. This purpose is mindful of the needs of students, families, communities, and colleagues towards a combined effort of excellence.

Communication. We value the personal approach to communicate the goals of our educational program to our students and local school districts. Our education classes build a personal relationship between the student and the teacher.

Connections. We embrace interdisciplinarity in thinking and teaching. In order to do this, we begin by listening and valuing others' points of views and recognizing communities are stronger together.

B. Department Standards

Throughout their course work in education, including practicum, field experiences, and student teaching, candidates are expected to adhere to each of the seven standards introduced below. The *Department Standards* align with the mission of the Whittier College Teacher Education Program to create a community of teachers and learners that embodies these qualities: intellectually-rich, caring, student-centered, equitable, just, collaborative, creative, culturally responsive, moral, ethical, and inspiring.

Standard 1. Respect for Diverse Beliefs, Opinions and Values. This standard requires candidates to distinguish between their rights as individuals and citizens and their responsibilities as classroom educators. As an individual citizen, the teacher has the right to hold, express, and act upon his or her personal convictions. Nevertheless, there are many reasons why the individual,

during professional interactions in the role of teacher, should maintain a stance of open-mindedness and of respect for diverse beliefs, opinions, and values.

Standard 2. Equitable Behavior Towards all Members of the School Community. Tolerance, respect, and equity toward members of all groups are positively valued in American society. In displaying these positive social values, teachers model them for and encourage them in students. Further, treating all students equitably and positively enhances students' self-esteem, builds positive attitudes toward school, increases motivation, and enhances the quality of candidates' classroom participation, and so improves students' opportunities for learning.

Standard 3. Consistently Challenging and Encouraging all Students to Learn. It has been well established in the research that when teachers hold and act upon high expectations for students, students in fact learn more. Thus, attitudes and actions which acknowledge that all students are capable of learning are critical for teaching successfully.

Standard 4. Maintenance of a Reflective, Analytic Attitude; Attention and Responsiveness to Suggestions for Professional Improvement. Research and writing on teacher education emphasize that teacher development is a continuing process. Studies have shown that teachers who continue to grow in professional competence are those who actively seek new knowledge, who routinely analyze and reflect upon their practice, and who remain open to the support, advice, and suggestions of colleagues.

Standard 5. Clear Oral and Written Communication in the English Language. Since classroom teaching is accomplished primarily through verbal interaction, challenges in speaking or hearing can inhibit teachers' job performance. Department of Education and Child Development faculty will counsel candidates with such challenges on their potential effectiveness and employability as teachers.

Standard 6. Personal Organization and Preparation; Capacity for Meeting Responsibilities Fully and in a Timely Manner. Working in an organization that serves the public and responding to the educational and related needs of students require that the teacher be organized, prepared, and responsible.

Standard 7. Moral Behavior in Keeping with the Standards of Whittier College, with Local, State, and Federal Laws, and (During School Visits and Student Teaching) with Professional Standards for Educators in the Schools. Teachers have a responsibility to model behavior that is in keeping with societal and academic norms. The Department of Education and Child Development cannot knowingly recommend for student teaching or for state teacher certification individuals who have either (a) a record of behavior which indicates a propensity for actions

which will put students in physical or psychological jeopardy or (b) a history of behavior which indicates repeated violations of local professional standards.

Each of these Department Standards is expanded upon in Section VIII.

C. Programs Offered

The Whittier College Teacher Education Program offers pathways toward several preliminary teaching credentials. Credential candidates work towards a preliminary SB2042 credential; they can earn a Multiple Subject, an Education Specialist (Mild to Moderate Support Needs & Extensive Support Needs), and/or a Single Subject (in the areas of English, Social Science, Science, Mathematics, Physical Education, and Spanish) preliminary teaching credential. https://www.whittier.edu/academics/graduate_education/credential

Whittier College Education Program offers multiple entry points. As graduate students, candidates can begin coursework in the fall, spring, or summer terms. As undergraduates, Whittier College students can begin to take coursework towards any of the credentials offered within the program. Coursework completed during undergraduate years can be applied towards the credential; however, these courses would not count towards a Master of Arts in Teaching Degree as they were not completed at the graduate level.

The PICES (**P**athway **I**ntegrating **C**hild Development and **E**ducation **S**pecialist) Program allows undergraduate students to earn a Bachelor of Arts in Child Development as well as an Education Specialist credential within a 4-year undergraduate term. Prospective candidates for the PICES program should refer to the program website for more information. Beginning Spring 2023, Jan Term will be removed as an offering. Courses slated to take place in this timeframe, per the PICES Sample Schedule, need to be placed in fall or spring semesters. Please contact the Education Specialist Program Coordinator to make necessary arrangements. <https://www.whittier.edu/academics/education/pices>

Candidates in the graduate program may also work towards a Master of Arts in Teaching Program. A Master of Arts in Teaching may be earned in conjunction with a preliminary credential from one of our programs, or as a standalone advanced degree for individuals who already have a preliminary credential and are completing an induction program. Candidates who have already completed an induction program and who wish to earn a Master of Arts in Teaching may also apply.

Beginning Fall 2022, The Whittier College Education Program transitioned from offering a Master of Arts in Education to a Master of Arts in Teaching. All coursework and requirements will remain the same. Candidates who were accepted to the graduate program prior to Fall 2022

retain the opportunity to pursue a Master of Arts in Education or they may elect to pursue the Master of Arts in Teaching.

D. Academy for the Professional Development of Educators (APDE)

Housed at Whittier College, a recognized leader in the preparation of effective and successful educators, the Academy for the Professional Development of Educators (APDE) offers a range of courses, certifications, and trainings catered to veteran and aspiring teachers who wish to expand their skillset. To learn more about APDE offerings, please visit

<https://www.whittier.edu/apde>

II. PROGRAM ADMISSION

A. Admission Policies and Procedures

The graduate program application procedures described below are intended for individuals who wish to be formally admitted to the Whittier College Teacher Education Program for a preliminary credential, Bilingual Authorization, a Master of Arts in Teaching, and/or the PICES Program. https://www.whittier.edu/academics/graduate_education/applying

Alternate pathways into the program (e.g., Graduate Teaching Fellowships, Interns) may involve different procedures and include additional requirements. For example, graduate students may be employed by Whittier College as a Graduate Teaching Fellowship (GTF), or by a local K-12 school as an Intern.

Candidates may learn of Intern positions through local districts. Information regarding a GTF position can be provided by the program (e.g., Broadoaks School, Whittier College Athletics) within which the position is housed.

Candidates who are employed as GTFs or Interns must abide by all specific requirements set forth by those positions. For example, GTFs may be asked to sign a Family Educational Rights and Privacy Act (FERPA) release that allows their Faculty Advisor to share academic progress with the Department Chair, Human Resources, and/or their GTF Program Coordinator. Information regarding intern-eligibility can be provided by the Credential Analyst.

Application deadlines for all tracks are July 25th for the fall term, December 15th for the spring term, and April 15th for the summer term. Application packages for each program are detailed below.

Applicants who are denied admission to any program have the right to an appeal. The appeal, and accompanying rationale for doing so, must be communicated in writing to the department within two weeks of receipt of admission denial. At this time the applicant should include any supplementary materials if they can be used as evidence to support the appeal. Department faculty will then re-review the application and communicate its decision to the applicant.

B. Requirements for Credential Programs

Applicants must have earned a B.S. or B.A. from an accredited institution. Successful applicants will have earned at minimum a 2.8 G.P.A.; official transcripts of all college coursework must be submitted to verify degree awarded and G.P.A.

Applicants will also provide the following for review:

- Completed online application
- A statement of purpose addressing the candidate's goals and commitments to teaching, qualifications, and why they are seeking admission to the program.
- Evidence of satisfying the Basic Skills Requirement (by passing the California Basic Educational Skills Test [CBEST] or other approved pathway).
<https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf>
- Evidence of completing at least one portion of the Subject Matter Requirement. This may entail: (a) a letter verifying completion of a state-approved subject matter program, (b) evidence of passing at least one subtest of the California Subject Examinations for Teachers (CSET) in the content area they are pursuing, (c) successfully completion of an accepted undergraduate major and/or coursework in the content area they are pursuing.
- Two to four letters of recommendation (one must be from an academic professor or recent professional reference). Letters of recommendation are valid for one year (for example, a letter submitted during Fall 2023 can be used through the Fall 2024 application deadline). Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have been received.
- Certificate of Clearance
- Evidence of a negative tuberculosis test taken within the past two years or chest x-ray taken within the past four years required once admitted to the program.

Credential and Master's programs follow college-wide admissions policies regarding submitting international transcripts. For international students, the Commission on Teacher Credentialing (CTC) does not require official international transcripts to be submitted during the process of filing for a credential. Only an official evaluation of the international transcript is submitted. For more information regarding this CTC policy,

<https://www.ctc.ca.gov/docs/default-source/leaflets/cl635.pdf>

Acceptance letters are valid for one year. An applicant may request a deferment and enroll one or two semesters later than the term to which they were originally admitted. To request a deferment, candidates must complete the official Request to Defer electronic form that can be found on the Whittier College Admissions website,

<https://admission.whittier.edu/register/?id=540736c9-aa4e-48cd-95bf-cc6ec0300f30>

Applicants who do not meet G.P.A. requirement and wish to reapply may do so after taking college-coursework at another institution. Applicants should take three classes in core-content areas taught in K-12 public schools (e.g., math, science, history/social science, English, World language, etc.). If applicants have questions about appropriateness of specific college-level classes they are encouraged to ask the department for approval prior to enrolling.

C. Requirements for Candidates Pursuing a MA in Teaching (Master's Only and/or in conjunction with Induction Units)

Applicants must have earned a B.S. or B.A. from an accredited institution as well as a teaching certification. Successful applicants will have earned at minimum a 3.0 G.P.A. in their graduate teaching program. Official transcripts of all college coursework must be submitted to verify award of undergraduate and credential degrees and G.P.A. Applicants will also provide the following for review:

- Completed online application
- Official undergraduate transcripts noting degree conferment
- Documentation of successful completion of teaching credential program
- Two to four letters of recommendation addressing candidate's success or potential success in working with children/students in culturally diverse communities. Letters of recommendation are valid for one year (for example, a letter submitted during Fall 2022 can be used through the Fall 2023 application deadline). Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have been received
- Statement of purpose addressing candidates' goals and commitments to teaching, qualification, and why they are seeking admission to the program

Candidates participating in a program-approved Induction Program may earn up to 12 graduate-level units. More information is available through the Academy for the Professional Development of Educators. <https://www.whittier.edu/apde/teacherinduction>

Acceptance letters are valid for one year. An applicant may request a deferment and enroll one or two semesters later than the term to which they were originally admitted. To request a deferment, candidates must complete the official Request to Defer electronic form that can be found on the

Whittier College Admissions website,

<https://admission.whittier.edu/register/?id=540736c9-aa4e-48cd-95bf-cc6ec0300f30>

D. Requirements for Undergraduate Students Pursuing the Pathway Integrating Child Development and Education Specialist (PICES)

Undergraduate students in their first year at Whittier College and transfer students may apply to the PICES program. Eligibility and application requirements for students are listed below. Please note that requirements differ for first-year and transfer students.

Requirements & Application Package for First-Year Students:

- Minimum cumulative grade point average (GPA) of a 3.0
- Proof of taking and passing CHDV 105 - Introduction to Child Development
- Evidence of satisfying the Basic Skills Requirement (by passage of the California Basic Educational Skills test [CBEST] or other approved pathway). If a student has not taken this exam during the application process, he/she will take it once enrolled in the pathway. <https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf>
- Endorsement from Whittier College's Academic Advisor.
- Two letters of recommendation (employer, mentor, professor or mentor in a department other than Child Development, or a previous teacher). Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have been received.
- A statement of purpose addressing the following question: *Why is the PICES Program a good fit to your academic endeavor at Whittier College?*

Requirements & Application Package for Transfer Students:

- Minimum grade point average (**GPA**) of 3.0 at the point of admission into Whittier College.
- Official College transcripts documenting community college courses trajectory
- Proof of taking and passing **CHDV 105** - Introduction to Child Development equivalent
- Complete IGETC (37 units), *which must include*:
 - 1 Math Course: Statistics (3 units)
 - 3 Arts and Humanities courses (9 units)
 - 3 Social/Behavioral Science (9 units)
 - 2 Physical and Biological Sciences courses (6 units)
 - 2 years of a foreign language in high school or 1 year at a community college with a minimum grade of C or higher
 - At least 2 Child Development elective courses: (6 units) these electives will not substitute core PICES requirements in the major.

- Evidence of satisfying the Basic Skills Requirement (by passage of the California Basic Educational Skills test [CBEST] or other approved pathway). If a student has not taken this exam during the application process, he/she will take it once enrolled in the pathway. <https://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf>
- Two letters of recommendation (employer, mentor, professor or mentor in a department other than Child Development, or an old teacher). Please note that applicants cannot request letters of recommendation from the college for alternate purposes once they have been received.
- A statement of purpose addressing the following question: *Why is the PICES Program a good fit to your academic endeavor at Whittier College?*
- Interview with department faculty will be scheduled upon receiving application
- Certificate of Clearance will be required before enrolling into any Whittier College PICES/Education courses

Once a First-Year or Transfer Student is Enrolled in PICES, additional requirements include a (1) Certificate of Clearance completion, which includes the live scan fingerprinting process and Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) background check; and (2) Taking and passing CSETs (California Subject Examinations for Teachers).

E. Requirements for Bilingual Authorization (BILA) Candidates

Both undergraduate and graduate students are able to apply for the Bilingual Authorization.

Admission Requirements

- Must be pursuing a Multiple Subject or Single Subject credential concurrently or have a valid 2042 California preliminary or clear credential.

Concurrent Credential Applicants

- Entrance interview and Spanish language assessment to determine language proficiency level. If Spanish level is not at **Advanced Low** level, the student must register for SPAN 322/522: Spanish Refresher for Education.

Post-Credential Applicants

- Program application
- Letters of Recommendation

Must participate in an entry interview and Spanish language assessment to determine language proficiency level. Spoken and written Spanish must reach the level of ACTFL Proficiency Guidelines (see below), **Advanced Low** level for entrance into the program. If Spanish level is

not at Intermediate High level, student must register for SPAN 322/522: Spanish Refresher for Education.

*ACTFUL Proficiency Level Guidelines:

<https://www.actfl.org/sites/default/files/guidelines/ACTFLProficiencyGuidelines2012.pdf>

For more information regarding the Bilingual (BILA) Authorization:

<https://www.whittier.edu/admission/graduate/bila>

III. TUITION

A. Tuition Rate

Graduate tuition is reviewed annually. As cost per unit may change during a candidate's time in the program, information regarding affordability can be found on the Whittier College website. Questions regarding tuition or any student accounts to be made to the Business Office, whose contact information can be found <https://www.whittier.edu/businessoffice>.

B. Fees

Lab fees apply to the courses listed below.

EDUC 420/520: Student Teaching/Internship.....	\$250
EDUC 421/521: Professional Development Seminar	\$300

The lab fee associated with EDUC 420/520 goes toward the Master Teacher Honorarium. For candidates completing their Student Teaching placement as an Intern – they are assessed this fee in both fall and spring semesters. Candidates completing a traditional one-semester of Student Teaching are only assessed this fee once.

C. Payment Policies and Procedures

Since Whittier College makes faculty engagements and other commitments for the entire year, the following tuition cancellation schedule has been established so that students share the cost when it is necessary for them to drop a course or withdraw from the College. These commitments are not subject to change, even though the number of students may vary. For this reason, no deviations from the tuition cancellation schedule will be made. This policy applies to all undergraduate and graduate students who withdraw or take a leave of absence, whether or not they have federal Title IV financial aid.

https://www.whittier.edu/sites/default/files/media/offices/business_office/policiesandforms/TuitionCancellationPolicy.pdf

Cancellation of Institutional Charges.

Based on the date of the withdrawal or leave of absence from the College, a candidate may receive a prorated cancellation of that semester's direct costs for tuition, room and board. Please see the Living License Agreement, generated by the Office of Residential Life, for the schedule of room and board fees and withdrawal dates. Indirect costs such as fees, insurance and book purchases will not be subject to proration or refund.

Tuition Cancellation Schedule.

During week 1	100% of tuition will be canceled
During week 2	90% of tuition will be canceled
During week 3	80% of tuition will be canceled
During week 4	70% of tuition will be canceled
During week 5	60% of tuition will be canceled
During week 6	50% of tuition will be canceled
After Week 6	0% of tuition will be canceled

For Summer Sessions, tuition cancellation policy will be applied based on the same schedule. However, the number of weeks in the semester is replaced by the number of dates in the session. For example, week 1 will be replaced by the first day of class, week 2 is equivalent to the second day of class, week 3 equals the third day of class, etc. If the candidate is suspended, dismissed, expelled or asked to leave the College for any reason, the student is not eligible for tuition cancellation.

Notification to Students.

Candidates will be notified of all changes to their account via student billing statements. Please note that withdrawing from Whittier College, regardless of circumstance, does not release candidates from financial obligations.

Whittier College Tuition Payment Plan.

Should a candidate wish to create a payment plan for tuition costs, options are available (<https://www.ecsi.net/cgi-bin/webx.exe>). The candidate should contact the Business Office for more details.

Withdrawal or Leave of Absence Process.

Candidates who plan to withdraw or take a leave of absence from Whittier College must contact the Dean of Students office immediately (<https://www.whittier.edu/registrar/leaveofabsence>). A candidate is not considered on leave or to have officially withdrawn from the College until the student submits a completed and signed Withdraw or Leave of Absence Form to the Dean of

Students office. If the Withdraw or Leave of Absence Form is not submitted on a business day, the form will not be processed until the next business day. This date will also be used to calculate tuition cancellations whenever applicable. Candidates who fail to notify the Dean of Students office of their withdrawal or leave of absence will not qualify for tuition cancellation of any kind. Upon approval from the Dean of Students, notification of the withdrawal will be forwarded to the Student Financing Office, the Business Office and the Registrar to assure timely adjustments to student accounts.

Withdrawal and Leave of Absence forms are electronic and can be found online on the Office of the Registrar's website, <https://www.whittier.edu/registrar/studentresources>.

D. Tuition Remission Policies

All questions related to tuition remission policies and procedures should be directed to Human Resources (<https://www.whittier.edu/humanresources/contactus>).

Dependent Children Tuition Remission Policy.

Dependent Children (per IRS guidelines) of eligible full time Faculty, Administration and Support Staff may take advantage of the Whittier College tuition remission program. Full time is defined as a regular work schedule of at least 32 hours per week, or full-time faculty status. To qualify for this benefit, the employee must have completed three years of continuous full-time employment. The benefits for dependent children are limited to: a) a total limit of eight (8) semesters for regular undergraduate courses; b) a total of four (4) semesters graduate work. All coursework must be complete by the age of 26. Summer and evening classes are excluded. International study is excluded. **No fees are covered by tuition remission.** Examples of fees include, but are not limited to, application fees, transcript fees, room and board fees, international programs, **graduate programs, teaching fees**, overload fees, and music fees. All dependent children must be admitted in accordance with regular College policies and procedures. Per IRS guidelines (Publication 970 and IRS Code 127) tuition remission for graduate tuition is to be counted as taxable income to the employee. Graduate level courses, that is those beginning at the 500 series, are subject to taxation.

Employee Tuition Remission Policy.

Full time employees (those maintaining a regular work schedule of 32 hours per week, or full-time faculty status) are eligible for the Whittier College tuition remission program for undergraduate and graduate courses upon their hire date. The number of classes is limited to one (1) class per day during the employee's regular work hours, with a maximum of two (2) courses per semester. Class attendance must not interfere with normal department operations. Participation must be approved by the employee's immediate supervisor and the Human

Resources Department. All employees must be admitted in accordance with regular College admission policies and procedures. Per IRS guidelines (Publication 970 and IRS Code 127) tuition remission for graduate tuition is to be counted as taxable income to the employee. Graduate level courses, those beginning at the 500 series, are subject to taxation. International study is excluded. **No fees are covered by tuition remission.** Examples of fees include, but are not limited to, application fees, transcript fees, room and board fees, international programs, **graduate programs, teaching fees**, overload fees, and music fees.

Graduate Fellowship Program Tuition Remission Policy.

The Whittier College tuition remission program is granted to those Graduate Fellows who have been officially accepted into the Fellowship program at the time of registration for classes. This benefit is applicable for classes taken during the term of the fellowship only. Under specific circumstances, eligibility for tuition waiver may include the summer following the academic year in which the services were rendered. Classes must be approved by the supervisor of the work assignment to ensure coverage of the Fellow's instructional responsibilities and progress toward academic goals. All Graduate Fellows must be admitted in accordance with regular College admission policies and procedures. International study is excluded. **No fees are covered by tuition remission.** Examples of fees include, but are not limited to, application fees, transcript fees, room and board fees, international programs, **graduate programs, teaching fees**, overload fees, and music fees.

Spouse/Domestic Partner Tuition Remission Policy.

Legal spouses or domestic partners of eligible full time Faculty, Administration and Support staff may take advantage of the Whittier College tuition remission program. Full time is defined as regular work schedule of at least 32 hours per week, or full-time faculty status. To qualify for this benefit, the employee must have completed one year of regular full-time continuous service. All spouses or domestic partners must be admitted in accordance with regular College admission policies and procedures. Tuition remission for spouses and domestic partners is subject to the following condition; if a course has an enrollment limitation, other students will have priority over filing that limit. Summer courses and International study are excluded. **No fees are covered by tuition remission.** Examples of fees include, but are not limited to, application fees, transcript fees, room and board fees, international programs, **graduate programs, teaching fees**, overload fees, and music fees.

IV. FINANCIAL AID

A. Eligibility & Process

It is the goal of the Office of Financial Aid to make the financial aid process as easy to understand as possible by providing you with an assortment of information right at your fingertips (<https://www.whittier.edu/financialaid/graduate>). Staff member contact information can be found <https://www.whittier.edu/financialaid/contact>.

- Step 1: Complete the Free Application for Federal Student Aid (FAFSA) for the appropriate year. Whittier College requires any student who wishes to receive federal or state funded financial aid to complete the Free Application for Federal Student Aid (FAFSA). The easiest way to complete the FAFSA is online. Applying online is safe and secure and will provide candidates with online edits to assist them in the completion of their FAFSA. Candidates must apply for an FSA ID to sign the FAFSA electronically. Whittier College's school code is #001342. (<https://studentaid.gov/h/apply-for-aid/fafsa>)
- Step 2: Complete the Graduate Aid Request Form and return it the Office of Financial Aid as soon as possible. The form can be found <https://www.whittier.edu/financialaid/forms>.
- Step 3: New Incoming Graduate students must be admitted to Whittier College and submit a copy of their admission letter to the Office of Financial Aid.
- Step 4: Continue communication with the Office of Financial Aid! All corresponding mail is sent to the permanent address on file and/or the candidate's Whittier College e-mail address (once attending classes). Information can also be found through a candidate's my.whittier.edu account. To access anything related to financial aid, please click on *For Students*. Candidates are encouraged to check their accounts frequently for updates.

B. Frequently Asked Questions (FAQs)

I receive tuition remission, does this affect my financial aid?

Yes, you must notify us of the units that will be paid via tuition remission because it can affect the amount and type of Federal Direct Loans you are eligible for.

When will my funds be applied to my account?

Federal Direct Loans: the student must complete and submit all the necessary requirement (see <https://www.whittier.edu/financialaid/loans>) and be enrolled at least half time.

What happens if I drop below the units I originally reported to the Office of Financial Aid?

Your financial aid awards can be affected (possibly decreased or canceled). If the student falls below 4 units a semester, they will not be eligible for any Federal Direct loan funds.

Will I qualify for financial aid during student teaching?

Student teaching is treated like any other semester. Therefore, you may be eligible for a maximum amount of \$20,500 in Federal Direct Loans for the year. Your student teaching site, the school or district, may offer paid internships.

Are grants available for graduate students?

Grants are not available through Whittier College for graduate students. Whittier College does, however, offer graduate fellowships (<https://www.whittier.edu/fellowships>). All students are encouraged to search for outside scholarships (<https://www.whittier.edu/financialaid/scholarships>).

What happens if I leave the college?

When a student withdraws or takes a leave of absence from the College, his or her federal financial aid must be returned to the government. The date of withdrawal or leave of absence Whittier College uses for Return of Title IV Funds shall be the date the student submits a completed and signed Withdraw or Leave of Absence Form to the Dean of Students office. The Office of Student Financing (OSF) will apply federal, state and institutional policy to determine the amount of funding – if any – that must be returned to the Department of Education, as well as any entity of student or parent aid assistance programs.

V. WHITTIER COLLEGE STUDENT SERVICES

Services may differ depending on status as undergraduate or graduate student; thus, when students have questions regarding eligibility, they should reach out to appropriate office personnel.

A. Academic Advising

All graduate students receive a faculty advisor from the Department of Education and Child Development. Undergraduate students completing credential coursework maintain their Whittier College undergraduate advisor but are encouraged to consult with Department of Education and Child Development faculty or Credential Analyst when specific questions regarding credential coursework and program requirements arise. Undergraduate candidates enrolled in the PICES program will be advised by the Department of Education and Child Development faculty.

B. Moodle

Candidates may use Moodle (<https://cms.whittier.edu/>) for coursework per instructor's discretion. Additionally, candidates upload fieldwork contracts and logs to the Moodle Page "Education Fieldwork Documentation." Candidates are encouraged to keep copies of fieldwork documentation for their records until they are recommended for a preliminary credential.

C. Bookstore

The Whittier College Bookstore (<https://www.bkstr.com/whittierstore/home>) is located on campus and is open Monday through Saturday. Course materials may be purchased through the bookstore. Candidates participating in Commencement will also contact the Bookstore for appropriate regalia. (<https://www.whittier.edu/commencement/studentinformation>)

D. Wardman Library

The Wardman Library (<https://www.whittier.edu/library>) is open during the academic year as well as summer terms. Spaces (<https://www.whittier.edu/library/spaces-wardman-library>) including a quiet floor and individual study rooms are available. Services include printing, copying and computing, tablet and laptop lending, LINK+ and Interlibrary Loan, as well as workshops. Materials can be checked out using a Whittier College student identification. Contact information for the Library as well as individual librarians and staff members can be found (<https://www.whittier.edu/library/contact-library>).

E. Whittier College Student Health Services and Wellness Center

The Whittier College Student Health and Wellness Center is available for graduate students (<https://www.whittier.edu/studenthealth>). The Student Health & Wellness Center is staffed throughout the academic year by multiple providers that hold rotating office hours Monday-Friday and see patients on an appointment-basis only. Walk-ins are welcomed on Monday mornings. The health center is also staffed by a full-time Nurse Practitioner and Licensed Vocational Nurse. During the summer, a Nurse Practitioner and Licensed Vocational Nurse provide care and assistance under a reduced clinic schedule.

For graduate students, a one-time semester fee of \$75 is assessed in order to use the services of the health center at the time of the initial visit. For graduate students needing TB testing in order to complete course-required fieldwork observations or student teaching may use the Student Health and Wellness Center; there, TB tests are \$15 and no one-time semester fee will be charged.

F. Office of Student Disability Services

The Office of Student Disability Services (<https://www.whittier.edu/studenthealth>) is committed to ensuring equal treatment, educational opportunity, academic freedom, and human dignity for students with learning, physical/medical, and psychological/psychiatric disabilities at Whittier College. Graduate students who believe they are eligible for services are encouraged to contact the office.

G. Center for Advising and Academic Success (CAAS)

The Center for Advising and Academic Success is located on the lower level of the Wardman Library (<https://www.whittier.edu/caas>). The mission of CAAS is to empower all Whittier College students to become successful, self-directed, and collaborative lifelong learners. CAAS supports students academically through several programs and services including: academic guidance, peer tutoring, workshops, and academic coaching. CAAS also provides a welcoming study space and computer lab during day and evening hours.

H. Counseling Services

In person counseling appointments are available to currently enrolled undergraduate students at Whittier College (<https://www.whittier.edu/counseling>). Both currently enrolled undergraduate and graduate students now have access to a new telehealth platform for unlimited tele-medical, tele-counseling, life coaching and crisis support services at no cost. Sign up at: <https://thevirtualcaregroup.com/whittier> using the 90602 zip code. For immediate crisis support, or if you have difficulty accessing the platform, call 1-855-522-1226 directly to speak to a counselor. For crisis on campus, phone Campus Safety at 562-907-4211 or call 911. For suicidal crises, call 988. Additional community resources and links are available on the Counseling Center's website at <https://www.whittier.edu/counseling/resources>.

I. Information Technology Services Office

The Information Technology (IT) Services Office is located on the lower floor of the Wardman Library (<https://www.whittier.edu/it>). IT provides important information for use and safety of Whittier College email accounts here (https://www.whittier.edu/it/gmail_faqs). Additionally, IT provides some educational software at a reduced price (<https://www.whittier.edu/it/software>). Any questions regarding Whittier College email or other student services should be directed to IT staff whose contact information can be found here (<https://www.whittier.edu/it/contact>).

J. Department of Campus Safety

The Department of Campus Safety works to ensure the safety and well-being of students and employees on the Whittier College campus (<https://www.whittier.edu/campussafety>). Campus Safety officers patrol the campus 24 hours a day, seven days a week and perform many security and safety functions on property owned and operated by the College. Campus Safety is responsible for a variety of safety and security programs including emergency management, Environmental Health & Safety Committee, Emergency Response Team, physical security, and security technology. The Department also conducts threat assessments and special event management.

Call Boxes.

Whittier College currently has 10 emergency call box systems, also known as “blue-light emergency phones”, deployed across various locations on campus. These call boxes can be used to report criminal activity and any other types of emergencies requiring immediate Campus Safety assistance simply by pressing the button on the box. Additional services and programs provided by the Department of Campus Safety can be found here.

(<https://www.whittier.edu/campussafety/services>).

Vehicle Registration.

Any vehicle using campus parking lots must be registered with Campus Safety. When registering a vehicle, please be prepared to input your Vehicle Identification Number (VIN) and license plate number, and driver license number. Additional policies related to vehicle use on campus can be found here. (<https://www.whittier.edu/campussafety/parking>).

Emergency Alert System.

All students in the Teacher Education Program are encouraged to maintain accurate and current emergency contact information. Everbridge is Whittier College's communications system for sharing important information about situations that affect the safety of our campus community. Typically, alert messages will be delivered to campus community members as emails, phone calls, and text messages. If you have any concerns about the validity of an alert message, please call campus safety at ext. 4211 or visit the emergency notice website (<https://www.whittier.edu/campussafety/emergency>). Students, faculty, and staff may update their contact information through the My Whittier Portal.

K. Weingart Center for Career and Professional Development

The Weingart Center for Career and Professional Development team is committed to providing all Whittier College students and alumni exemplary career counseling resources and career development services (<https://www.whittier.edu/careers>). They offer career counseling, coaching services, career and professional development resources to engage Whittier College students in their development of career plans.

L. Donald E. Graham Athletic Center

Students are available to take advantage of Whittier College’s athletic facilities, including those in the George Allen Fitness Center

(https://www.wcpoets.com/information/Athletic_Facilities/fitness_center).

For a comprehensive overview of all resources associated with the athletic center, visit here

(https://www.wcpoets.com/information/Athletic_Facilities/graham_center).

M. Additional Services Provided by Student Life

Graduate and undergraduate students currently enrolled at Whittier College may request funds for an emergency situation under compelling circumstances that jeopardize their ability to successfully continue in school. <https://www.whittier.edu/campuslife/studentssupport/emergency>

The Veteran Resource Center (VRC) Our goal is to assist veterans, service members and dependents efficiently and effectively as they transition into and through college, by providing students the tools they need to be successful. The VRC provides support services and serves as a liaison to external support services for student veterans and military-connected students. <https://www.whittier.edu/campuslife/studentssupport/veterans>

VII. Statewide Guidance

A. Commission on Teacher Credentialing – Teacher Performance Expectations

The faculty of Whittier College and its Department of Education and Child Development assumes responsibility for assuring that all candidates in the Teacher Education Program make substantial progress toward developing the knowledge, skills, dispositions, and professional judgment required of all classroom teachers. Our program is aligned with the Teacher Performance Expectations provided by the Commission on Teacher Credentialing.

The Commission on Teacher Credentialing (<https://www.ctc.ca.gov/>) provides guidance as to how to best train future educators, most notably by the inclusion of six Teaching Performance Expectations (TPEs). The TPEs included below shape the Whittier College Teacher Education Program, both in the content it includes in required coursework and in the development of the *Department Standards*. The TPEs are:

TPE 1: Engaging and Supporting All Students in Learning

TPE 2: Creating and Maintaining Effective Environments for Student Learning

TPE 3: Understanding and Organizing Subject Matter for Student Learning

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

TPE 5: Assessing Student Learning

TPE 6: Developing as a Professional Educator

These TPEs will be included and expanded upon in all credential coursework (see Appendix for Teacher Performance Expectations Overview).

B. State Mandated Examinations

Applicants pursuing a teaching credential program must verify proficiency in different areas; these areas include the Basic Skills requirement (BSR) and the Subject Matter Competency

Requirement. Applicants can verify proficiency by passing one or more Commission on Teacher Credentialing-approved exams <https://www.ctc.ca.gov/docs/default-source/leaflets/cl818.pdf>.

California Basic Educational Skills Test (CBEST):

This test is one of the options to fulfill the requirement of the Basic Skills Requirement (BSR). The CBEST consists of three sections: reading, mathematics, and writing. A total score of 123 for all 3 sections is required for passing status. If any section is below 37, it is not possible to pass the test regardless of the total score. For more information visit: <http://www.ctcexams.nesinc.com/Home.aspx>. If the candidate does the mix and match option, they need to score 41 in each section.

On July 9, 2021, California Governor Newsom signed Assembly Bill 130. One key provision added a coursework option to the manner in which educator preparation candidates may demonstrate basic skills proficiency. This new provision allows Commission on Teacher Credentialing-approved educator preparation programs (Whittier College) to, under certain conditions, verify that a candidate has demonstrated basic skills proficiency by accepting qualifying college level coursework from a regionally accredited institution of higher education. The Whittier College Teacher Education Program is currently revising its policies and procedures to reflect these new flexibilities. For more information, contact the Credential Analyst.

California Subject Examinations for Teachers (CSET):

Commission-approved subject-matter examinations that candidates completing a teaching credential program at Whittier College may need to pass in order to verify subject-matter competence in the content area they are pursuing. Each test consists of subtests that cover specific content area subject matter. Each subtest consists of multiple choice and constructed responses. For more information visit:

<https://www.ctc.ca.gov/docs/default-source/leaflets/cl674s.pdf?sfvrsn=14>.

For information regarding Pearson offerings of test examinations, visit:

<https://www.ctc.ca.gov/docs/default-source/leaflets/cl674s.pdf?sfvrsn=14>.

Assembly Bill 130 also brought changes to how candidates can demonstrate subject matter competency. Due to the complexity of these changes and the impact they may have on Commission approved preparation programs, the Commission will be enacting emergency regulations to clarify the requirements for programs that wish to conduct coursework evaluations for alignment with the subject matter domains and to expand and clarify the degree types that may be used for the major option. The Whittier College Teacher Education Program will revise its policies and procedures as more information from the Commission becomes available. For more information, contact the Credential Analyst.

Reading Instruction Competence Assessment (RICA):

This test must be passed by candidates pursuing a Multiple Subject and/or Education Specialist credential. There are two assessment options for the RICA, the written examination or the video performance assessment. Either option can be passed to meet the requirement of the RICA. For more information, visit: <http://www.ctcexams.nesinc.com/Home.aspx>

US Constitution:

All teacher credential candidates must complete a course in the provision and principles of U.S. Constitution, pass a regionally-accredited college or university exam, or receive a degree from a California State University. Verification of meeting this requirement will be required prior to being eligible to begin a student teaching assignment. Candidates can contact the Credential Analyst or their Faculty Advisor for additional information regarding these options.

C. Applying for a Preliminary Credential

Below are the lists of requirements for each type of preliminary credential offered by the Whittier College Teacher Education Program.

Requirements for Preliminary Single Subject Credential

- Complete a baccalaureate or higher education from a regionally accredited college or university.
- Satisfy Basic Skills Requirements (by passing CBEST or another approved pathway)
- Satisfy one of the options for subject matter competence
 - Passing California Subject Examinations for Teachers (CSET) in the content area aligned with credential type
 - Verification of Commission-approved subject matter program in the content area aligned with credential type
 - Successful completion of an academic major in a commission-approved content area aligned with credential type
 - A combination of approved coursework and examination options that meet or exceed the subject matter requirements
- Complete a course in the provisions and principles of the U.S. Constitution, pass a regionally-accredited college or university exam, or demonstrate successful completion of a degree from a California State University
- Complete a Commission-approved Single Subject Credential teacher preparation program
- Receive a formal recommendation from credential program

Requirements for Preliminary Multiple Subject Credential

- Complete a baccalaureate or higher education from a regionally accredited college or university.

- Satisfy Basic Skills Requirements (by passing CBEST or another approved pathway)
- Satisfy one of the options for subject matter competence
 - Passing California Subject Examinations for Teachers (CSET) in the content area aligned with credential type
 - Verification of Commission-approved subject matter program in the content area aligned with credential type
 - Successful completion of an academic major in “Liberal Studies”
 - A combination of approved coursework and examination options that meet or exceed the subject matter requirements
- Passage of Reading Instruction Competence Assessment (RICA)
- Complete a course in the provisions and principles of the U.S. Constitution, pass a regionally-accredited college or university exam, or demonstrate successful completion of a degree from a California State University
- Complete a Commission-approved Multiple Subject Credential teacher preparation program
- Receive a formal recommendation from credential program

Requirements for Preliminary Education Specialist Credential

- Complete a baccalaureate or higher education from a regionally accredited college or university.
- Satisfy Basic Skills Requirements (by passing CBEST or another approved pathway)
- Satisfy one of the options for subject matter competence
 - Passing California Subject Examinations for Teachers (CSET)
 - Verification of Commission-approved subject matter program
 - Successful completion of an academic major in a commission-approved content area
 - A combination of approved coursework and examination options that meet or exceed the subject matter requirements
- Passage of Reading Instruction Competence Assessment (RICA)
- Complete a course in the provisions and principles of the U.S. Constitution, pass a regionally-accredited college or university exam, or demonstrate successful completion of a degree from a California State University
- Complete a Commission-approved Education Specialist Credential teacher preparation program
- Receive a formal recommendation from credential program

Requirements for Bilingual Authorization (Added Concurrently with or Post-Credential)

- Complete the three required courses for the BILA:
 - SPAN 525 – Chicano/Latino Cultures: An Interdisciplinary Perspective
 - EDUC 591 Bilingualism and Biliteracy
 - EDUC 592 Methodology for Primary Language Instruction in a Bilingual Setting

- Language Requirements:
 - Spanish Department Proficiency Exam with added interview and writing sample.
 - If the ACTFL is below Advanced Low level, must take SPAN 322/522: Spanish Refresher for Education.
 - Optional BILA and MA Required Elective for additional Spanish support--Select SPAN 500 Level Courses: Academic Spanish for Education.

D. California Teacher Performance Assessment (CalTPA) Instructional Cycles

In addition to successful completion of program coursework, the Commission on Teacher Credentialing requires all candidates to pass two CalTPA Instructional Cycles during student teaching.

https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html

Each instructional cycle reflects four iterative steps commonly used in teaching: (1) plan, (2) teach and assess, (3) reflect, and (4) apply. This pedagogical cycle provides an overarching conceptual framework of progressively interrelated cognitive steps to help guide and refine the candidate's thinking and encourage active decision-making throughout each cycle of planning, teaching, and assessing student learning.

Instructional Cycle 1: Learning About Students and Planning Instruction

Cycle 1 focuses on developing an engaging content-specific lesson for one class and 3 focus-students based on what candidates learn about their diverse assets and learning needs, including their prior knowledge, interests, and developmental considerations. In this cycle, candidates will demonstrate how they select an appropriate learning goal(s), determine what they expect their students to know and be able to do, and show how they assess that learning. Candidates will develop content-specific student activities and instructional strategies to develop their students' thorough understanding of the content they are teaching. This cycle also focuses on how candidates monitor student learning during the lesson and make appropriate adaptations to support individual student learning needs. As candidates teach and video-record the lesson, they will demonstrate how they establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources and materials to promote higher-order thinking (i.e., analysis, synthesis, evaluation, interpretation, and transfer), develop student academic language, and enhance content-specific learning.

Instructional Cycle 2: Assessment-Driven Instruction

Cycle 2 represents a complete teaching cycle (*plan, teach and assess, reflect, and apply*). This cycle emphasizes the interaction between standards, assessment, and instructional decision making. While *standards* describe what students are expected to know, understand, and be able to do, *assessment* is the ongoing process of gathering evidence from multiple sources to

determine what each student actually knows, understands, and can demonstrate. Assessment results are then used to improve instruction. Effective assessment will evaluate a student's academic progress but may also include measures that examine other aspects of educational development. Assessments should provide valid, reliable, and fair data to support high-quality teaching and learning activities for teachers, students, and families. Assessments help teachers make informed decisions about which curricular goals or strategies need to be strengthened, how instructional strategies can be modified or expanded depending on what students are understanding or misunderstanding during instruction, and whether or not a particular sequence of instruction has been successful.

Fees for these Instructional Cycles are embedded as lab fees for EDUC 421/521 (a one-unit seminar completed during student teaching). During EDUC 421/521, candidates receive guidance on what each instructional cycle entails and how to properly gather required classroom artifacts including video consent forms. While candidates may discuss what is expected of them for each Instructional Cycle, candidates must prepare their submissions individually.

Both Instructional Cycles are uploaded to and scored by Pearson. Pearson uses its own processes to screen for originality; if plagiarism is detected, an administrative review may occur. Undergoing an administrative review may result in scoring delays or voiding a submission.

http://www.ctcexams.nesinc.com/TestView.aspx?f=CACBT_ScoreReportingPolicies_CalTPA.html

The Whittier College Teacher Education Program periodically updates its procedures and guidelines in order to remain in compliance with Commission on Teacher Credentialing guidelines. Candidates returning to the Whittier College Teacher Education Program after a leave of absence will be expected to complete the most current guidelines provided by the state.

E. Certificate of Clearance

In compliance with the Whittier College Teacher Education Program's memorandums of understanding (MOUs) with local districts, most credential courses require candidates to complete a Certificate of Clearance which includes a background check and fingerprinting. A Certificate of Clearance is a document issued by the Commission to an individual who has completed the Commission's fingerprint and character and identification process, whose moral and professional fitness has been shown to meet the standards as established by law. Courses that require the Certificate of Clearance include this as a prerequisite in online course descriptions. Individuals who are interested in the course but do not want to become a teacher are not eligible to waive the Certificate of Clearance or mandatory fieldwork and student teaching requirements.

VII. College Policies

A. Nondiscrimination Policy

The College encourages intellectual exploration in the context of a supportive and respectful community in which students, faculty, staff and administrators can pursue their education and work free from discrimination, harassment, coercion, intimidation and exploitation. To accomplish this goal, the College seeks to create and maintain an environment free of this conduct.

Whittier College prohibits discrimination and harassment on the basis of race, color, creed or religion, national/ethnic origin, marital, pregnancy or parenting status, age, sex, sexual orientation, gender identity/gender expression, military status, disability in the school environment, or on the basis of any other characteristic protected under local, state or federal law, including all academic, educational and extracurricular activities and programs administered, operated or sponsored by, or related to the College.

For more information, please see the college's nondiscrimination statement:

<https://www.whittier.edu/policies/nondiscrimination>

B. Adding & Dropping Courses

Candidates enrolled in the program will have access to add courses when graduate registration opens. Candidates may add a course online or with an Add/Drop Form. Candidates enrolled in the program may drop a course online or with an Add/Drop Form, without record of enrollment within the first three weeks of the semester. Candidates may drop a course and receive a grade of "W" online or with a Withdrawal Form, between the end of the third and sixth weeks of classes. All forms are electronic and can be found online on the Office of the Registrar's website <https://www.whittier.edu/registrar/studentresources>. For more information on these policies and procedures, visit: <https://www.whittier.edu/registrar/registrationpolicies>

C. Inactive Status

Candidates that interrupt their enrollment in the program and are away one or more semesters automatically become inactive students. If a candidate is away longer than three years, the candidate will return under the graduation requirements in the College Catalog in place at the time of reenrollment. Please review Program Policies for additional guidance regarding acceptance of coursework after a gap in enrollment.

D. Withdraw and Readmission to Teacher Education Program

Candidates considering taking any time off from the credential and/or MA program for any reason must follow all Whittier College procedures, including filling out necessary paperwork to withdraw from the college. As part of this process, candidates should meet with both the Business and Financial Aid Offices as refund and loan repayment policies may apply. All forms

are electronic and can be found online on the Office of the Registrar's website, <https://www.whittier.edu/registrar/studentresources>.

Those students who have interrupted their studies at Whittier for a semester or more must apply for readmission through the Office of the Registrar. Readmitted students may begin classes at the beginning of the fall, spring, or summer terms. If a candidate is away longer than six consecutive semesters or eight total semesters he/she returns under the requirements in the College Catalog in place at the time of the student's re-enrollment.

https://whittier.formstack.com/forms/application_for_readmission

E. Academic Petitions and Policy Appeals

The following section outlines appeals with respect to admissions requirements, specific graduation requirements, grades, and sanctions. As there are different processes for each appeal process, it is important that candidates read the following sections carefully.

There are three avenues of appeal, one applicable to appealing scores on the CalTPA Instructional Cycles, one for appealing grade sanctions, and one applicable to appealing suspension or expulsion decisions. The Dean of Faculty will hear appeals of suspension and expulsion sanctions. No further opportunities for appeal are available.

The Petitions Committee.

The Petitions Committee, composed of faculty and the Registrar, reviews and makes decisions on student petitions regarding ***admissions requirements, specific graduation requirements as outlined in the College catalog, and other academic requirements***. The committee normally grants exceptions only in the presence of strong and sufficient evidence supplied by the student. The Committee considers petitions on an individual basis and does not grant blanket exceptions to graduation or other requirements. Ignorance of college requirements and financial hardship are not sufficient reasons for the granting of a petition. ***For individuals interested in appealing requirements, grades or sanctions related to the Whittier College Teacher Education Program, the Petitions Committee will contain at least one, if not more, member of the Department of Education and Child Development.***

The procedure for filing a petition is as follows:

1. The Candidate discusses a petition request with their Faculty Advisor, the Registrar, or the Associate Dean of Faculty.

2. The Candidate fills out the petition form as completely as possible, paying particular attention to Petition Request and Rationale for Request.
3. The Candidate reviews the petition with their Faculty Advisor, the Registrar, or the Associate Dean of Faculty.
4. The Candidate returns the petition and any supporting materials that may assist the committee in the evaluation of the request to the Office of the Registrar.
5. The Petitions Committee reviews the request and provides a written response to the petition.
6. Candidates may appeal the Committee decision. The procedure for appeal is as follows:
 - a. The Candidate reviews the Committee's decision with the faculty chair of the Petitions Committee (the name of the chair can be obtained from the Office of the Registrar).
 - b. The Candidate reviews with the Faculty Advisor the decision of the Committee and the explanation given by the chair of the committee. Before an appointment to appeal the decision is made, the candidate should be sure to discuss any new and relevant arguments or materials that might persuade the Committee to re-evaluate the original request.
 - c. The Candidate makes an appointment, through the Office of the Registrar, with the Petitions Committee. All appeals must be made in person before the Committee. Candidates are entitled to bring an advisor to the meeting. Most candidates bring their Faculty Advisor, but any member of the faculty may accompany a candidate to the appeal.

CalTPA Instructional Cycle Appeals.

Since Pearson scores all Instructional Cycles for candidates in the Whittier College Teacher Education Program, appeals are not governed by Whittier College policies and procedures. Instead, candidates will be directed to Pearson's procedures for score verification

(http://www.ctcexams.nesinc.com/PageView.aspx?f=GEN_RequestingARescore.html).

Grade Appeal Policy and Process.

The Grade Appeal Committee of the faculty will consider appeals of grade sanctions. The faculty of Whittier College believes that grading is the responsibility and prerogative of individual faculty members according to their professional judgments of students' performance, and that this responsibility and prerogative should be safeguarded. Nevertheless, the faculty also recognizes the need to safeguard students of Whittier College against possible bias or lack of uniformity in the evaluation process, and thus has provided a mechanism to address this concern.

The maximum time allowed for filing a grade appeal with the Associate Dean of Academic Affairs, whether the student is enrolled or not, is one year from the date the grade was awarded. This mechanism will be used only in cases where strong and demonstrable evidence of bias or lack of uniformity in assigning grades to members of a class exists, and only after all other avenues of appeal have failed to resolve this question.

Grade Appeal Process

1. The candidate will discuss a disputed grade for a course with the faculty member in person, in an attempt to resolve the differences over the grade. If no agreement is reached, then
2. The candidate will consult with the chair of the department in which this faculty member is teaching. If the question is still unresolved, or in the event that the teacher giving the disputed grade is also the department chair, then
3. The candidate will refer the question to the Associate Dean of Academic Affairs. The Associate Dean will inquire into the matter and attempt to bring about an amicable solution. If no agreement can be reached, and the Associate Dean decides that the matter requires further attention, then
4. The Associate Dean of Academic Affairs will direct the candidate to complete a Grade Appeal Petition, which will be forwarded to the Grade Appeals Committee, composed of the Dean of Faculty, the Chair of the Academic Standing Committee, and one faculty member, appointed by the Faculty Executive Council.

Grade Appeals Committee.

The Committee will investigate the underlying facts of an appeal, which may include interviewing the candidate, faculty member, and any other persons whom the committee feels might be able to help it clarify the matter. If, in the course of this process, an amicable resolution of the difference can be affected, the Committee's consideration of the matter will end. If, after making a full inquiry into the matter, no resolution is reached, the Committee will decide the outcome of the grade appeal. Possible decisions may include leaving the grade as it is, changing the grade to correct demonstrated evidence of bias or lack of uniformity in grading, or working out other possible solutions as the Committee sees fit. No grade may be changed unless the Committee reaches consensus on the proposed change

F. Violations to Academic Policies

Since academic honesty is paramount for future educators and inherently intertwined with the Department Standard 7 as well as California Standards for the Teaching Profession (<http://www.cde.ca.gov/pd/ps/teachingleading.asp>). The Department of Education and Child Development takes all violations to the college's academic policies and code of conduct

seriously. Academic honesty respects the intellectual and creative work of others, flows from dedication to and pride in performing one's own best work, and is essential if true learning is to take place.

Examples of academic dishonesty include, but are not limited to, the following: all acts of cheating on assignments or examinations, or facilitating other students' cheating; plagiarism; fabrication of data, forgery, the use of false citations; improper use of non-print media; unauthorized access to computer accounts or files or other privileged information; improper use of internet sites and resources (<https://www.whittier.edu/registrar/academicpolicies>).

Definitions

The following are examples of academic dishonesty which may be interpreted as intentional or unintentional. These definitions do not represent a complete list of possible infractions; rather, they are intended to generally reveal the range of conduct which violates academic honesty. It is the candidate's responsibility to make sure that his/her work meets the standards of academic honesty. If the candidate is unclear about how these definitions and standards apply to his/her work, it is the candidate's responsibility to contact the instructor to clarify the ambiguity.

Plagiarism.

Submitted work should be one's own work and it should properly acknowledge ideas and words from others: ideas from another source should be cited in both the body and the works cited section of the paper, and exact words from another source should be placed within quotes. Plagiarism is submitting work done by others as one's own, and it is the failure to properly and appropriately reference and acknowledge the ideas and words of others. This can include submitting an entire paper downloaded from a website or another source, copying and pasting parts of different papers to form your own paper, failure to put quotes around exact wording used from another source, and failure to appropriately reference ideas from another person. Citation guidelines can be found in any writing handbook. While incorrect citation format may not necessarily be defined as plagiarism, individual instructors may penalize candidates for using an incorrect citation format. Please be aware that different disciplines use different forms for citing work. While each department should make these citation styles available, one is ultimately responsible for finding out this information.

Cheating.

Honesty involves presenting one's own level of knowledge as accurately as possible. Misrepresentation of one's knowledge is considered cheating; examples include copying or sharing exam answers, presenting work done by others as one's own, changing in any way work which may be reviewed in response to a grade consideration request, having a falsely identified person take an exam, or using notes, books and the like in closed-book examination.

Misrepresentation of experience, ability, or effort.

One is expected to accurately and fairly present one's experience, ability, or effort for any purpose. Providing false information concerning academic achievement or background in an area of study is academically dishonest. Examples include falsely reporting the substance of an internship, fieldwork experience, falsely representing the content of prior coursework, or falsely representing effort on a group project.

Unauthorized collaboration.

In many course activities, other than examinations, collaboration is permitted and encouraged. Course syllabi and in-class instructions will usually identify situations where collaboration is permitted, but the candidate shares responsibility for ascertaining whether collaboration is permitted. Collaboration on homework, take-home exams, or other assignments which the instructor has designated as "independent work" will be considered academically dishonest.

Submission of same work in two courses without explicit permission to do so.

Presenting all or part of work done for one course in another course requires permission of the instructors of the involved courses; this includes continuing work on a project or paper as part of the MA Course Sequence. Failure to gain permission from the instructors in submitting the same work will be considered academically dishonest.

Falsification of records.

Records document a person's past accomplishments and give one measure of assessing those accomplishments. Any attempt to change grades or written records pertaining to assessment of a candidate's academic achievement will be considered academically dishonest.

Sabotage.

Valuing community means that one should respect another person's work and efforts. Destruction of or deliberate inhibition of progress of another person's work related to a course is considered academically dishonest. This includes the destruction or hiding of shared resources such as library materials and computer software and hardware to tampering with another person's laboratory experiments.

Complicity concerning any of the above.

Valuing community also means that one is honest with respect to another person's work as well as with one's own work. Any act which facilitates or encourages academic dishonesty by another person is itself an act of academic dishonesty.

Sanctions

Various sanctions exist which may be applied in response to an act of academic dishonesty. The severity of sanctions will correlate to the severity of the offense. Judgment of the severity of an academic dishonesty offense is the responsibility of the faculty member. The faculty member is encouraged to seek counsel of faculty colleagues, the Associate Dean for Academic Affairs and/or the Dean of Students in gaining perspective concerning the severity of the offense.

All grade related sanctions shall be levied by the faculty member teaching the course within which the offense occurred. The Associate Dean of Academic Affairs and the Dean of Students are available to provide guidance concerning appropriate sanctions.

Whittier College Teacher Education Program Process

If the instructor determines that a violation has occurred, he/she will next determine the severity of the violation and determine sanctions which may include:

- Warn Candidate
- Require assignment or exam to be resubmitted
- Reduce the grade on the assignment, project, exam, **or the course**
- Fail the candidate **or reduce the grade** in the course
- Require the candidate to engage in Restorative Justice.¹
- Fill out a Professional Dispositions and Competencies Evaluation Form
- Suspension or removal from the Teacher Education Program (in consultation with the Office of the Dean of Students and in accordance with college policies and procedures).

Additionally, depending on the nature of the violation, the Teacher Education Program may:

- Send notification to appropriate supervisors, including (but not limited to) the candidate's cooperating and/or master teachers.
- Send notification to the appropriate supervisors, including the Whittier College Human Resources Department, should the candidate be working as a Graduate Teaching Fellow during the time the violation occurred.
- Require the candidate to repeat program requirements or impose additional requirements (e.g., additional hours of Clinical Practice) for successful program completion.

Instructors will notify the candidate in writing of the suspected act of academic dishonesty. The candidate will be given the opportunity to admit, deny, or explain the situation. If the suspected violation of Whittier College's policies of academic honesty occurs with respect to an

¹ "Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future" (Retrieved from <http://www.otlcampaign.org/sites/default/files/restorative-practices-guide.pdf> p. 2)

assignment that the instructor has not reviewed until after the class has stopped meeting, the instructor will send a letter to the permanent address of the candidate and keep a copy of the letter. Failure to notify will result in a reasonable extension of the candidate's time to appeal, but is not in and of itself a defense to the violation of the college's academic honesty policies. The candidate will also be notified of his/her right to appeal.

Instructors must also report cases of academic dishonesty to the Office of the Dean of Students, including a brief written account of the offense and the sanction levied through an on-line form, and evidence of the violation (e.g., a copy of the plagiarized paper). The Dean of Students must take a student to the Hearing Board if the student has a minimum of two flagrant violations or three total violations. The Dean of Students has the discretion to take students to the Hearing Board for fewer violations if there are other outstanding circumstances. Also, the Dean of Students must communicate with involved faculty members if a student is scheduled to appear before the Hearing Board.

The Hearing Board considers whether any further action should be taken which may include suspension or expulsion from the college. The Hearing Board does not reconsider the grade sanction given by the faculty member earlier in the process, but rather considers whether additional sanctions are merited. The Board will consider the entire student record of misconduct when making its decision and it will not limit itself just to acts of academic dishonesty.

G. Commencement

Candidates who are interested in participating in Commencement each Spring must complete the college's Commencement Participation Form.

<https://www.whittier.edu/commencement/alumniform>

VIII. Department Standards

In this section, all *Department Standards* are explained, including how they are used in evaluating candidates. Candidates should understand that these standards are intended to articulate with, and to complement, the TPEs. Candidates should know and strive to meet both the *Department Standards* published below and the TPEs throughout their work in their teacher education program.

Department of Education and Child Development faculty and staff members regularly explain the *Department Standards* herein and the TPEs, as well as procedures and the California Teaching Performance Assessment tasks related to them, in orientation meetings and in classes. They advise and counsel candidates on whether they are meeting the standards and on ways of addressing any deficiencies. Nevertheless, ***it is the responsibility of each candidate and***

prospective candidate in the Teacher Education Program, to know and understand these standards and the procedures related to them. Candidates who have questions or concerns about the *Department Standards*, about whether they are meeting them, or about procedures related to them should raise such questions and concerns immediately with a member of the department.

Standard I. Respect for Diverse Beliefs, Opinions, and Values

Alignment with Core Value: Culture

Meeting the Standard. Candidates meet this standard by ...

- Listening respectfully to others' points of view, avoiding statements or behaviors which denigrate others' points of view, and eschewing words or actions which demean persons expressing particular points of view. Candidates in the Whittier Teacher Education Program are encouraged to express their disagreement with, and their criticisms of, the ideas and viewpoints of college classmates, professional colleagues, parents, and other adults as they see fit. However, they are expected to articulate disagreement and criticism in a manner that focuses on the merits of the idea or viewpoint presented, rather than upon the intelligence, motivation, or character of the person who presents it.
- Creating and maintaining a K-12 classroom environment in which all students feel comfortable expressing their personal ideas, questions, and perspectives or opinions on issues. To create and maintain such an environment, candidates must affirm and demonstrate that all ideas, opinions, and values can be freely expressed in their classrooms. They must avoid actions that discourage their students' expression of diverse ideas, opinions, or values. They must also do their utmost to prevent their students from engaging in actions that discourage their students from open expression of their ideas, opinions and values. For example, Whittier candidates should not, and they should ensure that their students do not, use of mockery or sarcasm, labeling or name-calling, in responding to an individual's ideas or beliefs. As teachers, Whittier candidates must never discriminate against students who express particular beliefs or ideas, e.g., by assigning those students extra work, giving them lower grades, or limiting their participation in the classroom.
- Making curricular and instructional decisions about controversial issues and activities in an informed, thoughtful, and deliberate manner, taking into account local beliefs and standards. Candidates who meet this standard make a concerted effort to explore and understand both local community values and also school and district policies as they pertain to consideration of issues that an informed citizen has reason to believe are potentially controversial. (At present, abortion, evolution, animal experimentation, and laboratory dissection, exemplify such issues.) This does not mean that community views or institutional policies should dictate the decision, but it does mean that the decision

should be made only in an informed and reflective manner, with awareness of community attitudes and with consideration of possible school and district responses.

- Taking care to assure that different viewpoints on issues are equitably presented in the classroom. It is never appropriate to use the teacher's authority to indoctrinate, proselytize, or insist upon the acceptance of a particular ideology, perspective, belief, or value. In planning and teaching, candidates in the Whittier Teacher Education Program should equitably allocate time for alternative viewpoints and be sure that viewpoints are presented, insofar as possible, by advocates of comparable authority. Further, in dealing with controversial issues, Whittier candidates should be especially careful to avoid discouraging or suppressing the expression of alternative student views in the ways discussed above.

Rationale for the Standard. This standard requires candidates to distinguish between their rights as individuals and citizens and their responsibilities as classroom educators. As an individual citizen, the teacher has the right to hold, express, and act upon his or her personal convictions. Nevertheless, there are many reasons why the individual, during professional interactions in the role of teacher, should maintain a stance of open-mindedness and of respect for diverse beliefs, opinions, and values. Teachers are professionals who serve the public. Classrooms and schools are by tradition settings for the consideration and examination of diverse ideas, beliefs, and values. Contemporary educational thought places considerable emphasis on the importance of developing candidates' critical thinking and analytic skills. This requires that candidates practice critical thinking and analysis in a forum of open inquiry. While helping learners develop more considered and carefully supported ideas and opinions can be an important role of schooling, psychology demonstrates that learners' ideas and opinions seldom change as a result of being told what to think or believe. Rather, psychology suggests that ideas and opinions are more likely to develop and change through inquiry, discussion, and reasoning. Court decisions have established the obligation of teachers to assure that diverse points of view are equitably represented when controversial issues are presented in classrooms.

Standard 2. Equitable Behavior Toward all Members of the School Community.

Alignment with Core Values: Community & Culture

Meeting the Standard. Candidates meet this standard by ...

- Treating all members of the school community fairly and justly, with equal courtesy and respect, regardless of their race, ethnicity, gender, age, social class, religion, or physical or academic abilities.
- Doing so includes allocating classroom privileges and resources, conducting discussions and other class activities, and evaluating candidates' work in an equitable and

even-handed manner, without regard to candidates' race, ethnicity, gender, age, social class, religion, or physical ability.

- It also entails interacting with parents, colleagues, and others in a manner that does not consistently or systematically discriminate against persons of particular races, ethnicities, genders, ages, social classes, or physical abilities.
- It further includes refraining from use of pejorative terms, labels, and characterizations of particular racial, ethnic, gender, age, social class, religious, or physical ability groups in public setting, including Whittier College classrooms and the environs of schools. Similarly, it includes avoiding descriptions and explanations which stereotype or demean the integrity, capabilities, or character of such groups or their members.
- Selecting teaching materials and designing class activities and assignments which are (a) free from bias toward particular racial, ethnic, gender, age, social-class or religious groups or toward persons with particular physical abilities, and (b) implementing instructional methods which respond to all student learning needs and provide all students with equal access to concepts, skills, or other material being taught

Rationale for the Standard: Tolerance, respect, and equity toward members of all groups are positively valued in American society. In displaying these positive social values, teachers model them for and encourage them in students. Further, treating all students equitably and positively enhances students' self-esteem, builds positive attitudes toward school, increases motivation, and enhances the quality of candidates' classroom participation, and so improves students' opportunities for learning. Dealing respectfully and equitably with family and community members encourages their support of the school and their involvement in children's education. Family and community members' support and involvement in their children's education are essential ingredients of effective schools. Another characteristic of school effectiveness is rapport among staff members, which can only occur when professional colleagues and other staff treat one another equitably and in a manner free from bias.

Standard 3. Consistently Challenging and Encouraging all Students to Learn.

Alignment with Core Values: Communication, Culture & Connections

Meeting the Standard. Candidates meet this standard by ...

- Setting appropriately challenging and cognitively respectful expectations, goals, and tasks for all students in class planning assignments, field experiences, and student teaching.
- Persistently trying alternative and personalized strategies for helping students succeed at such tasks and meet such expectations and goals.
- Routinely evaluating the results of their efforts in order to make future teaching strategies

more effective.

- Offering constructive criticism to candidates in an informative manner that focuses on qualities in the students' work and behavior rather than students' personality or character; consistently encouraging students; refraining for words and actions that demean students and their abilities.
- Focusing analyses of students' performance and achievement upon factors which are amenable to the teacher's influence, rather than those presumed to lie in candidates' character or background. Such factors include teaching strategies and materials, assigned activities, classroom atmosphere or climate, candidates' existing knowledge and experiences, school organization, or potential dissonance between classroom participation structures and those in the community or candidates' homes. While such factors as cultural values, home environment, "intelligence," or "cultural/linguistic" ability may in certain cases have a role in an individual student's case, routine ascription of students' performance and achievement to such factors, especially as a first or sole explanation, should be avoided.

Rationale for the Standard. Although some students can appear to be uninterested in or incapable of learning, there is considerable evidence that all students are capable of learning when properly taught. Numerous educational studies demonstrate that students who are unmotivated and unsuccessful in one instructional situation become motivated and successful in others. It has been well established that when teachers hold and act upon high expectations for students, students in fact learn more. Thus, attitudes and actions which acknowledge that all students are capable of learning are critical for teaching successfully.

Standard 4. Maintenance of a Reflective Analytic Attitude; Attention and Responsiveness to Suggestions for Professional Improvement.

Alignment with Core Values: Connections & Culture

Meeting the Standard. Candidates meet this standard by ...

- Questioning their own observations, analyses, and decisions; considering alternative explanations for phenomena that they have experienced and observed; frequently attempting to generate their own, alternative solutions to persistent problems.
- Trying culturally and linguistically responsive teaching strategies and methods during planning assignments, field experiences, and (especially) student teaching.
- Actively listening and attending to advice and suggestions they receive, reacting to suggestions and criticisms with an open mind, and regularly making efforts to act upon the advice they are offered.
- Candidates who meet this standard can and often do question and explore the reasoning

behind the recommendations they receive from others. They present reasoned arguments on behalf of their own decisions and actions. However, they refrain from continually rejecting suggestions out of hand. They also avoid dogmatically teaching or addressing problems in one, unvarying manner.

Rationale for the Standard. Research and writing on teacher education emphasize that teacher development is a continuing process. Teachers do not emerge from their pre-professional preparation with pedagogical knowledge and skills fully developed, nor do they inevitably augment these skills with time in the classroom. Moreover, theories of teaching and learning are constantly evolving, as is knowledge in all academic disciplines. Thus, educators whose knowledge of teaching, learning, and subject matter remain static cannot and do not maintain acceptable levels of classroom effectiveness. Studies have shown that teachers who continue to grow in professional competence are those who actively seek new knowledge, who routinely analyze and reflect upon their practice, and who remain open to the support, advice, and suggestions of colleagues.

Standard 5. Clear Oral and Written Communication in the English Language.

Alignment with Core Value: Communication

Meeting the Standard. Candidates meet this standard by ...

- Demonstrating acceptable proficiency in written and spoken English to the satisfaction of the Department of Education and Child Development faculty. Candidates' speech and writing both in and beyond the college classroom are taken into account.
- Proficiency in written English includes the ability to organize and present one's thoughts clearly and coherently, using the English language with minimal spelling, punctuation, and syntactic errors. This includes communication sent via emails; all internet correspondence should use the English language correctly with no slang terms or "texting" language. Proficiency in spoken English includes the ability to speak the English language in a manner that is routinely comprehensible to most listeners and to do so with minimal errors in usage.
- Passing the California Test of Basic Educational Skills for Teachers (CBEST) does not in itself mean that a candidate has met this standard. Candidates must also consistently demonstrate clear, effective communication in both written and spoken English throughout their work in the education program.
- International candidates should understand that this standard cannot be waived for those who express the intention of teaching in non-English-speaking countries. Whittier College's pre-professional teacher education courses lead directly to recommendation for California teacher certification, and all candidates who qualify for California certification

must be proficient enough in spoken and written English to communicate clearly and comprehensibly in California schools.

Rationale for the Standard. Teachers in all subject areas are responsible for modeling and teaching effective communication in written and spoken English. Native speakers of languages other than English have much to contribute to schools and students in our culturally and linguistically diverse society. Nevertheless, clear, understandable use of spoken and written English is a necessary prerequisite for all teachers. Even in bilingual or multilingual settings, including those classrooms in which the subject taught is a language other than English, teachers must be able to communicate clearly, intelligibly in both written and spoken English with candidates, as well as with professional colleagues and with other members of the school community. This standard is especially important when sending correspondence via email as it is a reflection on the professionalism of an individual. Since classroom teaching is accomplished primarily through verbal interaction, challenges in speaking or hearing can inhibit teachers' job performance. Department of Education and Child Development faculty will counsel candidates with such challenges on their potential effectiveness and employability as teachers.

Standard 6. Personal Organization and Preparation; Capacity for Meeting Responsibilities in a Timely Manner.

Alignment with Core Value: Community

Meeting the Standard. Candidates meet this standard by ...

- Attending classes regularly and on time; completing assignments thoroughly, carefully, by due dates; and participating actively in class discussion and tasks. This includes refraining from using technology (cell phones, laptops, etc.) for personal use during class time.
- Making appointments for school visits and observations well ahead of time, punctually keeping those appointments and all other commitments, and consistently interacting courteously with school personnel and students.
- Placing their student teaching responsibilities first. During their student teaching, they set aside extracurricular activities, minimize other work hours, and (except with the explicit permission of Department of Education and Child Development faculty) do not enroll in additional courses.
- Fulfilling their student teaching commitment completely. This entails meeting classes consistently and punctually throughout the entire student-teaching assignment and planning thoroughly for all classes in advance. It also includes regularly attending all school meetings and functions required of regular faculty and meeting any other responsibilities assigned by school supervisors and approved by College faculty.

Returning candidate work promptly and keeping all school records (grade, attendance, etc.) up to date.

- Taking initiative for contacting individual students, their parents, and other teachers as necessary to serve students.
- Undertaking reading and study as necessary for improving subject-matter knowledge and/or teaching performance.

Rationale for the Standard. Working in an organization that serves the public and responding to the educational and related needs of students requires that the teacher be organized, prepared, and responsible. If an individual lacks these qualities in certain other careers, it is primarily the individual himself or herself who bears the consequences. In education, however, lack of organization, preparation, and responsibility produce serious consequences for others. Research on teaching has shown that good use of classroom time is an important factor in students' learning: students learn more the more time they are engaged in purposeful learning. Creating and guiding purposeful learning activities requires that the teacher be organized, prepared, and punctual.

Keeping complete, well-organized, and timely records (of attendance and grades, for example) has legal and financial implications for schools. Students and the school as a whole suffers when grades are late, missing, or inaccurate. Student learning suffers when teachers are late, excessively absent, or do not leave careful plans for substitutes.

Standard 7. Moral Behavior in Keeping with the Standards of Whittier College, with Local, State, and Federal Laws, and (During School Visits and Candidate Teaching) with Professional Standards for Educators in the Schools.

Alignment with Core Value: Community

Meeting the Standard. This standard is specifically directed toward conduct which (a) can be harmful to others or (b) is especially relevant to conduct in academic environments. Examples of (a) include child abuse, sexual harassment, physical assault, persistent and untreated substance abuse, or involvement in "hate crimes" directed against particular racial, religious or cultural groups. Examples of (b) include plagiarism, cheating, and the alteration of official records. The intent of this standard is not to penalize candidates for legal problems such as minor traffic violations or civil complaints. It is not intended to limit candidates' freedom of speech or political expression.

Within these general bounds, candidates meet this standard by...

- Acting consistently within the guidelines for individual behavior set forth in this

document, all Whittier College policies and procedures, and by relevant legal statutes, especially in regard to conduct which is harmful to others.

- Taking responsibility for informing themselves of and acting in accord with the local standards of schools and school districts as they pertain to professional employees' conduct.

Rationale for the Standard. Teachers have a responsibility to model behavior that is in keeping with societal and academic norms. Legal statutes and court decisions hold schools and school personnel responsible for the well-being of students. School district contracts and agreements with employees' bargaining units (unions) specify standards of conduct in the workplace. ***The Department of Education and Child Development cannot knowingly recommend for student teaching or for state teacher certification individuals who have either (a) a record of behavior which indicates a propensity for actions which will put in students in physical or psychological jeopardy or (b) a history of behavior which indicates repeated violations of local professional standards.***

IX. Program Policies

A. Concurrent Enrollment Policies for Credential and MA Programs

Prerequisites.

Candidates enrolled in the credential program that have met prerequisite requirements outside of Whittier College will have to complete the degree audit form to formally request the evaluation of these courses to meet prerequisite requirements. Requests must include a course description and be submitted along with the form. All coursework is subject to Whittier College transfer policy. The degree audit form can be found on the Whittier College Registrar Office web page under student resources:

<https://www.whittier.edu/registrar>

Transfer Credential Courses.

Candidates enrolled in the credential program that have completed credential requirements at other Commission-approved institutions will have to complete a degree audit form to formally request the evaluation of these courses to meet credential requirements. The request should include form, course description, and syllabus. All coursework is subject to Whittier College transfer policy. A maximum of 9 semester units may be transferred from a Commission-approved teaching credential program, if courses meet Whittier College credential program requirements. The degree audit form can be found on the Whittier College Registrar Office web page under student resources:

<https://www.whittier.edu/registrar>

Independent Study and/or Directed Study.

Up to a combined total of 4 units of Independent Study and/or Directed Studies may be applied to the MA in Teaching (MAT); however, neither courses taken as Independent Studies or Directed Studies may be substituted for the MAT Course Sequence (EDUC 605 & EDUC 606). A maximum of 9 graduate-level units may be transferred from other institutions and applied to the MAT; however, approval of these units must be granted by the Department Chair.

B. Changing Credential Programs

Candidates that decide to change credential programs must complete a Declaration of Credential Program Form to formally request the change from one credential program to the other. Approval from the advisor is required. The Declaration of Credential Program Form can be found on the Whittier College Registrar Office web page under student resources:

<https://www.whittier.edu/registrar>

Adding a Credential Program.

Candidates interested in adding a new credential program to their existing program must complete a Declaration of Credential Program Form to formally request the change to add the new credential program. Approval from the advisor is required. The Declaration of Credential Program Form can be found on the Whittier College Registrar Office web page under student resources:

<https://www.whittier.edu/registrar>

C. Credential Coursework

All credential candidates, regardless of the credential type(s) they pursue, complete a common set of six courses in addition to student teaching (EDUC 420/520 & 421/521); they then complete additional coursework in their area(s) of interest (See table below).

Overview of Coursework

Core Program	Single Subject	Multiple Subject	Education Specialist
EDUC 300/500 (3 credits)	EDUC 403/503 (3 credits)	EDUC 402/502 (3 credits)	EDUC 402/502 (3 credits)
EDUC 401/501 (3 credits)	EDUC 408/508 (3 credits)	EDUC 405/505 (3 credits)	EDUC 430/530 (3 credits)
EDUC 404/504 (3 credits)	EDUC 409/509 (3 credits)	EDUC 407/507 (3 credits)	EDUC 431/531 (3 credits)
EDUC 406/506 (3 credits)		EDUC 409/509 (3 credits)	EDUC 433/533 (3 credits)
EDUC 429/529 (2 credits)			
EDUC 412/512 (1 credit)			EDUC 434/534 (3 credits)
EDUC 420/520 (12 credits)			or
EDUC 421/521 (1 credit)			EDUC 436/536 (3 credits)

Notes: EDUC 300/500 is a prerequisite for all credential programs, as is one child development course. EDUC 409/509: Methods for Physical Education and Movement in Elementary and Secondary Schools is considered a prerequisite for the multiple subject credential program. If a

student has not completed this prerequisite, they can complete it concurrently with credential coursework. Course listings at the 300 and 400 level designate undergraduate coursework.

While Whittier College's Teacher Education Program does not adhere to a cohort model, candidates are encouraged to seek guidance for course selection and enrollment. Failure to follow department guidelines may impede a candidate's ability to complete all coursework in a timely manner. The number of credits that candidates can take in any given semester is capped at 17.

BILA Course Listings.

Required Courses (9 units; 12 units depending on language proficiency)

- 9 units from courses specific to the Bilingual Authorization:
 - SPAN 525 – Chicano/Latino Cultures: An Interdisciplinary Perspective (3 semester hours)
 - EDUC 591 Bilingualism and Biliteracy (3 semester hours)
 - EDUC 592 Methodology for Primary Language Instruction in a Bilingual Setting (3 semester hours)
 - SPAN 322/522: Spanish Refresher for Education (**please note: required if Spanish language proficiency is below Advanced Low**)

Course offerings are subject to change based on enrollment and staffing needs; changes, when made, are done so in accordance to Whittier College and department policies. For more information regarding all coursework and credential requirements, see Appendices for complete checklist.

D. MA Coursework

The MA in Teaching requires 30 graduate-level (i.e. designated as 500 or above) units. Candidates complete a two-course capstone sequence. The remaining graduate-level units can be completed through the credential coursework, or elective units (e.g., EDUC 590). Up to 12 units can be applied from any of the programs offered through the Academy for the Professional Development of Educators. While they are considered graduate-level courses, units earned as a result of successful completion of student teaching (EDUC 520) does not count towards the MA in Teaching.

The Master of Arts in Teaching (MAT) course sequence culminates in two four-credit courses (EDUC 605 & EDUC 606). Each course sequence is taught by the same instructor. Extenuating circumstances notwithstanding, candidates are expected to complete both courses (EDUC 605 & EDUC 606) with the same instructor and following the typical course pacing. Candidates can begin EDUC 605 in either the fall or spring semesters. If, for any reason, a candidate must

postpone their enrollment in EDUC 606, the student must write a letter to the department chair explaining their situation. The department chair will present the letter and any additional necessary context to the department for discussion. The department will provide its response to the candidate in writing and a copy of both the original letter and department response will be placed in the candidate's file.

The goals of the MAT course sequence are to develop in candidates the knowledge and modes of thought that they need to: (1) Understand contemporary educational issues and problems and the alternatives offered in the field for their solution; (2) Critically analyze research and its role in educational decision making; (3) Carry out the professional responsibilities by employing and advocating best practices for serving culturally, cognitively, and linguistically diverse students; and (4) Undertake critical reflection on their own teaching policies and practices and those in the field of education generally.

Enrollment in the MAT course sequence requires permission, whether the individual is already in the Whittier College Teacher Education Program pursuing a teaching credential or if he or she is a credentialed teacher returning to earn only a graduate degree. Please see Appendices for additional information.

E. Maintaining Good Standing

For general college-wide Academic Policies including grade definitions, grading policies, as well as terms and conditions for candidates applying for a grade of “in progress” or “incomplete” for any course, refer to the Whittier College Academic Policies & Procedures. It is the candidate's responsibility to understand all policies, both college-wide and specifically related to the Whittier College Teacher Education Program.

<http://catalog.whittier.edu/content.php?catoid=3&navoid=122>

Department Standards.

Candidates who, in the judgment of Department of Education and Child Development faculty, fail to meet any of the *Department Standards* in their pre-profession education course may be denied program admission to the Teacher Education Program or advancement to student teaching even though they may meet other program requirements indicated in the Whittier College Catalog of Courses and in Department of Education and Child Development literature.

Student teachers who fail to meet the *Department Standards* to the satisfaction of Department of Education and Child Development faculty and/or their school supervisors may be removed from student teaching, required to do additional student teaching, or given a grade of “No Credit” for student teaching.

G.P.A. Requirement.

In all credential courses, including student teaching, course grades are determined by the individual instructor. Individuals with whom candidates may work in the schools (i.e. master teachers, cooperating teachers, college supervisors, on-site support providers, administrators, etc.) never determine grades, including grades for student teaching.

To successfully matriculate through any credential program as well as the master's program, candidates must earn an overall G.P.A of 3.0 (B) for all coursework. Any required course in which the candidate earns lower than a B- must be repeated, regardless of whether the course was taken at the graduate or undergraduate level. Further, courses taken in which the candidate has modified the grading option (from "for a letter grade" to "for credit") cannot be counted towards the graduate or undergraduate coursework requirement for any credential program. Courses that are typically offered as "for credit" (e.g., EDUC 412, EDUC 512) are applied to appropriate credential programs.

Courses that are considered pre-requisites (e.g., Child Development Course, EDUC 300/500, and EDUC 409/509 for multiple subject candidates) or count as a waiver to program requirement (e.g., American Government & Politics) must be passed with a B- or better or they will not count. For example, a candidate who took an American Government Course (e.g., PLSC 110) but did not earn at least a B- would still need to successfully pass the US Constitution Exam.

Undergraduate-Level Coursework.

Any coursework completed as an undergraduate for which the individual earned lower than a B- must be repeated in order to count towards a preliminary credential; yet, unlike graduate students, undergraduate candidates follow college-wide guidelines for repeating courses.

For undergraduates enrolled in the PICES program, if their G.P.A. falls below a 3.0, they may be asked to leave the program by their advisor. Undergraduates asked to leave the PICES program will not be able to earn both a B.A. in Child Development and an Education Specialist Mild to Moderate Support Needs and/or Extensive Support Needs Preliminary Credential concurrently during their undergraduate years; however, such a decision does not preclude these individuals from continuing to take credential classes as an undergraduate and using any of that coursework that meets program's requirements (i.e. B- or higher) towards a credential as a graduate student.

Graduate-Level Coursework.

Candidates enrolled in the MAT course sequence must earn at least a B- in EDUC 605 in order to be eligible to advance to EDUC 606. Further, all graduate-level coursework, including EDUC

606, must be completed with at least a B- or better in order to be applied to a MA in Teaching; further, the candidate's cumulative G.P.A. must remain at 3.0 or above.

Graduate-level candidates can only repeat two courses due to insufficient grades. Candidates who earn a B- in more than two courses, including credential coursework, graduate level elective, and courses associated with the MAT, or whose G.P.A falls below a 3.0 will be counseled out of the Whittier College Teacher Education Program. In these cases, the candidate's Faculty Advisor will notify the Office of the Registrar to put a hold on the candidate's account to prevent that individual from enrolling in additional courses. The Faculty Advisor will also notify the candidate that they no longer meet program requirements and are no longer eligible to continue with their coursework.

Should the candidate wish to appeal this decision, they may do so by convening a meeting with the candidate's Faculty Advisor and the Department Chair. At that time, the candidate may present, in writing, any justification for why they should remain in the graduate program. The Department Chair and Faculty Advisor will take this information back to the department for consideration and will communicate the department's response no more than 30 days after the date of the candidate's original meeting. At this time, the Department Chair will communicate the department's final decision to the Office of the Registrar.

Fieldwork.

Each fieldwork placement will be documented through department-provided contracts and logs; these documents will be uploaded to a designated Moodle page (link provided by course instructors at the end of each semester). Failure to complete and upload the necessary fieldwork may hinder a candidate's progress through the program; further it is the candidate's responsibility to maintain a copy of all fieldwork records until they are recommended for a credential.

CalTPA Instructional Cycles.

Candidates receive a final grade of "credit" or "no credit" for EDUC 421/521 based on their participation in the seminar and submitting the two CalTPA Instructional Cycles (as scored by Pearson). If, for any reason, a candidate's student teaching placement extends beyond the grading period and therefore does not allow the candidate to submit a CalTPA IC within the grading period, a grade of "In Progress" can be submitted until the CalTPA IC have been submitted or the student teaching placement has concluded, whichever comes first.

Once scores for the Instructional Cycle(s) is received, the "in progress" will be replaced by a final grade based on candidates' performance. If a candidate does not submit both Instructional Cycles, they will receive a final grade of "no credit" for EDUC 421/521. This candidate will

need to re-enroll in EDUC 421/521 and prepare submissions for the Instructional Cycle(s) that failed to earn a passing score.

Should a candidate fail to earn a passing score on an Instructional Cycle, the department provides options for remediation and assistance without re-enrolling in EDUC 421/521 (though a fee may still apply). Candidates who do not earn a passing score on an Instructional Cycle may request a score verification.

http://www.ctcexams.nesinc.com/GetInfo.aspx?f=GENRB_RequestingARescore.html&c=My%20Test%20Results&q=Can%20my%20test%20be%20rescored?&t

F. Professional Dispositions & Competencies Evaluation Form.

The Whittier College Teacher Education Program departmental faculty use Professional Dispositions and Competencies Evaluation forms to monitor and evaluate a candidates' compliance with the *Department Standards*. These forms are used in conjunction with the Whittier College policies and procedures at the departmental faculty member's discretion. These forms can be used to highlight instances in which candidate behavior meets or exceeds expectations set forth by *Department Standards* as well as instances during which time the departmental faculty seeks to document a concern about the candidate's ability to comply with one or more of the *Department Standards*.

When a form is used, both the student and departmental faculty member sign the form after a brief discussion of the form's contents. A copy of the form is provided to the student for their records. A copy of the form is also provided to the Credential Analyst to place in the candidate's record. There is no limit to the number of instances a candidate could receive a Professional Dispositions and Competencies Evaluation form to document instances of meeting or exceeding *Department Standards*.

When departmental faculty teaching any course associated with the Whittier College Teacher Education Program observe performance by a candidate which casts doubt on the candidate's compliance with one or more of the *Department Standards*, that faculty member will formally notify candidates with a copy of the Professional Dispositions and Competencies Evaluation form. This notice will (a) specify the standard(s) with which the candidate's performance does not, in the faculty member's judgment, appear to comply and (b) site factors in the candidate's performance which raises the faculty member's concern about the candidate's willingness or ability to comply with the standard(s) specified. The faculty member will also notify the Credential Analyst that a Professional Dispositions and Competencies Evaluation form has been filled out so that a copy of the form can be placed in the candidate's department file.

Soon after the notice is presented to the candidate, the faculty member authoring the letter and the candidate receiving it will meet to discuss the faculty member's concern(s) and the candidate's responses to the concern(s). As appropriate, the faculty member will during this meeting offer guidance regarding changes in the candidate's performance that will help the candidate meet the standard(s) of concern. The faculty member will also recommend appropriate sources of assistance that will help the candidate meet these standard(s).

During the conference, the candidate will be informed of their right to respond in writing to the expression of concern and encouraged to produce a written response. For example, the candidate could explain their understanding of and response to the faculty member's concern(s) and also summarize any conclusions or agreements reached during the conference regarding performance expectations or status in the program. If necessary, the Department Chair, or another faculty member who is in a position to assist the candidate without bias, will be designated to offer guidance to the candidate on the contents of the letter of response.

Following the conference, the faculty member will write a memo documenting the conference, including its date and time and a summary of the conversation, including the candidate's response to the expression of concern and any decisions reached regarding expectations for subsequent candidate performance. A copy of this memo will be placed in the candidate's department file.

If the candidate fails to appear for this conference after reasonable attempts by the faculty member to arrange a mutually agreeable time for it, the faculty member will document the candidate's failure to attend with a memorandum placed in the candidate's file. This memorandum will recount events leading to the candidate's non-appearance.

As appropriate, the candidate may be required at the end of the course in question, or at a subsequent time specifically designated by the department, to submit a statement or self-evaluation regarding his or her performance in areas addressed in Professional Dispositions and Competencies Evaluation and conferences about them. A copy of this statement or self-evaluation will be placed in the candidate's department file.

These forms and associated documents will be reviewed by the Credential Analyst and Director of Clinical Practice when the candidate applies for Advancement to Student Teaching. The nature of these documents will be discussed by the Director of Clinical Practice and members of the department to assess whether the individual is able to student teach.

Again, the Professional Dispositions & Competencies Evaluation form can be used to highlight positive attributes and also recognize areas of needed growth. If a candidate receives **two**

Professional Dispositions and Competencies Evaluation Forms that document concerns, the candidate will meet with the Department Chair to discuss their viability in the Whittier College Teacher Education Program.

G. Student Grievances.

Any violations to the Whittier College Sexual Misconduct Policy will be processed using existing college procedures: <https://www.whittier.edu/policies/sexualmisconduct> To report Bias Incidents, candidates will use an electronic form available on the Whittier College website: <https://www.whittier.edu/policies/biasincident> For more information on these college-wide policies, students are encouraged to contact the Dean of Students Office.

The following procedures may be used when a candidate has a grievance related to the Whittier College Teacher Education Program that he or she does not think can be resolved by speaking directly to the parties involved.

Procedural Steps

At each of the steps described below, the candidate may have a witness or support person accompany him or her to each meeting. In each phase of the process, the candidate must clearly indicate the topic of his or her grievance and to the extent possible articulate what he or she believes a fair remedy would be. This process will be conducted in a reasonably prompt timeframe with a goal for resolution being 60 days from initial reporting of a grievance.

Step 1. Contact Person in Supervisory Role

If a satisfactory resolution is not reached with Step 1, the candidate may contact, in writing, one of the following individuals in a supervisory role within the program:

- For grievances related to student teaching, this individual would be the Director of Clinical Practice.
- For grievances related to experiences within a particular program (e.g., Education Specialist Preliminary Credential Program), this individual would be the Program Coordinator.
- For grievances related to course instructors, the candidate may contact the Department Chair.
- For grievances related to the Department Chair, the candidate may contract the Dean of Students.

After notification, the individual in the supervisory role will meet with both parties to discuss all related issues. If a resolution agreeable by all involved parties can be reached, it shall be committed to writing. All parties will be provided a copy of the resolution for their records and one shall be kept on file in the candidate's records.

Step 2. Contact Department Chair

In the event a satisfactory resolution is not reached and the Department Chair was not contacted during Step 1, the candidate will now contact, in writing, the Department Chair. After notification, the Department Chair will meet with all parties to discuss all related issues. If a resolution agreeable by all involved parties can be reached, it shall be committed to writing. All parties will be provided a copy of the resolution for their records and one shall be kept on file in the candidate's records. In the event the Department Chair was contacted during Step 1, the candidate can proceed to Step 3.

Step 3. Contact Dean of Students

If a satisfactory resolution is not reached with Step 2, the candidate may contact, in writing, the Dean of Students. At this time, the Dean of Students will provide additional counsel to the student as to how to resolve the grievance.

H. Accepting Coursework after a Gap in Enrollment Status.

The Whittier College Teacher Education Program will accept coursework completed to fulfill requirements for a preliminary credential and/or MA in Teaching **for up to five years of the date of course completion**; after the five-year mark, candidates will need to complete the course work again. Further, as The Whittier College Teacher Education Program must adhere to college and state policies and requirements, courses that have substantially changed during an extended absence may need to be retaken even if the date they were originally passed falls within the five-year timeframe. Finally, this policy does not apply to any additional credential requirements (e.g., state-mandated assessments) as they are governed by other policies.

Candidates who wish to petition the department for a waiver to this five-year policy must send a written letter to the Department Chair explaining their rationale for why the coursework should apply towards a current credential. The Department Chair will confer with department members to render a decision within 60 days and communicate that decision in writing to the candidate.

I. Additional Comments.

All Department of Education and Child Development policies extend to all coursework, regardless of format (e.g., on-line, hybrid) or location (e.g., off-campus, study abroad).

Study Abroad Expectations.

Examples of conduct that will likely result in sanctions by the host country and/or expulsion from the program:

- 🏠 Violation of laws of host country;

- Abuse of alcohol, or use or abuse of illegal drugs;
- Disturbing the peace or disrupting the community;
- Harassment;
- Repeated failure to control noise levels in student housing facilities;
- Disruption of the academic environment of the program, including repeated failure to participate in class assignments or to attend mandatory excursions;
- Academic misconduct, including plagiarism and cheating;
- Vandalism perpetrated against public or private property;
- Assault (sexual or other), threat of assault.

Additional information regarding policies and procedures related to study abroad opportunities can be found on the Office of International Programs website <https://www.whittier.edu/academics/oip>.

Additional policies that are not included in the Department of Education and Child Development Handbook can be found on the Whittier College Academic Policies and Procedures.

X. Clinical Practice

The Commission on Teacher Credentialing requires all candidates to complete a minimum of 600 hours of *Clinical Practice* in diverse TK-12 classrooms as part of their preparation program. *Clinical Practice* is described as,

a developmental and sequential set of activities integrated with theoretical and pedagogical coursework ... experiences provided by the program includes supervised early field experiences, initial student teaching (co-planning and co-teaching with both general educators and Education specialists, as appropriate, or guided teaching), and final student teaching. (Commission on Teacher Credentialing, Program Sponsor Alert #15-07, December 18, 2015, p. 4-5)

During orientation, new students receive a copy of the observation contract, fieldwork log, dress code, and Observing Classroom Context Agreement. These documents are also provided as Appendices.

A. Fieldwork-Embedded Credential Courses

In order to assist candidates in meeting this state credentialing requirement, the Whittier College program has embedded fieldwork experiences and assignments in several credential courses; our program then culminates in a sixteen-week student teaching experience.

Beginning Fall 2023, all credential programs will have two types of fieldwork courses, those that require a designated placement provided by the Director of Clinical Practice and those that do

not. Early field experiences that do not require a placement from the Director of Clinical Practice include watching and reflecting upon high-quality teaching videos, engaging with materials (e.g., released test items from CAASPP) available online, going on site-based tours and/or field trips, attending community events, etc. Course instructors will provide additional information for how field experiences (both those requiring a designated placement provided by the Director of Clinical Practice and those that do not) are embedded into the class.

Student teaching (EDUC 520) accounts for 560 hours (seven hours per day; 35 hours each week for sixteen weeks). Students who are pursuing multiple credentials (e.g., Multiple Subject and Education Specialist) may need to complete additional hours of Clinical Practice. **As of Summer 2020 our program no longer allows summer student teaching placements.** Student teaching assignments may only be completed during Fall and Spring semesters.

Candidates who are employed as Graduate Teaching Fellows (GTF) or who complete clinical practice at a private school will complete part of their clinical practice and all CalTPA assessments in a diverse public school setting.

To facilitate this, all GTF or candidates completing clinical practice in a private school will be placed in a diverse public school for part of their 16-week student teaching placement prior to completing clinical practice in a private school.

According to the CCTE, Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, [and] reflect to the extent possible socioeconomic and cultural diversity. (p. 5)

According to the California Council on Teacher Education (CCTE),

Clinical sites (schools) should be selected that demonstrate commitment to collaborative evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, [and] reflect to the extent possible socioeconomic and cultural diversity. (p. 5)

Each fieldwork placement will be documented through department-provided contracts and logs; these documents will be uploaded to a designated Moodle page (link provided by course instructors at the end of each semester). Failure to complete and upload the necessary fieldwork

may hinder a candidate's progress through the program; further it is the candidate's responsibility to maintain a copy of all fieldwork records until they are recommended for a preliminary credential.

Furthermore, all candidates will be responsible for completing specific assignments related to their fieldwork placement. These assignments vary by course, but candidates should carefully explain the requirements of these assignments with their Master Teacher so that all assignments can be completed in a timely manner.

All fieldwork must be completed in the area in which a candidate is pursuing a credential (e.g., observing math classes if pursuing a single subject mathematics or foundational-level mathematics credential); additional requirements (e.g., classrooms that include particular student groups) may be requested by the course instructor. Candidates who pursue multiple credentials (e.g., Multiple Subject and Education Specialist) may need to complete additional hours of Clinical Practice.

In compliance with the Whittier College Teacher Education Program's memorandums of understanding (MOUs) with local districts, most credential courses require candidates to complete a Certificate of Clearance which includes a background check and fingerprinting. Courses that require the Certificate of Clearance include this prerequisite in online course descriptions. In some instances, local districts may also require a candidate/individual to complete a district background check. Individuals who are interested in the course but do not want to become a teacher are not eligible to waive the Certificate of Clearance or mandatory 10-hour fieldwork requirements.

As of Fall 2018, all candidates are assigned placements so that, over the course of the program, candidates are exposed to diverse classroom settings. The Whittier College Teacher Education Program works with local districts to ensure that classroom placements are aligned with program and individual course expectations.

Candidates may request particular fieldwork and/or student teaching placements; however, these requests may not be granted. If a candidate wishes to transfer from their fieldwork placement, they must complete the appropriate request forms available on the EDUC Fieldwork Documentation Moodle Page. For student teaching, candidates requesting a particular student teaching placement may incur additional costs if it falls outside a ten-mile radius of the college.

Candidates who wish to use school-based employment (e.g., subbing) as part of their fieldwork assignment for a given course, must contact the course instructor directly and in advance of starting any observations. At the discretion of the course instructor, some hours of school-based

employment may be used as long as the classroom content meets the fieldwork requirements of the course. Any school-based employment hours that count towards fieldwork must be original (i.e. no double dipping and using the same hours for multiple credential courses).

B. Advancement to Student Teaching.

In order to student teach, successful candidates will have passed all subsections of the appropriate CSET (or approved alternative). Additionally, these candidates will have completed all but one credential coursework, met the G.P.A. requirement. If a course must be taken concurrently with student teaching, the candidate must receive explicit permission to do so by the department.

Candidates must complete all requirements and present all necessary materials at least one month (30 days) prior to beginning student teaching; this includes proof of passage of all necessary examinations (e.g., CSET), or approved alternative. Thus, if the candidate wishes to begin student teaching in the fall, they must provide all materials by July 1st. If the candidate wishes to begin student teaching in the spring, they must provide all materials by December 1st.

In addition to the above requirements, candidates will complete a student teaching interview with the Director of Clinical Practice, attend a Student Teaching Boot Camp and Orientation, and Sign the Acknowledgement of Risk and Statement of Ability to Participate. Candidates are responsible for submitting the application by the deadline advertised each semester.

If a candidate is completing an alternate pathway to a credential, he or she must contact the Director of Clinical Practice Services and Department Chair as deadlines and requirements may differ.

C. Working as an Intern

Whittier College offers candidates the possibility to seek intern programs within our Multiple Subject, Single Subject, and Education Specialist program. The interested candidate is responsible for finding the job placement that meets credential requirements. Whittier College does not find jobs from prospective intern candidates. Instead, the prospective intern candidate must provide Whittier College with an official job offer from the employing district in order to begin the process of filing for a University Intern credential. Filing for a University Intern credential requires an Intern Agreement between Whittier College and the employing district. Additionally, the prospective intern candidate must complete an application with the Commission on Teacher Credentialing.

Each intern certificate will be valid for a period of two years. However, a certificate may be valid

for three years if the intern is participating in a program leading to the attainment of a specialist credential to teach students, or for four years if the intern is participating in a district intern program leading to the attainment of both a multiple subject or a single subject teaching credential and a specialist credential to teach students with mild/moderate disabilities. If recommended for a University Intern credential, the intern candidate is responsible for meeting all responsibilities outlined in the intern agreement between Whittier College and the employing district. For more information regarding intern eligibility, please see Appendices.

Early Completion Intern Option (ECO).

The Early Completion Intern Option (ECO) is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple or Single Subject Intern Program and demonstrate pedagogical skills through a performance assessment while in a Commission-approved intern program. To access the Early Completion Intern Option at Whittier College, please use the formstack located on the Resources and Links page of the department website: <https://www.whittier.edu/academics/education/resources>

For additional information regarding the Early Completion Intern Option, please see CTC guidance: [https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-\(cl-840\)](https://www.ctc.ca.gov/credentials/leaflets/early-completion-intern-option-(cl-840))

D. Student Teaching Guidelines

The goals of the student teaching program for each credential candidate include:

- Demonstrate knowledge of theoretical foundations of instructional practices;
- Exhibit understanding of the curricula in the various subjects taught in California public schools and of national curriculum projects;
- Demonstrate understanding of teaching techniques and technology for achieving objectives;
- Exhibit knowledge of educational assessment and evaluation;
- Show understanding of methods of organizing space, time, and materials for realization of goals.

The objectives for all teacher candidates include:

- The candidate demonstrates knowledge of the purposes of education in a democracy and knowledge of his/her professional and legal responsibilities as an instructor in the following ways: identifying goals of instruction and relating the goals to cultural differences among pupils and parents and to students with special needs; identifying community needs and resources; and developing professional competencies required to meet contemporary educational purposes. This knowledge is indicated by participation in

class discussions, written projects and/or oral presentations, instructor-made assessments, experiences, and observations during student teaching.

- The candidate shows knowledge of theories of learning and theories of human growth and development and the implications of theories for instructional practices. This knowledge is indicated by participation in class discussion, written projects and/or oral presentations, instructor-made assessments, observations during field experiences, and observations and experiences during student teaching.
- The candidate exhibits understanding of the curriculum in various subjects taught in public schools in the following ways: identifying subject matter goals according to state-adopted content standards, local guides, student texts, and national projects, and by relating curriculum guides to each other and to curricula design. This understanding is indicated by participation in class discussions, written projects and/or oral presentations, instructor-made assessments, and observations during student teaching.
- The candidate demonstrates understanding of teaching techniques and technology appropriate for achieving objectives in the following ways: identifying and implementing various instructional strategies; employing various communication patterns; and utilizing appropriate strategies for developing critical thinking and student understanding of sensitive issues. Written projects and/or oral presentations, and observations during student teaching indicate this knowledge.
- The candidate demonstrates the ability to plan instruction for individuals or groups, specifically to include English Learners, Special Needs and Underserved students and to utilize these plans by organizing a sequence of instructional topics. This ability is indicated by class discussion, written projects and/or oral presentations, samples of lesson plans, and observations and experiences during in student teaching.
- The candidate exhibits knowledge of educational evaluation procedures and instruments for placement and diagnostic assessment, formal and informal evaluations and student self-assessment. This knowledge is indicated by class discussion, written projects and/or oral presentations, instructor-made assessments, along with observations and experiences during fieldwork.
- The candidate shows understanding of methods of organizing space, time, and materials for realization of goals. This understanding is indicated by class discussion, written projects and/or oral presentations, and observations and experiences during student teaching.
- The candidate should show complete knowledge of the 6 Teacher Performance Expectations and have them written into their lesson plans throughout the course of the semester as they are specifically addressed.
- The candidate should move from the Teacher Performance Expectations to the California Standards for the Teaching Profession at the end of their student teaching/intern

assignment so as to show readiness to move onto their first tier as a regular classroom teacher in an induction program.

- The candidate should show preparation for resume writing and interviewing skills as they move forward to complete student teaching and begin job applications.

When a Student Teacher is Working with a Master Teacher (A “Traditional” Student Teaching Placement). A student teacher in this scenario is in the advantageous position of delivering lessons in a classroom with the daily support of a Master Teacher. The School Principal, the Whittier College Supervisor, and Director of Clinical Practice also serve as sources of guidance for the student teacher. The following are expectations of the Whittier College student teacher:

Preparation:

- Student teachers should limit their college class load during their student teaching experience. Student teachers seeking a credential should seriously consider taking no other courses during the semester(s) of student teaching. Also, please take careful note of all other program policies regarding enrolling in coursework alongside student teaching.
- Keep off-campus responsibilities to a minimum. The responsibilities student teachers will undertake during student teaching compare to those of a paid, full-time teacher. We find student teachers, who do not have other obligations, do a much better than those with other commitments. Therefore, it is recommended that student teachers do not schedule themselves into any other activities more than 20 hours per week outside of the student teaching classroom.
- Student teachers should contact their Master Teachers prior to the beginning of the assignment to facilitate introductions. At this time, student teachers should provide their Master Teachers with contact information including email addresses and phone numbers so that the Master Teacher can contact candidates to inform them of important information, emergencies, or changes to the schedule that may occur after school hours.
- Student Teachers should familiarize themselves with the location of the school site. Student teachers should know alternate routes to the school so that they can arrive on time in the event of traffic, adverse weather, or any other factor that may contribute to the delay of arrival.

Professionalism:

- Learn the school schedule. Student teachers are required to keep the same schedule as their Master Teacher. Follow school district guidelines regarding morning arrival and after school dismissal for teachers. Student teachers are expected to attend staff meetings and department or grade level meetings as appropriate.
- Student teachers are to be punctual and regular in their attendance. They must complete a Student Teaching Absence Form to inform their Master Teachers and College Supervisors of emergencies that will prevent student teachers from being present in the classroom

and/or prevent them from fulfilling their teaching duties. **Elective absences will not be approved during student teaching and time missed will need to be made-up.** This will be arranged with the Master Teacher and College Supervisor.

- Student teachers' dress and demeanor should reflect Whittier College's high professional standards and expectations. Student teachers are expected to wear attire appropriate to the assignment or department in which the student teacher works. Dress, grooming and personal cleanliness standards contribute to the professional image teachers present to the community.
- Student teachers are expected to use common sense and good judgment when determining what to wear. Interviews, special meetings, parent conferences, events or department needs may require stricter dress guidelines.
- In consideration of students and fellow educators with health problems, minimum use of fragrance perfume, hair spray, after-shave lotion, etc. is necessary in the workplace.
- Student teachers should conduct themselves as if they are employees of the school/district where they are assigned. Student teachers are professional and each interaction is taken into consideration of future employment.
- Student teachers must take responsibility for ensuring that all forms and documentation are completed and submitted to their Master Teachers and College Supervisors at the appropriate times.

School Environment:

- Student teachers must familiarize themselves with the diverse populations served by the school and learn student names as soon as possible.
- Student teachers must get to know the school personnel, including the principal, secretary, custodians, and grade level department teachers and representatives.
- Student teachers must learn the school's regulations and rules.
- Student teachers must become acquainted with the learning materials available within the classroom and school, including textbook adoptions used by district they are assigned to. Student teachers must keep in mind different districts may be using different curriculum.
- Student teachers must attend faculty meetings, PTA, and other school-related functions as appropriate. Student teachers must also attend parent conferences, student study team meetings, and in-services, again as appropriate. Student teachers are expected to attend Back-to-School Night and Open House along with their Master Teachers. To support the school community, Student teachers are also expected to volunteer to attend other night events at the school as appropriate.
- Student teachers must fill out all reports legibly and promptly. Student teachers must recognize that the Master Teacher and the school are legally responsible for their activities as well as the activities of students.

Teaching:

- At the beginning of their assignments, student teachers should create a timeline with their Master Teacher so that student teachers' responsibilities gradually increase and they are able to take over the classroom entirely at the appropriate time.
- Student teachers should share the CalTPA Instructional Cycle requirements with their Master Teachers and inform them of the requirement of all student teachers to videotape themselves delivering instruction. Student teachers must ensure there are permissions on file with the school for the students they will be working with and possibly having in videos in conjunction with the CalTPA Instructional Cycles.
- Student teachers must spend the beginning days of the assignment observing the Master Teacher's teaching style and familiarize themselves with the classroom routines.
- Student teachers must prepare thoroughly and carefully for each day of teaching.
- Student teachers must arrange time with the Master Teacher to discuss lesson planning, curriculum standards, and student assessment and how student teachers can incorporate this into their CalTPA Instructional Cycle submissions. Student teachers should create both long range and short-range plans.
- Student teachers must conference frequently with their Master Teachers about their progress during their student teaching placement. Student teachers are encouraged to be open to suggestions and recommendations.
- Student teachers must check unit plans, lesson plans, assignments, materials, etc. with the Master Teacher before they are implemented. Lesson plans should be planned according to district or school standards.
- Student teachers must initiate planning for ways in which Teacher Performance Expectations are to be met; assume responsibility for seeing that these are demonstrated, and that completion is recorded and filed using appropriate forms provided.
- Student teachers must continually engage in self-reflection of their teaching performance.
- Student teachers must become acquainted with the cumulative records and any other files pertinent to the students with whom they work, keeping in mind that much of this information is confidential. Student teachers must get permission before examining any confidential student records.
- Student teachers must identify English Learners and their English language proficiency level, Special Education students and their disability, underserved students, including those who have experienced trauma, homelessness, foster care, incarceration and/or are medically fragile. This is important because student teachers will be selecting focus students from these groups to include in their submissions of their CalTPA Instructional Cycles.
- Student teaching is 16 weeks in length, however, student teachers may be required to complete additional weeks if the department determines, through observation and documentation of practice, that the student teacher requires additional time practicing their teaching to meet the standards of the program. Additional hours may also be

required if the student teacher is not on track to complete the 600 hours of required clinical practice by the end of the student teaching placement.

A candidate working as a traditional student teacher may work in that classroom as a substitute teacher for up to five (5) days, as long as the student teacher holds a valid 30-day substitute permit and the school/district approves of the substitute teaching placement. It is the district's responsibility to verify a candidate's 30-day substitute permit; therefore it is the candidate's responsibility to provide any required information to the district.

Observations:

- Whittier College Supervisors will discuss the schedule to complete the required observations with student teachers. Observations (virtual and in-person) typically occur bi-weekly, for a total of at least eight observations and will occur for a minimum of 45 minutes. Each observation will be arranged in advance with the student teacher, supervisor, and master teacher. ***All lessons recorded for observations must be uploaded to the [GoReact](#) platform.*** In compliance with FERPA and HIPAA regulations, no other methods of sharing recorded lessons are acceptable.
 - For each observation, student teachers are required to provide their College Supervisor with a typed lesson plan at least one day prior to the lesson. Student teachers will receive written feedback and recommendations regarding their lessons from their College Supervisors.
 - College Supervisors will make every effort to give student teachers feedback after the lesson. However, if this is not possible due to the student teacher's schedule demands, the Supervisor will make arrangements to talk with the student teacher and review the observation. If a conference cannot take place in person, a telephone or video conference is acceptable. Student teachers are responsible for contacting the College Supervisor within 48 hours of the observed lesson (and definitely prior to the next scheduled observation) to discuss the instruction observation and outcome of the lesson.

Student Teaching Seminars:

- Attendance at student teaching seminars is required. Student teachers must plan to be active participants in discussions as well as a resource for other student teachers.
- Student teachers must turn in all seminar assignments in a timely manner.
- Student teachers must complete all assignments thoroughly and carefully. This work reflects the student teachers' professionalism and therefore high-quality work is expected. Assignments that do not include the necessary elements or that are of a lesser quality are unacceptable and will remain as "incomplete" until brought up to satisfactory condition.
- At the end of student teaching, student teachers are expected to submit an electronic portfolio that includes their classroom management plan, resume, letter of interest, two letters of recommendation for employment, and an Individual Development Plan (IDP)

moving from the Teacher Performance Expectations (TPE) to the California Standards for the Teaching Profession (CSTP).

Suggested Timeline (to be discussed with Master Teacher “MT” and College Supervisor)

Week	<u>Traditional Multiple Subject Student Teacher</u>	<u>Traditional Single Subject Student Teacher</u>	<u>Traditional Education Specialist Student Teacher</u>
Week 1	Introduce self to principal, meet master teacher, go over roles and responsibilities with Master Teacher and Supervisor. Student Teacher in classroom, observe & learn schedules, routines; assist MT as directed. Attend any/all teacher meetings as appropriate and permitted.	Introduce self to principal, meet master teacher, go over roles and responsibilities with Master Teacher and Supervisor. Student Teacher in classroom, observe & learn schedules, routines; assist MT as directed. Attend any/all teacher meetings as appropriate and permitted.	Introduce self to principal, meet master teacher, go over roles and responsibilities with Master Teacher and Supervisor. Student Teacher in classroom, observe & learn schedules, routines; assist MT as directed. Attend any/all teacher meetings as appropriate and permitted.
Week 2-3	Lesson planning with MT. Present small group instruction and/or co-teach with MT. Teach or co-teach at least one multiple-day lesson of one content area. Attend meetings as appropriate and permitted. Begin planning of CalTPA IC1 with Master Teacher.	Lesson planning w/ MT, present small group & whole class instruction, as appropriate/ or co-teach with master teacher, assist with tutorial. Teach at least one period of daily lessons. Attend meetings as appropriate and permitted. Begin planning of CalTPA IC 1 with Master Teacher.	Lesson planning w/ MT, present small group & whole class instruction, as appropriate/ or co-teach with master teacher, assist with tutorial. Teach or co-teach at least one multiple-day lesson of one content area. Attend meetings as appropriate and permitted. Begin planning of CalTPA IC 1 with Master Teacher.
Week 4-8	Lesson planning with MT. Take over 2 content areas of instruction. Attend meetings as appropriate and permitted. Continue work on CalTPA IC 1.	Lesson planning with MT. Teach at least 2 periods of instruction. Attend meetings as appropriate and permitted. Continue work on CalTPA IC 1.	Lesson planning with MT. Teach small group/whole class lessons. Teach at least one period of daily lessons. Attend meetings as appropriate and permitted. Continue work on CalTPA IC 1.

Week 6-10	Take over 3 content areas of instruction. MT approves lesson plans. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 1.	Teach at least 3 periods of instruction. MT approves lesson plans. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 1.	For period of weeks 6-16 Continue to take over all instruction. MT approves lesson plans. Attend IEP meetings as appropriate and permitted. Complete and submit CalTPA IC 1.
Week 11-12	Lesson planning with MT. Teach or co-teach at least one multiple day lesson of several content areas. Attend meetings as appropriate and permitted. Begin preparation of CalTPA IC 2	Teach 4 periods of instruction. MT approves lesson plans. Attend all meetings as appropriate and permitted. Begin preparation of CalTPA IC 2.	Lesson planning with MT. Teach or co-teach multiple lessons daily. Attend IEP meetings as appropriate and permitted and continue attending all school or district professional development. Begin preparation of CalTPA IC 2
Week 13-14	Take over all instruction. Attend meetings as appropriate and permitted. Continue work on CalTPA IC 2	Take over all instruction for Master Teacher. Attend all meetings as appropriate. Continue work on CalTPA IC 2.	Take over all instruction. Attend meetings as appropriate and permitted. Continue work on CalTPA IC 2
Week 15-16	Continue to take over all instruction. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 2.	Continue to take over all instruction. Attend meetings as appropriate and permitted. Complete and submit CalTPA IC 2.	Continue to take over all instruction. Attend all meetings as appropriate and permitted. Complete and submit CalTPA IC 2.

Note: The CTC requires all teaching candidate to complete at-minimum four weeks of “solo teaching” whereby the candidate takes on all responsibility for planning, implementing, and assessing classroom instruction. Candidates may engage in additional weeks of “solo teaching” if agreed upon by the Master Teacher, College Supervisor, and Director of Clinical Practice in advance.

When Working as a University Intern (Teacher of Record)

When a school district or private school employs a University Intern, the intern’s responsibilities are the same as that of the regular classroom teacher. During the intern’s student teaching experience, the intern will be assigned to, and benefit from, the support of a College Supervisor from Whittier College as well as an On-Site Supporter.

Working with Whittier College Supervisor

- A supervisor from the college will be assigned to the intern. The intern is expected to maintain open lines of communication with the College Supervisor at all times. The supervisor will plan to observe the intern on a bi-weekly basis. At least 8 observations (virtual and in-person) will be scheduled in advance and will occur for a minimum of 45 minutes.
- *All lessons recorded for observations must be uploaded to the [GoReact platform](#).* In compliance with FERPA and HIPAA regulations, no other methods of sharing recorded lessons are acceptable.
- For each observation, the intern must provide the College Supervisor with a typed lesson plan. While Whittier College provides a lesson plan format, the intern's lessons should be planned according to district or site guidelines. The intern's Supervisor will review and discuss the quality of lesson plans that need to be turned in to the Education Department.
- The intern will receive written feedback regarding the intern's lesson on an observation record sheet. This form is not shared with current or prospective employers.
- The intern should plan to hold a conference with the college supervisor after each observed lesson. The intern's College Supervisor will make every effort to give feedback after the lesson. However, if this is not possible due to the intern's schedule demands, the intern should call the supervisor. If an immediate conference is not possible, a telephone conference is an acceptable substitution.
- The College Supervisor must meet with the intern a minimum of two hours per week for support/mentoring. If an intern should start their assignment later in semester, additional time from the on-site supervisor to help support the intern is required (4 hours per week).

Working with On-Site Supporter

- At the beginning of the intern's teaching assignment, the intern will be asked to choose a support person from their school site who can assist the intern with the teaching experience and serve as an additional lens into the intern's teaching competence. This person will be the On-Site Supporter and evaluator. This person must hold a teaching credential in the same area as you are student teaching and have 5 years of classroom experience. The support person does not have to be a classroom teacher, presently.
- The On-Site Supporter is required to be accessible to conduct a minimum of four, formal observations per semester of student teaching for which the intern is enrolled. The lessons should be scheduled in advance. The intern must provide the support person with a typed plan at the beginning of the lesson. The support person will provide the intern with written feedback and recommendations recorded on the Student Teaching Lesson Observation Form. The intern should plan to conference with the On-Site Supporter soon after the lesson.
- The On-Site Supporter is required to evaluate the intern's teaching competency in several areas at the end of the intern's assignment.

Student Teaching Seminars

- Attendance at student teaching seminars is required. Interns must plan to be active participants in discussions as well as a resource for their peers.
- Interns must turn in all seminar assignments in a timely manner.
- Interns must complete all assignments thoroughly and carefully. This work reflects the intern's professionalism and therefore high-quality work is expected. Assignments that do not include the necessary elements or that are of a lesser quality are unacceptable and will remain as "incomplete" until brought up to satisfactory condition.
- At the end of student teaching, interns are expected to submit an electronic portfolio that includes their classroom management plan, resume, letter of interest, two letters of recommendation for employment, and an Individual Development Plan (IDP) moving from the Teacher Performance Expectations (TPE) to the California Standards for the Teaching Profession (CSTP).
- Interns must complete a log ensuring that the program is providing them with a minimum of 144 hours of support/mentoring and supervision throughout the school year, including coaching, modeling, demonstrations within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. In addition, if the intern is not EL certified, the intern must be provided with an additional 45 hours of support/mentoring and supervision specific to the needs of English learners.

E. Evaluation of Student Teaching.

Candidates receive a final grade of "credit" or "no credit" for EDUC 420/520 from the course instructor based on:

1. eight observations (virtual and in-person) conducted by and weekly communication initiated by the college supervisor;
2. the Whittier College Student Teaching Evaluation Grid completed by candidates, master teacher(s) with whom the candidate is placed, and the college supervisor;
3. the Whittier College Teacher Education Program Evaluation Narrative completed by the master teacher(s) with whom the candidate is placed, and the college supervisor; and
4. successful completion of 560 hours of clinical practice. The EDUC 420/520 course instructor uses the observations and evaluations named above in conjunction with other sources of information to make final grade determinations and are used at the course instructor's discretion.

Candidates receive a final grade of "credit" or "no credit" for EDUC 521 from the course instructor based on:

1. weekly seminar attendance and participation.

2. participation in seminar activities and completion of seminar assignments.
3. submission of both CalTPA instructional cycles by the end of the semester.
4. successful completion and submission of portfolio.

In rare cases, candidates who have not completely met goals for clinical practice as outlined in the above documents but who have demonstrated consistent progress throughout their teaching placements may be eligible for an extended student teaching experience; such decisions are made at the discretion of the Director of Clinical Practice in consultation with the Credential Analyst, candidate's Faculty Advisor, and the Department Chair. In most cases, candidates who have not successfully met goals for student teaching as outlined in the documents above will have to enroll in additional units of EDUC 420/520.

F. Candidate Withdrawal or Removal from Student Teaching

Candidate Withdraws from Student Teaching Prior to District Confirmation of Placement: A Candidate who has submitted a Clinical Practice Application, but wants to withdraw prior to a district-confirmed assignment must contact the Director of Clinical Practice immediately and in writing to submit the written request to withdraw from clinical practice.

Candidate Withdraws from Student Teaching After District Confirmation of a Placement Assignment or After Placement Begins: A candidate withdrawing after district confirmation of placement must immediately contact the Director of Clinical Practice to discuss the situation. The Candidate may be required to wait until the following semester for a new placement, depending on the circumstances of withdrawal. The Director of Clinical Practice may also complete a Professional Dispositions and Competencies Evaluation Form. Please note that an Intern has additional district guidelines to follow when considering withdrawing from a placement.

In the event that a candidate does not show up at their school/classroom at any time during their placement without explanation (e.g., extenuating circumstances, prior approval from college and district), then the candidate will be considered a "No Show." When a candidate is designated as a "No Show" the Director of Clinical Practice will reach out to that candidate. The Director of Clinical Practice may also complete a Professional Dispositions and Competencies Evaluation Form. If the candidate is able and allowed to continue with the placement, they may do so. If the candidate is unable to continue with the placement for any reason, the candidate and Director of Clinical Practice will follow college policies with respect to withdrawing from a course. A request to withdraw from clinical practice must also be submitted in writing to the Director of Clinical Practice. If the "No show" candidate must withdraw from the placement and then

reapply to student teach at a later date, they may not withdraw from any future student teaching placement under any circumstances.

Removal from Clinical Practice. A student teacher or Intern who violates the *Department Standards*; Clinical Practice policies or procedures; or the policies, rules, or regulations of the placement school may be removed from a placement at the request of Whittier College or school site personnel.

Additional reasons for candidate removal include, but are not limited to:

- Violations of the district and/or Whittier College’s policies including those pertaining to the Whittier College Teacher Education Program
- Persistent lack of progress towards meeting goals for student teaching placement
- Poor interpersonal skills with students or adults
- Consistent tardiness, early departures, and/or excessive absences
- Persistent failure to meet the site’s expectations for faculty and/or staff
- Persistent concerns regarding candidate’s ability to comply with *Department Standards*
- Inappropriate attire
- Inappropriate use of technology (phones, tablets, computers, etc.)

In these cases, college and/or school supervisors may contact the Director of Clinical Practice with their concerns. The Director of Clinical Practice will communicate the concerns to the Department chair, the Credential Analyst, and the candidate's Faculty Advisor. If there is a need or recommendation to remove a candidate from their student teaching or intern placement, the department will hold a hearing allowing the candidate and other concerned parties to present information and arguments relevant to the decision.

Teacher candidates who are removed from their placement will receive a “No Credit” for associated courses and a Professional Dispositions and Competencies form will be placed in their student record.

Candidates interested in appealing decisions related to withdrawing or removal from student teaching will use the college policies related to appeals outlined above.

Appendix A: Summer School Intensive Expectations

Whittier College
Department of Education & Child Development

Summer School Intensive Expectations

By registering for the summer school intensive, I understand that I am signing on for the following expectations:

- Each summer school course date represents one week during the regular semester (in other words, summer school is a fast-moving train);
- Taking three courses during summer school is rigorous, and I may need to take two courses instead of three courses, in order to be successful;
- Ten (10) hours of fieldwork per course is required;
- I cannot double-dip fieldwork across courses. Instead, each course needs to include ten (10) authentic hours of fieldwork; and
- As per the fieldwork contract, professors reserve the right to contact teachers where you are conducting fieldwork, in order to authenticate fieldwork hours.

Signature

Date

Appendix B: Waiver to Department Policy Regarding Concurrent Enrollment in MAT Course Sequence and Student Teaching

Waiver to Department Policy Regarding Concurrent Enrollment in Master of Arts in Teaching Course Sequence and Student Teaching

Department of Education & Child Development policy states that students may not enroll in EDUC 605 or EDUC 606 (i.e. the MA Course Sequence) in the same semester as student teaching. To be exempt from this policy, the student must exhibit a *documented pattern of exceptional academic success* in the credential program. Specific criteria are as follows:

1. The student must have passed all sections of the CSET (required for student teaching).
2. The student must have a cumulative GPA of 3.5 or higher.
3. The student must not have any credential coursework to complete or retake (aside from EDUC 512)
4. The student must not have any unresolved disciplinary issues documented by a Professionals Protocol Form.
5. The student must complete the questions below in preparation for an interview by the MA Professor.
6. The student must be interviewed by the MA professor where the professor reviews course syllabi and expectations.

Should the student be granted an exception to the departmental policy and be allowed to enroll in the MA course sequence concurrently with student teaching, the student must sign a contract with the Education Department and MA Professor. The contract states that the student acknowledges that he or she is enrolling in both courses against the advice of the department policy and is aware of the expectations associated with taking the courses concurrently.

Questions:

1. What are three topics that you are interested in studying during the MA course sequence and why?
2. What kinds of data do you see yourself collecting around your topic (achievement data, surveys, interviews, focus groups, etc. ...) and why?
3. What do you anticipate being the most difficult part of taking the MA course and student teaching concurrently?
 - a. What will you concretely do to manage your time and assist yourself with taking both courses concurrently?
4. Other than classes, what is your current workload/schedule?
5. What have you done to learn about the workload during student teaching and the MA concurrently?

Appendix C: Department Policy on Timing of Master of Arts in Teaching Course Sequence

Department Policy on Timing of Master of Arts in Teaching Course Sequence

The MA Course Sequence (EDUC 605 & EDUC 606) is designed to be a capstone experience. These courses build upon the theories and research-based practices discussed in coursework preparing candidates to student teach. Therefore, it is the Department of Education & Child Development's policy that candidates may not enroll in the MA Course Sequence until they have completed the coursework leading towards the credential they are pursuing (See Table Below). MA Only candidates may not enroll in the MA Course Sequence until they have completed all other coursework aside from units offered through the department's Academy for the Professional Development of Educators.

Core Program	Single Subject	Multiple Subject	Education Specialist
EDUC 500 (3 credits)	EDUC 503 (3 credits)	EDUC 502 (3 credits)	EDUC 502 (3 credits)
EDUC 501 (3 credits)	EDUC 508 (3 credits)	EDUC 505 (3 credits)	EDUC 530 (3 credits)
EDUC 504 (3 credits)	EDUC 509 (3 credits)	EDUC 507 (3 credits)	EDUC 531 (3 credits)
EDUC 506 (3 credits)		EDUC 509 (3 credits)	EDUC 533 (3 credits)
EDUC 529 (2 credits)			EDUC 534 (3 credits)
EDUC 512 (1 credit)			or EDUC 536 (3 credits)

Note: This table does not include student teaching/student teaching seminar

Appendix D: Are you Intern Eligible?

Are you Intern Eligible?

Please use the checklist below to see if you are intern eligible.

1. Completed pre-services courses (sections a & b). These are courses/hours **required prior to being intern eligible.**

a. All candidates must complete:

- EDUC 501: Teaching Diverse Learners – 3 units (Fall & Summer)
- EDUC 504: Second Language Acquisition and Methodology – 3 units (Spring & Summer)
- EDUC 529: Introduction to Inclusive Education - 2 units (Fall & Spring)

b. Credential Specific courses to complete:

Multiple Subject

- EDUC 505 (Spring)

OR

- EDUC 507 (Fall)

Single Subject

- EDUC 508 (Fall)

- EDUC 503 (Fall & Summer)

Education Specialist

- EDUC 534 (Fall)

- EDUC 502 (F&Su)

- EDUC 502 (Fall & Summer)

c. Candidates pursuing a Bilingual Authorization (i.e. BILA program candidates)

- EDUC 525 (Spring)
- EDUC 591 (Fall)
- EDUC 592 (Fall)

1. Meet Basic Skills Requirement (by passing CBEST or other approved option).
2. Meet Subject Matter Requirement (by passing CSET or other approved option)
3. Completion of a U.S. Constitution Requirement (by course, exam or CSU graduate).
4. Completion of a Child Development course.
5. CPR Card (Adult & Infant)
6. Verification of Certificate of Clearance (fingerprint clearance) or 30-day substitute teaching permit.
7. Job offer letter from the district.

Appendix E: Whittier College Credential Checklist

REVISED 7/10/23

WHITTIER COLLEGE CREDENTIAL CHECKLIST

Admission Requirements

<ul style="list-style-type: none"> <input type="checkbox"/> Completed application <input type="checkbox"/> Verification of passing CBEST or Basic Skill Requirement (or authorized alternative) <input type="checkbox"/> Official transcript from a regionally accredited institution with a minimum of a 2.8 GPA overall <input type="checkbox"/> Passage of at least one CSET exam in your content area (or authorized alternative) <input type="checkbox"/> Two to four letters of recommendation- One letter needs to be from an academic major <input type="checkbox"/> Evidence of a negative TB test result within last two years <input type="checkbox"/> Evidence of CTC issued Certificate of Clearance 	<p style="text-align: center;">Common Requirements</p> <ul style="list-style-type: none"> <input type="checkbox"/> Subject Matter Competency met by CSET or authorized alternative <input type="checkbox"/> Current (i.e. not expired) CPR Card that meets the standards established by the American Heart Association or Red Cross <input type="checkbox"/> U.S Constitution (approved course, exam, or CSU graduate) <input type="checkbox"/> CHDV 105 from WC or an acceptable alternative or approved equivalent <input type="checkbox"/> EDUC 300/ 500: Sociological Anthropological Perspectives on EDUC <input type="checkbox"/> EDUC 401/501: Teaching Diverse Learners <input type="checkbox"/> EDUC 404/504: Second Language Acquisition and Methodology <input type="checkbox"/> EDUC 406/ 506: Learning Learners <input type="checkbox"/> EDUC 429/529: Introduction to the Inclusive Education <input type="checkbox"/> EDUC 412/512: Promoting Students' Health & Safety <input type="checkbox"/> EDUC 520: Student Teaching <input type="checkbox"/> EDUC 521: Professional Development Seminar 	<p style="text-align: center;">Instructional Cycle 1 <input type="checkbox"/> Instructional Cycle 2</p> <ul style="list-style-type: none"> <input type="checkbox"/> SINGLE SUBJECT <input type="checkbox"/> EDUC 403/503: Teaching Content Area Literacy <input type="checkbox"/> EDUC 408/508: SS Curriculum and Pedagogy <input type="checkbox"/> EDUC 409/509: SS Curriculum and Pedagogy II <p style="text-align: center;">BILINGUAL AUTHORIZATION</p> <ul style="list-style-type: none"> <input type="checkbox"/> EDUC 425/545: Chicano/Latino Cultures: An Interdisciplinary Perspective <input type="checkbox"/> EDUC 491/591: Bilingualism and Biliteracy <input type="checkbox"/> EDUC 492/592: Methodology for Primary Language Instruction in a Bilingual Setting
	<ul style="list-style-type: none"> <input type="checkbox"/> MULTIPLE SUBJECT <input type="checkbox"/> RICA (Reading Instruction Competency Assessment Test) must be passed <input type="checkbox"/> EDUC 409/509: Methods for Physical Education & Movement in Elementary and Secondary Schools <input type="checkbox"/> EDUC 402/502: Literacy Development in the Elementary School <input type="checkbox"/> EDUC 405/505: MS Curriculum & Pedagogy: Language Arts, History- Social Science & Visual- Performing Arts <input type="checkbox"/> EDUC 407/507: MS Curriculum & Pedagogy: Math & Science 	<ul style="list-style-type: none"> <input type="checkbox"/> EDUCATION SPECIALIST <input type="checkbox"/> RICA (Reading Instruction Competency Assessment Test) must be passed <input type="checkbox"/> EDUC 402/502: Literacy Development in Elementary School <input type="checkbox"/> EDUC 430/530: Foundations of Inclusive Education <input type="checkbox"/> EDUC 531- Assessment of Exceptional Students <input type="checkbox"/> EDUC 533- Applied Behavior Analysis in Schools <input type="checkbox"/> EDUC 434/534: Instructional Methods for Students with Mild to Moderate Support Needs <p style="text-align: center;">-OR-</p> <ul style="list-style-type: none"> <input type="checkbox"/> EDUC 436/536: Instructional Methods for Students with Extensive Support Needs

Note: This checklist does not include the course sequence (EDUC 605 & EDUC 606) required for the Master of Arts in Teaching

Appendix F: California Teaching Performance Expectations (TPEs)

P-5

California Teaching Performance Expectations (TPEs)

P-5

TPC 1 Engaging and Supporting All Students in Learning	TPC 3 Understanding and Organizing Subject Matter for Student 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.	1. Demonstrate knowledge of subject matter, including the scope of Florida State Standards and curriculum frameworks.
2. Monitor and confer with students and families, and to communicate achievement expectations and student progress.	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. Connect subject matter to real life contexts and provide active learning experiences to engage students in learning.	3. Plan, design, implement, and monitor instruction that will utilize varied, evidence-based pedagogical practices, including a variety of instructional design and implementation disciplinary and cross-disciplinary learning experiences, including integrating the visual and performing arts as appropriate to the discipline.
4. Use a variety of developmentally and ability appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design for Learning (UDL) and Multiple Means of Representation (MMRI), to support access to the curriculum for a wide range of learners within the general education classroom and environment.	4. Individually and through consultation and collaboration with other educators and members of the professional community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, reasoning, and learning meaningful questions and reflection.	5. Analyze subject matter curriculum, department or area planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Spanish English learners, students with disabilities, and students with other learning needs in the classroom, through differentiated instruction.
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), and other strategies, to help students understand English language and content, and to ensure understanding of the content among students whose only instructional language is Spanish, English, or another language. Students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.	6. Use and adapt resources, standards-aligned materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate, to the curricular and content of learning.	7. Model and develop digital literacy by using technology to engage students to support their learning and promote digital citizenship, including respecting copyright law, understanding their usage of lines and the use of Creative Commons licenses, and maintaining intellectual security.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.	8. Demonstrate a knowledge of effective teaching strategies aligned with the international recognized educational technology standards.
TPC 2 Creating and Maintaining Effective Environments for Student Learning	* See TPC 3 for subject matter standards in section 4 for reference.
1. Promote students' social-emotional growth, development, and individual responsibility by using positive interventions and supports, restorative practices, and conflict resolution or practices to restore caring community where each student is treated fairly and respectfully by others and peers.	Copyright © 2018 by the California Commission on Teacher Credentialing 1500 Capitol Avenue, Sacramento, CA 95833 All rights reserved.
2. Create learning environments (i.e., traditional, blended, and online) that promote constructive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.	All materials contained herein are protected by United States copyright law and may not be reproduced, distributed, transmitted, sold, or used without the prior written permission of the Florida Department of Education. Creating, publishing, and reproducing any material, including this document, without the prior written permission of the Florida Department of Education is prohibited. Any form is prohibited other than the original or a hard-copy printout made by you, personally, and may be used only for your personal use only. You may not copy the content to individual files or files for others to use. If only you acknowledge the California Commission on Teacher Credentialing as the source, and copy the content, you are in compliance with the law.
3. Plan, design, implement, and monitor individualized learning environments that are physically, mentally, or intellectually, and emotionally healthy and safe for all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, sexism, and racism.	
4. Know how to access resources to support students, including those who have specific needs, through research, professional development, and/or other means.	
5. Monitor and confer with students and families, and to communicate achievement expectations and student progress.	
6. Establish and maintain clear expectations for positive classroom behavior and for students to access the content to which they are being held accountable through classroom routines, procedures, and norms for students and families.	

TPE 4	Learning Instruction and Designing Learning Experiences for All Students
1.	Gather and apply information about students' current academic status, content, and skills to address related learning needs. Use goals, assessment data, language proficiency skills, and cultural background for both short-term and long-term learning planning purposes.
2.	Understand and apply knowledge of the range and characteristics of various and typical of the new spectrum from high through advanced to low in 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: <ul style="list-style-type: none"> • appropriate use of instructional technology, including assistive technologies; • using effective oral, linguistic, and cultural appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; • appropriate modifications to students with disabilities in the general educational program; • opportunities for students to connect content area learning and • use of community resources and services as appropriate.
5.	Promote student access by providing opportunities for students to discuss and address content strategies that meet their individual learning needs and assess students with specific learning needs to successfully participate in standards plans (e.g., IEP, 504, and 3001 plans).
6.	Access resources for learning 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 activities modes between teacher and student, and among students that enhance student academic learning.
8.	Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrate 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, formative, progress monitoring, formative, summative, and performance) to design and administer classroom assessments, including the use of learning objectives.
2.	Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and describe students' learning over time.
3.	Use valid evidence in self-assessment and reflection on their learning goals and progress and provide students with opportunities to review or receive their work based on assessment feedback.
4.	Use technology as appropriate to support assessment and instructional analysis, analysis, and communication learning outcomes to students and families.
5.	Use assessment information in a timely manner to assess students and families' understanding, student progress in meeting learning goals.
6.	Work with specialists to help interpret assessment results from multiple 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 ongoing instruction.
8.	Use assessment data, including information from students' self-IP, IEP, and 504 plans, to establish learning goals and to plan, differentiate, and make accommodations and/or modify instruction.
TPE 6	Developing as a Professional Educator
1.	Reflect on their own teaching practices and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2.	Recognize their own values and implement explicit biases, the ways in which those values are 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 build trusting relationships of learning, as appropriate, with all learners, all students, and families, as well as toward their colleagues.
3.	Establish a process for learning goals and make progress to improve their practice by routine professional communication and inquiry with colleagues.
4.	Communicate, new and when to involve other adults and to communicate effectively with co-workers 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 success 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.	Leverage and extend professional roles and responsibilities as mandated, reported, and modeled with all uses concerning professional responsibility, professional conduct, and media literacy, including the responsible use of social media and other digital platforms and networks.
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.

Appendix G: Guidance on TB Clearance & CPR Requirement

TB Clearance

All candidates enrolled in EDUC credential courses completing fieldwork in a K-12 school must be able to provide evidence of TB clearance. The Whittier College Teacher Education Program accepts the following forms of documentation:

- TB Negative Skin Test – valid within the last two years.
- Tuberculosis Chest X-Ray – valid within the last five years.

The Whittier College Teacher Education Program currently does not accept a Risk Assessment Form as a means to fulfill TB Clearance.

Candidates may be asked to provide the districts/schools in which they are placed with TB clearance. Further, districts may have specific requirements for the documentation they accept which could be different from the Whittier College Teacher Education Program. The Whittier College Teacher Education Program cannot provide districts/schools with a candidate's TB clearance even at the request of the candidate.

For graduate students needing TB testing in order to complete course-required fieldwork observations or student teaching may use the Student Health and Wellness Center.

CPR Requirement

The Commission on Teacher Credentialing (CTC) requires programs to verify that an individual being recommended for a credential has received "*training in cardiopulmonary resuscitation (CPR) that covers infant, child, and adult CPR skills that meets the standards established by the American Heart Association or Red Cross*". (<https://www.ctc.ca.gov/credentials/req-teaching>)

- Trainings from the Red Cross and American Heart Association Trainings will be accepted.
 - The Red Cross or American Heart Association insignia must be on the card OR explicit language that reads that the training meets the requirements or is consistent with guidelines with one of these organizations.
- The training must cover infant, child and adult CPR. This language (or pediatric & adult CPR) must be clearly indicated on the card.

A photocopy of the front and back of a current (i.e. not expired) CPR card must be provided to the Department of Education by the time the candidate is ready to file for a credential.

Appendix H: Paperwork Associated with Fieldwork

KEEP THIS COPY FOR YOUR REFERENCE & REVIEW IT REGULARLY!

Observing Classroom Contexts Agreement

I understand that I am a representative of Whittier College as I observe, participate, and complete fieldwork requirements. My actions can enhance or jeopardize other Whittier students' opportunities to observe and work in this school and classrooms or others.

I understand that I must conduct myself in a professional manner during all my contacts with personnel in the school, classroom, and community setting, including students, educators, and family members, and I agree to do so.

More specifically, I commit myself:

- To dress appropriately in accord with standards expected for professionals in the school where I serve.
- To be punctual for all scheduled work, activities, and appointments; to call the cooperating teacher well in advance to notify her or him if I must be absent, and to reschedule my work.
- To speak and act in a courteous and professional manner with all staff members, students, parents, and others in the school and community.
- To recognize and respect the authority and responsibilities of the cooperating teacher; and to follow any and all rules or restrictions that s/he establishes for my work, interaction with students, and other matters.
- To assume and carry out fully the responsibilities assigned to me by my cooperating teacher or other school personnel.
- To accurately and honestly report all observation hours, as well as description of observed students, teacher, and class activities. This includes only observing when the classroom teacher is present (i.e. not observing substitute or student teachers).

I also understand that I must respect and honor the confidentiality of everyone in my classroom, school, and the school's community, and I agree to do so. I agree to follow the confidentiality and anonymity guidelines explained in class.

I am aware that there are some risks in participating in this activity, and I assume and accept the responsibility for these risks. In travel to and from my school, I will be covered by my personal auto and medical insurance.

My signature below indicates that I have read the above "Observing Classroom Contexts Agreement" and commit myself to following all its provisions. I recognize that any departure from this agreement can jeopardize my continued participation in this education course and/or in the Whittier College Teacher Education Program.

Name (printed)

Signature

Date

FIELDWORK CONTRACT

Semester _____ Year _____ Course Number & Name _____

Candidate's Name (Printed) _____

How many courses are you taking this semester that require fieldwork? _____

Provide all EDUC course numbers: _____

Are you currently employed as a GTF? (circle one) yes / no

If yes, indicate name of program: _____

Are you currently employed as a substitute teacher? (circle one) yes / no

Are you currently employed as a full time teacher? (circle one) yes / no

If yes, indicate name of K-12 school: _____

Statement of Understanding:

- I understand that I must complete fieldwork hours in the content area(s), grade level(s), and/or classroom setting(s) deemed appropriate for my credential by the course instructor.
- I understand that I must complete the required number of hours for this course, which is ____.
- I understand that I must provide complete and accurate information regarding my observation placement.
- I understand that my cooperating teacher may be contacted to verify my hours of observation.
- I understand that completing fieldwork hours is a credentialing requirement. Failure to do so may delay my ability to be placed for student teaching and/or earn my credential.
- I understand that my fieldwork hours, for this or any course, may be audited at any time. If any violations of academic integrity arise from this audit, I will be sanctioned according to department, Graduate Teaching Fellows (GTF) and Whittier College policies.

Whittier College Teacher Candidate's Signature: _____ Date: _____

Placement information: *(Please Print All Information Except Teacher's Signature)*

School District: _____ School: _____

School-Wide Data:

Student Population:	
Ethnic Background(s) of Student Population:	
English Learners:	
Students Receiving Special Education Services:	
Students Who Qualify for Free/Reduced Lunch:	

Grade Level/Class you are Observing: _____ Content Area: _____

Teacher's Name: _____ Teacher's Signature: _____

Teacher's Email: _____ Teacher's Phone Number: _____

FIELDWORK LOG

Reminders:

- 1) You must complete 10 observation hours for this course (EDUC ____).
- 2) Fieldwork hours must be completed in a grade level/content area/classroom setting appropriate for this course.
- 3) Each EDUC course must have a unique set of observation hours.
- 4) Completed observation hours must be spread out over the course of the semester.
- 5) Fieldwork logs are to be submitted electronically using the college Moodle Prompt
- 6) Your cooperating teacher may be contacted to verify your fieldwork log.

Grade Level/Course Description _____

DATE	TIME IN	TIME OUT	Class Activities (3-5 sentences about lesson & your role, if any, during instruction)	Teacher Initials
1-1-17	9:00	9:45	<i>Today students had a lesson on adding and subtracting fractions. The teacher modeled a few problems with manipulatives before the students worked in small groups. I walked around the classroom and sat with small groups. The students worked well with one another, sharing the manipulatives and asking me questions when they didn't understand something.</i>	JD
			(add additional rows as necessary)	

	Total Hours
--	-------------

Classroom Teacher's signature _____

Teacher's Email: _____ Teacher's Phone Number: _____

Whittier College Teacher Candidate's Name (Printed) _____ Signature _____

By signing above, you verify all information is accurate and the teacher's signature is authentic.

Whittier Teacher Education Program Fieldwork & Student Teaching Dress Code

The Teacher Education Program believes that teachers serve as role models to K-12 students and representatives of Whittier College. The Teacher Education Program encourages all college and graduate students engaged in fieldwork, student teaching, and other program-related interactions with K-12 students, staff and community members to wear clothing that demonstrates a high regard for education. The purposes of the Teacher Education Program's guidelines on attire are to maintain an overall ambience of professionalism in all school-related environments and guide college and graduate students in their efforts to present themselves as professionals.

All college and graduate students should appear professional, while still attired in ways that permit active work with young learners and safe interactions. Clothes that may be appropriate for shop instructors or gym instructors may not be appropriate for classroom teachers.

Guidelines for Broadoaks School differ slightly; those planning to observe and/or work in Broadoaks classrooms should consult the school director for further details. Further, districts and schools may have additional guidelines so when in doubt, ask appropriate K-12 school/district personnel (e.g., a cooperating or master teacher).

College and graduate students who do not follow guidelines set forth by the Teacher Education Program and/or the schools in which they are placed may be asked to go home and change.

Guidelines:

- Clothing:
 - Dresses or blouses should not show any cleavage.
 - The bottom edge of shorts, dresses and skirts must fall at least as low as the fingertips and no higher than mid-thigh *when bending over*.
 - Must cover all undergarments, including bra straps and boxer shorts or briefs.
 - Pants must not reveal underwear or buttocks when bending or sitting. No thin, see-through pants.
 - Jeans must have a hem at the bottom and may not have holes in the fabric. Baggy pants or jeans with “fashionable” holes or tatters are not allowed.
- Shoes:
 - In case of emergency, only closed toe and closed heel shoes should be worn while on school/district grounds.
- Accessories:
 - Hats, visors, and /or sunglasses may be worn for sun protection when outside. Hats, visors, and/or sunglasses should not be worn inside the classrooms.
 - Jewelry and hair may work according to an individual's taste; however, they must follow safety guidelines as appropriate for particular settings (e.g., hair tied back during science experiments that use an open flame).

Appendix I: Background Regarding Former Teacher Performance Assessments

As of Fall 2018, candidates entering the Whittier College Teacher Education Program complete two Instructional Cycles during his or her student teaching. In compliance with Ed Code § 44252.1 (below), candidates who were enrolled in The Whittier College Teacher Education Program prior to Fall 2018 may elect to complete Teacher Performance Assessments (TPAs) as opposed to CalTPA Instructional Cycles to meet the state requirements for the preliminary credential.

Ed Code § 44252.1 allows a candidate to have up to two full years from enrollment in the educator preparation program to satisfy the requirements that were in place when the candidate enrolled.

For those students enrolled prior to Fall 2018, the two-year period of transition began the last semester the candidate was enrolled in a credential course. Candidates who did not complete the Teacher Performance Assessments within this time frame must complete the CalTPA Instructional Cycles.

For candidates enrolled in the program prior to Fall 2018 who have elected to complete the 4 TPAs, advancement to student teaching is contingent upon passing all Teaching Performance Assessments that are not embedded within the student teaching experience.