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## MESSAGE TO THE CREDENTIAL CANDIDATE

Dear Credential Candidate:

Welcome to the Department of Elementary Education. We hope that you will understand that becoming a teacher is an important step in your future. What can be more profound than preparing our nation's children for tomorrow? Although the journey will be challenging at times, there will be rewards along the way that only you will be able to describe. Earning a teaching credential is a complex process that requires careful attention throughout this program. The handbook in your hands is designed to assist you in completing the Multiple Subject Credential (MSC) program. Knowing the handbook's contents will minimize the number of questions that will arise. It is *your* responsibility to remain informed and to ask questions when things are unclear.

You will need to become familiar with the announcements and regulations of the University printed in the general *University Bulletin*, the *credential courses* outlined in this handbook, and *important notices* posted via bulletin boards, email, and the department's website. While every effort is made to ensure the correctness and timeliness of information contained in this *handbook*, the department cannot guarantee its accuracy due to changes that might arise *after* duplication. These changes could involve any number of sources such as State-enacted legislation, mandated-regulations from the Commission on Teacher Credentialing, faculty and staff appointments, course scheduling, curricula modifications, etc.

The faculty and staff members of the Department of Elementary Education congratulate you on your acceptance into the MSC Program. We wish you all the best!

## THE TIDES PROGRAM

Teaching in Diverse Settings (TIDES) is the Mission Statement of the Multiple Subject Credential Program in the Department of Elementary Education. The program prepares credential candidates for the challenges of teaching children in today's schools. The program provides a thorough grounding in current educational research and theory, innovative teaching practices, and guided field experiences in elementary classrooms. In both coursework and teaching sites, TIDES focuses on these central goals:

- To enable teacher credential candidates to acquire knowledge of the State of California curriculum and content frameworks and standards, culturally inclusive teaching strategies, assessment plans, technology integration, and classroom management systems
- To provide teacher candidates with the pedagogical skills needed to identify the social and academic competencies of racially, ethnically, culturally, linguistically, and economically diverse students, families, and communities
- To offer specialized training to meet the needs of English Language Learners
- To promote a teaching-learning context that honors the multi-faceted identities of children and their families
- To encourage teacher candidates to develop dispositions that support educational equity for all children
- To foster an appreciation for lifelong learning and professional growth.

## TEACHER CERTIFICATION IN CALIFORNIA

The Commission on Teacher Credentialing (CTC) governs teacher certification under the authority granted to it by the California State Legislature in Senate Bill 2042. **SB 2042 includes stipulations under Assembly Bill 1059, which authorizes you to teach English Language Learners** or what was previously designated “CLAD classrooms”. This means that you will NOT have to complete a separate (or an additional) CLAD program nor take the CTEL exams. Institutions of Higher Education are, in turn, granted the right to recommend candidates for licensing to this agency after the Commission has approved all programs related to teacher education, academic as well as professional.

The professional teacher education segment of programs leading to credentials and final authorization for recommendation for awarding credentials are the responsibilities of the College of Education. When a student has completed the approved MSC Program, the University makes a recommendation to the CTC that a *preliminary* credential be granted to the candidate.

SB 2042 provides a pathway to earning the preliminary and clear teaching credentials in *two steps*.

**STEP ONE:** The initial issuance is a **Preliminary Credential**, valid for five years. It can be earned by satisfying the following requirements. For details, see Appendix A: Program Requirement Descriptions.

*In applying to the MSC program....*

- Bachelor’s Degree posted on transcripts
- California Subject Examinations for Teachers (CSET-Subject Matter Requirement) – verifies NCLB compliant. **NOTE:** All CSET scores are valid for five years. You must earn your credential **before** these tests expire.
- Basic Skills Requirement (CBEST or other option)
- Certificate of Clearance – COC (Fingerprint Clearance)
- Second Language Requirement

*While in the MSC program....*

- Performance Assessment for California Teachers (PACT, in math)
- Subject Specific Tasks (literacy, science, social studies)
- Basic Computer Education (Level I Technology)

*Towards the end of the MSC Program*

- U.S. Constitution course or exam (Note: CSU graduates have met this)
- Cardio-Pulmonary Resuscitation (CPR) Certification
- Reading Instruction Competence Assessment (RICA) Exam

**STEP TWO:** The process of acquiring a **Clear Credential** begins when you become employed as a teacher-of-record. Your district will require you to participate in a two-year *Induction Program*. You have five years in which to “clear your credential”. If you don’t clear your credential or if you become employed by a district or private school that doesn’t have an Induction Program, there are other alternatives. Please look to your employment site and/or the Commission for information. For additional details see Appendix G: SB 2042 Clear Credential Information.

**IMPORTANT:** In the last semester of the credential program, a letter will be mailed to your address of record. It will outline outstanding items. Careful attention to this letter will allow you to apply for your preliminary credential in a **TIMELY** manner, see Appendix B.

## Overview of the Multiple Subject Credential (MSC) Program

The MSC Program is structured to provide teacher preparation that is sound in terms of teacher development yet flexible enough to provide multiple pathways to the credential. The coursework for candidates is the same no matter which pathway they follow.

The pathways for Post-BA students in our department are:

- The Core MSC program,
- The Core MSC program *with* a bilingual emphasis – Cantonese or Spanish,
- The Core MSC program for individuals who qualify for an intern credential, *and*
- The Core MSC Program for employed teacher assistants in private schools, known as the Bay Area Teacher Training Institute (BATTI), <http://www.batti.org/>. BATTI also offers a way for teachers in private elementary schools to earn their Clear Credential.

In all aforementioned pathways, candidates are assigned to a cohort and they progress through the MSC program together.

### *The Bilingual, Cross-cultural, Language & Academic Development (BCLAD) Emphasis*

The BCLAD Emphasis is designed for candidates who have a high level of proficiency in Spanish or Cantonese and who plan to teach in bilingual settings. Candidates must declare their candidacy for the BCLAD Emphasis *on the program application*. In addition to course work, they must pass a language examination (Cantonese or Spanish), given one time per semester at SF State. If a candidate has *not* passed the examination by the time s/he exits the program, s/he has up to one year to complete the examination and apply for the award of credential from the date that s/he *files* for the preliminary credential. It is up to the candidate to remain in contact with the department concerning examination dates.

The BCLAD Program is typically completed in three semesters. Courses are offered in the evenings. All practicum hours are carried out in Spanish or Cantonese bilingual classrooms. Upon successful completion of all program requirements, candidates will receive a Multiple Subject Teaching Credential with a Bilingual, Cross-cultural, Language and Academic Development Emphasis: Spanish or Cantonese.

## Multiple Subject Credential Program Options – Course Schedules

### THREE-SEMESTER PROGRAM (Fall-Spring-Fall)

To be considered for the Three-Semester Program, candidates must have met the Basic Skills Requirement and **at least one subtest** of the CSET. Candidates who have passed these examinations by the credential application deadline are given preference. Hard copies of official test scores must be submitted with your application and thereafter as they become available. *Important note:* Candidates must pass all examinations in order to begin their final semester of the program.

Candidates in the BCLAD Emphasis Program (Cantonese or Spanish) follow the three-semester program. In addition to examinations described above, candidates must pass a language proficiency exam. All practicum hours take place in bilingual classrooms.

### THREE – SEMESTER PROGRAM

Semester 1 – Fall (16 units)	Semester 2 - Spring (15 units)	Semester 3 - Fall (10 units)
<i>Semester 1 and 2 will include any combination of courses listed under them</i>		
<b>EED 749 (3 units)</b> Second Language Acquisition <b>EED 783 (3 units)</b> Developmental Teaching and Learning in Diverse School Settings <b>EED 682 (4 units)</b> Teaching Reading-Language Arts, K-3 <b>EED 656 (3 units)</b> Teaching Practicum Seminar I <b>EED 687 (3 units)</b> Teaching Practicum I - 12 hrs. per week in elementary classroom	<b>EED 701 (3 units)</b> Social/Cultural/Historical Foundations K-12 <b>EED 684 (3 units)</b> Curriculum and Instruction, Math <b>EED 657 (3 units)</b> Teaching Practicum Seminar II <b>EED 647 (3 units)</b> Teaching Practicum II - 12 hrs. per week in elementary classroom <b>EED 679 (3 units)</b> Curriculum and Instruction, Science – <b>OR</b> – <b>EED 737</b>	<b>EED 737 (3 units)</b> Teaching Social Studies, Social Justice and Literacy, 3-6 – <b>OR</b> – <b>EED 679</b> <b>EED 658 (3 units)</b> Teaching Practicum Seminar III <b>EED 648 (4 units)</b> Teaching Practicum III - 15 weeks, M to Th – includes 5 nonconsecutive solo days + one solo week (5 consecutive solo days)

### ONE-CALENDAR YEAR PROGRAM (Summer-Fall-Spring)

To be considered for the One-Calendar Year Program all tests (Basic Skills Requirement and CSET) must be passed. A hard copy of official test scores must be submitted with your application. Priority will be given to those who have fulfilled all admission requirements. Student teaching takes place in public school classrooms during the fall and spring semesters.

### ONE-CALENDAR YEAR PROGRAM

Summer (6 units)		
<b>EED 701 (3 units)</b> Social/Cultural/Historical Foundations K-12	<b>EED 749 (3 units)</b> Second Language Acquisition	
Fall Semester (16 Units)		
<b>EED 783 (3 units)</b> Developmental Teaching and Learning in Diverse School Settings	<b>EED 682 (4 units)</b> Teaching Reading-Language Arts, K-3	<b>EED 656 (3 units)</b> Teaching Practicum Seminar I
<b>EED 684 (3 units)</b> Curriculum & Instruction, Math		<b>EED 646 (3 units)</b> Teaching Practicum I - 12 hrs. per week in elementary classroom
Spring Semester (16 units)		
<b>EED 679 (3 units)</b> Curriculum & Instruction, Science	<b>EED 648 (7 units)</b> Teaching Practicum II & III-15 weeks, M to Th–includes 5 nonconsecutive solo days + one solo week (5 consecutive solo days)	
<b>EED 737 (3 units)</b> Teaching Social Studies, Social Justice and Literacy, 3-6		
<b>EED 658 (3 units)</b> Teaching Practicum Seminar II/III		

## DESCRIPTIONS of REQUIRED COURSES - *Preliminary Credential*

### **EED 701: Social, Cultural, Historical Foundations of Education, 3 units**

Examines, from a critical perspective, historical, social, and cultural foundations for theoretical frameworks and pedagogical practices for the classroom. Development of a critical perspective is emphasized.

### **EED 749: Second Language Acquisition, 3 units**

First and second language acquisition theories and their relationship to second language learning; psychological, social, and linguistic aspects of second language acquisition of children; socio-political factors related to language issues.

### **EED 783: Developmental Teaching and learning in Diverse School Settings, 3 units**

Theory and research based examination of cognitive, social-emotional, ethical, and physical development in socio-cultural contexts, including special populations. Understand impact of culture, family, community, and school on teaching and learning.

### **EED 682: Teaching Reading/Language Arts, (K-3), 4 units**

Research-based teaching practices for early literacy development. Systematic and explicit instruction in teaching a comprehensive literacy curriculum in grades K-3 that includes: oral language development, basic reading skills, strategic reading behavior, language arts skills, vocabulary and writing development.

### **EED 684: Curriculum and Instruction in Mathematics, 3 units**

Explores methods and materials for teaching mathematics to linguistically and culturally diverse elementary school students. Review of mathematics curriculum, classroom organization, assessment, and guided experiences in teaching mathematics.

### **EED 679: Curriculum and Instruction in Science, 3 units**

Planning, developing, teaching, and evaluating learning experiences in science. Foci for teaching elementary school science will be on scientific literacy, reflective practice, and equity. In-class activities and course projects are organized: to provide opportunities to develop and teach inquiry-based science lessons; to demonstrate understanding of the nature of science, science teaching & learning; and to assess student (and teacher) progress in science learning (and teaching).

### **EED 737: Teaching Social Studies, Social Justice and Literacy (3-6), 3 units**

Frameworks and methods for implementing integrated curricular in elementary school, focusing on social studies content and social justice perspective. Instruction of effective expository literacy strategies for students in grades 3-6.

### **EED 687: Teaching Practicum I, 3 units**

Understanding school and classroom culture, roles of the teacher in contemporary urban school settings. Instruction, teaching, evaluation, professional responsibilities and opportunities, and community relationships. Application of theory to practice.

### **EED 646: Teaching Practicum I, 3 units**

This is the first of three phases of developmental field experiences in a public elementary school under the guidance of a Supervising Teacher and University Supervisor. Teaching is planned and practiced at the beginning level based on California State standards. CR/NC grading only.

**EED 656: Teaching Practicum Seminar I, 3 units**

Supports development of candidate's skills in planning, teaching, and assessing all students across the elementary school curriculum. Includes instruction in classroom management and addresses California K-12 Content and English Language Standards. CR/NC grade only.

**EED 647: Teaching Practicum II, 3 units**

This is the second semester field experience in a public elementary school under the guidance of a Supervising Teacher and University Supervisor. The multiple roles of teaching are planned, practiced and assessed at this Phase II level. CR/NCR grade only.

**Note:** This practicum is in the 3-semester program only.

**EED 657: Teaching Practicum Seminar II, 3 units**

This is the second of three phases of developmental field experiences and seminar in a public elementary. It must be taken concurrently with EED 647 and second semester methods courses. It is the continuation of the Phase I Seminar. CR/NCR grade only.

**Note:** This seminar is in the 3-semester program only.

**EED 648: Teaching Practicum III, 7 units (one calendar), 4 units (3-semester)**

This is full time student teaching in the final semester at a public elementary school under the guidance of a Supervising Teacher and University Supervisor. Four days a week for the entire semester, including solo teaching. CR/NCR grade only.

**EED 658: Teaching Practicum Seminar III, 3 units**

This is the final student teaching seminar. It is the continuation of Seminar II. Emphasis is on full-time student teaching responsibilities. CR/NCR grade only.

**GRADING POLICY**

Candidates must maintain a "B" average in coursework, with no grade lower than a "C". In the event that a candidate receives a grade of "C-" or below, he/she must retake the course *with* the approval of the department chair; this opportunity is *on a one-time only basis*. Likewise, candidates who receive a grade of "NCR" need the chair's approval to repeat the practicum and/or seminar, *also on a one-time only basis*. If you are experiencing difficulties with courses and/or seminars, see the appropriate instructor and attempt to work things out.

Requests for a grade of "incomplete" are greatly discouraged. Once the program is underway, it is extremely difficult for a candidate to make up work. In the event that an incomplete is under consideration, the instructor will bring it to the department chair's attention. Together they will come up with a plan to help the candidate complete outstanding work.

If you are experiencing difficulties at your school site and you are formally being observed, please see your university field supervisor immediately. If you are not being formally supervised, please see Diane Garfield, Placement Coordinator.

**PROFESSIONAL EXPECTATIONS & COURSEWORK**

In regards to class and coursework, candidates are expected to:

- Arrive on time and be prepared for class
- Attend all class meetings. Confirm your enrollment at first class meeting
- Participate in all class activities
- Communicate positively and professionally, both verbally and in writing
- Recognize, respect, and respond appropriately to individual/cultural differences
- Do your best work and submit assignments on time
- Take responsibility for your role in cooperative assignments
- Maintain a GPA of "B"
- Earn "CR" in practicum and seminar, each semester)
- SPEAK with instructor if things are unclear

## STUDENT TEACHING PROTOCOL FOR MSC CANDIDATES \*\*

Individuals seeking a career in teaching should be aware of professional conduct and dispositions that contribute to productive and successful working environments. The following guidelines have been established for this purpose. Please read them carefully and refer to them often. Candidates who do not follow or refuse to follow the guidelines risk their opportunity to complete the credential program. Supervising teachers, university supervisors, and university instructors are here to support you. Be open to their contributions concerning all aspects of your field experience and coursework.

Communication between you, your supervising teacher, and your university supervisor adds to the success of your student teaching experiences. In order to facilitate the process, please make sure you exchange contact numbers (phone numbers and email addresses) with these individuals. *Be sure to check your phone messages and email regularly.*

1. You should always report to your school at the designated time.
2. Absence from school is only permitted when you are ill or if you have an *urgent* matter. Please phone the school as early as possible when you will be absent and, if possible, phone your supervising teacher as well. In addition, if you have previously set an appointment with your university supervisor, please notify this individual of your absence.
3. Dress professionally, consistent with the norms of the school. If you are unsure, ask your supervising teacher and/or other teachers what they consider appropriate.
4. Introduce yourself to any and all members of the school community. Remember to convey your appreciation for their assistance.
5. Discuss any critical incidents that arise at the school site with your supervising teacher as soon as possible after the occurrence.
6. Do not gossip about any child, parent, teacher, professor, or principal. Refrain from negative commentary and judgment. Discipline yourself to speak positively and professionally.
7. Assume the learner “stance” in the school community. Ask questions, offer your help and be sure to follow through. Respect the experience of those around you.
8. Should problems arise *specific* to your placement, speak promptly with your supervising teacher. If you need additional assistance or advice, speak with your university supervisor and/or seminar instructor.
9. Positive relationships are the key to your success in the school community. Think before you act and never forget that you are a role model to children. You are also a professional to everyone at your school site.
10. Remember that you represent SF State’s Multiple Subject Credential Program. At times you will be asked to stretch yourself in ways that you may not have anticipated. It will not always be a comfortable stretch. Accept the challenge with grace and good humor. These times will help you grow both personally and professionally.

\*\* In addition to the protocol above, all MSC candidates are held to SF State University’s Student Conduct Policy, as stated in the 2009-2010 bulletin.

## STUDENT TEACHER AND SUPERVISING TEACHER EXPECTATIONS

### Three Semester Program – Phase I: First Semester

During the first semester the candidate or student teacher is required to participate **twelve** hours per week in the classroom for a total of 15 weeks. The student teacher and supervising teacher should *mutually* agree upon hours and days. The supervising teacher oversees the student teacher's performance and completes written evaluations as outlined below. It is highly beneficial if the teacher takes the time to meet with the student and discuss evaluations.

**Requirement:** According to CTC regulations, a student teacher must experience TWO different grade level spans (K-3 and 3-6, 3<sup>rd</sup> grade is pivotal) during the credential program. Ideally, the student teacher spends the first semester in one grade level span, the second semester in the other grade level span, and then has a choice of a grade level for the third semester.

#### Student teachers are expected to:

- Fill out emergency card information to have on file at the school.
- Arrive at the school site at least 15 minutes before school begins.
- Participate in the elementary classroom as per the instructions of the supervising teacher.
- Act in a professional manner at all times.
- Participate in small group and whole class teaching.
- Be available to help students as needed.
- Schedule ample time to confer with the supervising teacher on a regular basis.
- Share course assignments that must be completed in the classroom with the supervising teacher. Develop an appropriate time line that is mutually agreeable for the supervising teacher and the student teacher.
- Follow *instructional calendar for the district* in which you are placed.
- Plan how to access the two grade level spans, see CTC requirement above.
- Make sure that the end-of-the-semester evaluation form is submitted to **Diane Garfield, Placement Coordinator, Burk Hall 187.**

#### Supervising teachers are asked to:

- Introduce student teacher to the elementary students in a manner that establishes positive expectations of him/her as a practicing professional/co-teacher.
- Exchange contact information with the student teacher in order to facilitate speedy communication.
- Allow the student teacher to work with children to complete course assignments.
- Invite student teacher to teach lessons that are in alignment with class/school objectives.
- Plan with and observe student teacher on an on-going basis and provide written/verbal feedback. Communicate expectations and concerns with the student teacher.
- Communicate any problems right away; Diane Garfield, Placement Coordinator, can be reached at [diangarf@sfsu.edu](mailto:diangarf@sfsu.edu) or 415/338-3415.
- Meet with student teacher to fill out the end-of-the-semester evaluation form.

### Three Semester Program – Phase II: Second Semester

During the second semester the student teacher is required to participate **twelve** hours per week in the classroom for a total of 15 weeks. The student teacher and supervising teacher should *mutually* agree upon hours and days. In addition to the supervising teacher overseeing the student teacher's performance, the university field supervisor will conduct a minimum of three formal observations. The supervising teacher completes a written evaluation at the end of the semester and meets with the student to discuss the evaluation.

#### **Student teachers are expected to:**

- Follow all requirements outlined under Phase I.
- Expand duties/responsibilities as directed by supervising teacher.
- Communicate with university field supervisor throughout the semester.
- Always be well prepared, especially for formal observations.

#### **Supervising teachers are asked to:**

- Follow all requirements outlined under Phase I.
- Allow the student teacher to continue in your classroom for the second semester or change grade level spans (K-2 and 3-6), as arranged.
- Work with the student teacher to expand his/her duties/responsibilities.
- Check in with university supervisor.

### Three Semester Program – Phase III: Third Semester

During the third semester the student teacher will be in the classroom, four days per week (Monday to Thursday), all day for 15 weeks. Within that period of time the student teacher must fulfill five non-consecutive solo days and one solo week (5 consecutive days). The solo times are usually completed towards the end of the semester.

#### **Student teachers are expected to:**

- Follow all requirements outlined under Phase I.
- Show competencies in teaching duties/responsibilities and suitability for solo teaching.
- Plan and complete PACT Teaching Event.
- Submit mid-term evaluation by week 7 of semester and consider this question: "Are you ready for solo teaching?"
- Submit final evaluation during week 14/end of solo week.

#### **Supervising Teachers are asked to:**

- Follow all requirements outlined under Phase I.
- Allow student teacher to plan and complete PACT Teaching Event.
- Meet with student teacher by week 7 to complete mid-term evaluation and to verify readiness for solo teaching. Direct any concerns to Diane Garfield, Placement Coordinator, [diangarf@sfsu.edu](mailto:diangarf@sfsu.edu) or 415/338-3415.
- Conference (plan/debrief/evaluate) frequently with student teacher during the semester, in particular during solo week.
- Meet with student teacher to fill out midterm and end-of-the-semester evaluation forms.

## STUDENT TEACHER AND SUPERVISING TEACHER EXPECTATIONS

### One-Calendar Year Program – Phase I: First Semester

During the first semester the candidate or student teacher is required to participate **twelve** hours per week in the classroom for a total of 15 weeks. The student teacher and supervising teacher should *mutually* agree upon hours and days. The supervising teacher oversees the student teacher's performance and completes written evaluations as outlined below. It is highly beneficial if the teacher takes the time to meet with the student and discuss evaluations.

**Requirement:** According to CTC regulations, a student teacher must experience TWO different grade level spans (K-3 and 3-6, 3<sup>rd</sup> grade is pivotal) during the credential program. Ideally, the student teacher does a grade level in one span the first semester and another grade level in the other span the second semester.

#### Student teachers are expected to:

- Fill out emergency card information to have on file at the school.
- Arrive at the school site at least 15 minutes before school begins.
- Participate in the elementary classroom as per the instructions of the supervising teacher.
- Act in a professional manner at all times.
- Participate in small group and whole class teaching.
- Be available to help students as needed.
- Schedule ample time to confer with the supervising teacher on a regular basis.
- Share course assignments that must be completed in the classroom with the supervising teacher. Develop an appropriate time line that is mutually agreeable for the supervising teacher and the student teacher.
- Follow *instructional calendar for the district* in which you are placed.
- Plan how to access the two grade level spans, see CTC requirement above.
- Make sure that the end-of-the-semester evaluation form is submitted to **Diane Garfield, Placement Coordinator, Burk Hall 187.**

#### Supervising teachers are asked to:

- Introduce student teacher to the elementary class in a manner that establishes positive expectations of him/her as a practicing professional/co-teacher.
- Exchange contact information with the student teacher in order to facilitate speedy communication.
- Allow the student teacher to work with children to complete course assignments.
- Invite student teacher to teach lessons that are in alignment with their own class/school objectives.
- Plan with and observe student teacher on an on-going basis and provide written/verbal feedback. Communicate expectations and concerns with the student teacher.
- Check in with university supervisor.
- Communicate any problems right away; Diane Garfield, Placement Coordinator, can be reached at [diangarf@sfsu.edu](mailto:diangarf@sfsu.edu) or 415/338-3415.
- Meet with student teacher to fill out the end-of-the-semester evaluation form.

## One Calendar Year Program – Phase II/III: Second Semester

During the second semester the student teacher will be in the classroom, four days per week (Monday to Thursday), all day for 15 weeks. Within that period of time the student teacher must fulfill five non-consecutive solo days and one solo week (5 consecutive days). The “solo times” are usually completed towards the end of the semester.

### **Student teachers are expected to:**

- Follow all requirements outlined under Phase I.
- Show competencies in teaching duties/responsibilities suitable for solo teaching.
- Plan and complete PACT Teaching Event.
- Submit mid-term evaluation by week 7 of semester and consider this question: “Are you ready for solo teaching?”
- Submit final evaluation during week 14/end of solo week.

### **Supervising Teachers are asked to:**

- Follow all requirements outlined under Phase I.
- Work with the student teacher to expand his/her duties/responsibilities, building competencies in teaching duties/responsibilities suitable for solo teaching.
- Allow student teacher to plan and complete PACT Teaching Event.
- Meet with student teacher by week 7 to complete mid-term evaluation and to consider readiness for solo teaching. Direct any concerns to Diane Garfield, Placement Coordinator, [diangarf@sfsu.edu](mailto:diangarf@sfsu.edu) or 415/338-3415.
- Conference (plan/debrief/evaluate) frequently with student teacher during solo week.
- Meet with student teacher to fill out the end-of-the-semester evaluation form.

## TEACHING PERFORMANCE EXPECTATIONS

Senate Bill 2042 (Chap. 548 Stats. of 1998) required all candidates for a Preliminary Multiple and Single Subject Teaching Credential to pass an assessment of teaching performance in order to earn a teaching credential. This assessment of teaching performance (known as the PACT in our department) is designed to measure a candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs). The TPEs are described below; they are embedded in coursework, field assignments, the Subject Specific Tasks, and PACT.

### A. MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

#### **TPE 1: Specific Pedagogical Skills for Subject Matter Instruction**

Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas. Below are the Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments.

#### **Teaching Reading-Language Arts in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in English-Language Arts (K-8). They understand how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications. They know how to strategically plan and schedule instruction to ensure that students meet or exceed the standards. Candidates create a classroom environment where students learn to read and write, comprehend and compose, appreciate and analyze, and perform and enjoy the language arts. They understand how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to master foundational skills as a gateway to using all forms of language as tools for thinking, learning, and communicating. They understand how to use instructional materials that include a range of textual, functional and recreational texts and how to teach high quality literature and expository text. They understand that the advanced skills of comprehending narrative and informational texts and literary response and analysis, and the creation of eloquent prose, all depend on a foundation of solid vocabulary, decoding, and word-recognition skills.

Candidates teach students how to use visual structures such as graphic organizers or outlines to comprehend or produce text, how to comprehend or produce narrative, expository, persuasive and descriptive texts, how to comprehend or produce the complexity of writing forms, purposes, and organizational patterns, and how to have a command of written and oral English-language conventions. They know how to determine the skill level of students through the use of meaningful indicators of reading and language arts proficiency prior to instruction, how to determine whether students are making adequate progress on skills and concepts taught directly, and how to determine the effectiveness of instruction and students' proficiency after instruction.

#### **Teaching Mathematics in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in mathematics (K-8). They enable students to understand basic mathematical computations, concepts, and symbols, to use these tools and processes to solve common problems, and apply them to novel problems. They help students understand different mathematical topics and make connections among them. Candidates help students solve real-world problems using mathematical reasoning and concrete, verbal, symbolic, and graphic representations. They provide a secure environment for taking intellectual risks and approaching problems in multiple ways. Candidates model and encourage students to use multiple ways of approaching mathematical problems, and they encourage discussion of

different solution strategies. They foster positive attitudes toward mathematics, and encourage student curiosity, flexibility, and persistence in solving mathematical problems.

### **Teaching Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in science (K-8). They balance the focus of instruction between science information, concepts, and investigations. Their explanations, demonstrations, and class activities serve to illustrate science concepts and principles, scientific investigation, and experimentation. Candidates emphasize the importance of accuracy, precision, and estimation.

### **Teaching History-Social Science in a Multiple Subject Assignment**

Candidates for a Multiple Subject Teaching Credential demonstrate the ability to teach the state-adopted academic content standards for students in history-social science (K-8). They enable students to learn and use basic analytic thinking skills in history and social science while attaining the state-adopted academic content standards for students. They use timelines and maps to give students a sense of temporal and spatial scale. Candidates teach students how social science concepts and themes provide insights into historical periods and cultures. They help students understand events and periods from multiple perspectives by using simulations, case studies, cultural artifacts, works of art and literature, cooperative projects, and student research activities.

## **B. ASSESSING STUDENT LEARNING**

### **TPE 2: Monitoring Student Learning During Instruction**

Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

### **TPE 3: Interpretation and Use of Assessments**

Candidates for a Teaching Credential understand and use a variety of informal and formal, as well as formative and summative assessments, to determine students' progress and plan instruction. They know about and can appropriately implement the state-adopted student assessment program. Candidates understand the purposes and uses of different types of diagnostic instruments, including entry level, progress-monitoring and summative assessments. They use multiple measures, including information from families, to assess student knowledge, skills, and behaviors. They know when and how to use specialized assessments based on students' needs. Candidates know about and can appropriately use informal classroom assessments and analyze student work. They teach students how to use self-assessment strategies. Candidates provide guidance and time for students to practice these strategies.

Candidates understand how to familiarize students with the format of standardized tests. They know how to appropriately administer standardized tests, including when to make accommodations for students with special needs. They know how to accurately interpret assessment results of individuals and groups in order to develop and modify instruction. Candidates interpret assessment data to identify the level of proficiency of English language learners in English as well as in the students' primary language. They give students specific, timely feedback on their learning, and maintain accurate records summarizing student achievement. They are able to explain, to students and to their families, student academic and behavioral strengths, areas for academic growth, promotion and retention policies, and how a grade or progress report is derived. Candidates can clearly explain to families how to help students achieve the curriculum.

## C. ENGAGING AND SUPPORTING STUDENTS IN LEARNING

### **TPE 4: Making Content Accessible**

Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught. They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

### **TPE 5: Student Engagement**

Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

### **TPE 6: Developmentally Appropriate Teaching Practices**

This TPE underscores the importance of generically effective strategies for teaching a broad range of students. It establishes additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level. This TPE describes professional practices that are most commonly used and needed for students in each major phase of schooling, grades K-3 and 4-8.<sup>1</sup>

### **TPE 6A: Developmentally Appropriate Practices in Grades K-3**

During teaching assignments in Grades K-3, candidates for a Multiple Subject Teaching Credential understand how to create a structured day with opportunities for movement. They design academic activities that suit the attention span of young learners. Their instructional activities connect with the children's immediate world; draw on key content from more than one subject area; and include hands-on experiences and manipulatives that help students learn. Candidates teach and model norms of social interactions (e.g., consideration, cooperation, responsibility, empathy). They understand that some children hold naïve understandings of the world around them.

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<sup>1</sup> TPE 6 does not represent a comprehensive strategy for teaching students at any particular stage; the elements of TPE 6 are intended merely to *supplement and not replace* the broader range of pedagogical skills and abilities described in the TPEs.

Candidates provide educational experiences that help students develop more realistic expectations and understandings of their environment. They know how to make special plans for students who require extra help in exercising self-control among their peers or who have exceptional needs or abilities.

### **TPE 6B: Developmentally Appropriate Practices in Grades 4-8**

During teaching assignments in Grades 4-8, candidates for a teaching credential build on students' command of basic skills and understandings while providing intensive support for students who lack basic skills as defined in state-adopted academic content standards for students. They teach from grade-level texts. Candidates design learning activities to extend students' concrete thinking and foster abstract reasoning and problem-solving skills. They help students develop learning strategies to cope with increasingly challenging academic curriculum. They assist students, as needed, in developing and practicing strategies for managing time and completing assignments. Candidates develop students' skills for working in groups to maximize learning. They build on peer relationships and support students in trying new roles and responsibilities in the classroom. They support students' taking of intellectual risks such as sharing ideas that may include errors. Candidates distinguish between misbehavior and over-enthusiasm, and they respond appropriately to students who are testing limits and students who alternatively assume and reject responsibility.

### **TPE 7: Teaching English Learners**

Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction.

Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books.<sup>2</sup> They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

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<sup>2</sup> Teachers are not expected to speak the students' primary language, unless they hold an appropriate credential and teach in a bilingual classroom. The expectation is that they understand how to use available resources in the primary language, including students' primary language skills, to support their learning of English and curriculum content.

## **D. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS**

### **TPE 8: Learning about Students**

Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health status require instructional adaptations, and students who are gifted.

### **TPE 9: Instructional Planning**

Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

## **E. CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING**

### **TPE 10: Instructional Time**

Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

### **TPE 11: Social Environment**

Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers,

the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

## **F. DEVELOPING AS A PROFESSIONAL EDUCATOR**

### **TPE 12: Professional, Legal, and Ethical Obligations**

Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies and state and federal law in responding to inappropriate or violent student behavior.

Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

### **TPE 13: Professional Growth**

Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

## APPENDIX A: PRELIMINARY CREDENTIAL REQUIREMENTS

Acceptance to the Multiple Subjects Credential Program means that you have already met a number of requirements that were listed in the program's application. However, in addition to coursework in the program there are additional requirements *before* an individual is recommended for the preliminary credential. Below is a list of the requirements. Proof of completion must be on file in the Credential Services/Teacher Preparation Center (CS/TPC), Burk Hall 244.

**U.S. Constitution Requirement** – Candidates applying for a MSC credential must meet a United States Constitution requirement, either by coursework or examination. Graduates from a CSU campus have already met the requirement. All others should see Appendix C. *Submit a photocopy of completion/passage to CS/TPC.*

**Basic Computer Education (Level I Technology)** – Basic computer skills as they apply to teaching. There are various ways candidates can meet this requirement; they include: 1) Grade “C” or above in a previous course that meets “Level I Technology”, must be verified by transcript. See ITEC department for course substitution, 2) Grade “CR” in ITEC 601 – taken through College of Extended Learning at SF State, 3) Passage of CSU San Jose’s Tech Test, <http://www.sjsu.edu/elementaryed/compch/testdates.html>, verified by test score. See ITEC department for course substitution, or 4) Passage of the CSET: Level I Technology, see official CSET website – *submit a photocopy of passage to CS/TPC.*

**Reading Instruction Competence Assessment (RICA)** – The purpose of RICA is to ensure that candidates for the Multiple Subject Teaching Credential possess the knowledge and skills important for the provision of effective reading instruction. This examination is recommended after the candidate has taken EED 682 and EED 737. For registration: <http://www.rica.nesinc.com>. *Submit a photocopy of passage to CS/TPC.*

**Cardio-Pulmonary Resuscitation (CPR)** – Candidates must complete CPR training for infants, children and adults. Certificate must be current at the time the candidate applies for the Multiple Subject Teaching Credential. See Appendix D. *Submit a photocopy of completion to CS/TPC.*

**Performance Assessment of California Teachers (PACT)** – In accordance with SB2042 and SB1209, Multiple Subject candidates must successfully complete a Teaching Performance Assessment (TPA). This assessment demonstrates how candidates implement the California Teaching Performance Expectations, see page 13. The Department of Elementary Education at SF State uses the Performance Assessment for California Teachers (PACT) to meet the TPA. PACT consists of the Subject Specific Tasks and the Teaching Event. For more information about PACT, see <http://www.pacttpa.org>. *The department is responsible for submitting all score results to CS/TPC.*

**Subject Specific Tasks (SST)** - Multiple Subject candidates complete these tasks in the semester that they are enrolled in the particular course. The subject areas/courses are reading/language arts (EED 682), science (EED 679), and social studies (EED 737). Course instructors help to prepare students for the SSTs.

**Teaching Event (TE)** is a way for candidates to show how they are able to plan, instruct, assess, and reflect on a three-day teaching segment that they implement during their final semester. Candidates are required to videotape a 15-minute clip of their teaching, as part of this TE. The department has selected the subject area of mathematics for the TE. Seminar instructors guide students with the TE. For more information, visit the PACT website.

**APPENDIX B: LETTER TO EXITING CANDIDATE**

Credential Services Office, BH 244  
 1600 Holloway Avenue  
 San Francisco, CA 94132-4158  
 Telephone: 415/405-3594  
 Fax: 415/338-1940

**SAMPLE letter**

November 15, 2009

Jane Doe  
 123 Holloway Avenue  
 San Francisco, CA 94132

**RE: Preliminary Multiple Subject Credential File (SB 2042 Credential Program)**

It has come to our understanding that you will be completing your final set of courses for the credential program this Fall 2009 semester. Before a credential document can be issued to you, our office will need verification of completion of all of the credential requirements. You will also need to formally apply for the award of your credential by completing an application packet and paying the required fees.

Below is the list of credential requirements and your status for each item. If you would like to earn your preliminary credential immediately after completion of the credential program, **you must submit the outstanding items by December 15, 2009**. We will then process your credential with an effective date of January 6, 2010, which will indicate that you have earned the Preliminary Multiple Subject teaching credential as of that date. *If you are not able to submit the outstanding items by Dec. 15, 2009, please do so as soon as you complete the requirements and we will then process your credential application within 2-3 weeks of receipt of your final requirement.*

REQUIREMENT	Met	To Do	REQUIREMENT	Met	To Do
CBEST Exam	✓		Bachelor's Degree posted on transcripts	✓	
Subject Matter Requirement	✓				
U.S. Constitution	✓		CPR course for infants, children and adults (SFSU does not accept online CPR courses) – <i>submit copy of valid card</i>		✓
RICA Exam -- <i>submit copy of results</i>		✓			
Level 1 Technology Requirement	✓				
Fingerprint Clearance	✓		2 <sup>nd</sup> Language Requirement	✓	

\*\* Please note that eligibility for the Preliminary Credential is also contingent upon you receiving a passing score on the PACT. The PACT score report is submitted directly to our office by the Elementary Education Department Chairperson.

***Attached is the credential application packet, which is required for the award of your credential. Please complete it and drop it off at our office immediately. We will send you an email confirmation with additional information within 2-3 weeks from the time we receive your application packet.***

If you have any questions, please do not hesitate to contact our office.  
 Thank you,  
 Credential Analyst

Credential Services / Teacher Preparation Center Counter Hours  
 Monday through Thursday: 10am-12 noon & 1:00-4:30pm, Friday: 1:00-3:00pm

## APPENDIX C: U.S. CONSTITUTION REQUIREMENT

### U.S. CONSTITUTION REQUIREMENT

Before a credential is granted, all teacher candidates must satisfy the Commission on Teacher Credentialing (CTC) Constitution requirement. You can do this in one of the four ways listed below:

1. If you graduated from a CSU campus, you have already met this requirement.
2. Show evidence on your official transcript of having taken a course in U.S. government or politics. An AP government course counts if it appears on your college transcript showing 2 or more units. Check with the Teacher Preparation Center (Burk Hall 244; 415.405.3594) to find out whether a course you have taken will count.
3. Complete a course (two semester units or three quarter units) in the provisions and principles of the United States Constitution.
4. Pass an examination in the subject given by a regionally accredited community college, college, or university.

Listed below are some test administration sites. **The ORIGINAL test result--not a copy--is required for your credential application.** The cost for this test ranges from ranges from \$35-\$60 and test results can take 3-5 days to arrive in the mail.

#### U.S. CONSTITUTION EXAM TEST SITES

Notre Dame Belmont, CA (650) 508-3701 Take online exam: <a href="http://www.USConstitutionExam.com">www.USConstitutionExam.com</a>	Offered once a month only OR online exam	JFK University 100 Ellinwood Way Pleasant Hill, CA 94523 (925) 969-3575	Offered daily M-F by appt. \$60 fee They mail study booklet
CSU Hayward Hayward, CA (510) 885-3661		Santa Clara Local Education Agency Credential Consultation <a href="http://www.leeclark.org">www.leeclark.org</a>	At 2 sites Test is graded on the spot
San Jose State University Testing and Evaluation Dept. SJSU One Washington Square San Jose, CA 95192-0039 (408) 924-5980		Contra Costa County Office of Ed. Test last Thurs of each month (Jan- Oct) (925) 942-5388 for registration	Time: 9:00 AM or 3:30 PM First Thurs in Nov and Dec Cost: \$50 to US Regents \$10 to CCCOE
Dominican University of California 50 Acacia Avenue San Rafael, CA 94901-8008 (415) 458-3712 <a href="mailto:sbaker@domincan.edu">sbaker@domincan.edu</a>	2 times per month- \$35 Study material available \$2	American River College Natomas Educational Center 2421 Del Paso Road Sacramento, CA 95835 (916) 485-6000	Given most Fridays. Call for dates & appt. \$40 fee
Alameda County Office of Education 313 West Winton Ave. Hayward, CA 94544-1136 (510) 670-4262 3rd Tues of each month Cost: \$60 UC Regents (money order) \$10 ACOE (money order)	By appt. only Bring photo ID		

Recommended study guide: *25 Lessons in Citizenship* D.L. Hennesey

## CPR REQUIREMENT

Training in cardiopulmonary resuscitation (CPR) that covers **INFANT, CHILD, and ADULT** CPR skills is required for credentialing purposes. The CPR requirement must be met through a hands-on, classroom course. **ONLINE COURSES ARE NOTACCEPTABLE.**

Submit a copy of the *front* and *back* of your CPR card to CS/TPC (BH 244) for verification. CPR cards must be **valid** at the time your credential is to be awarded. *Please note:* agencies issue CPR cards with various validity periods (i.e., 1 year, 2 years) so plan accordingly.

Below is a list of agencies that our office has compiled. You are not limited to these agencies.

- SF State Kinesiology Dept offers CPR: (KIN 294 – 1 unit course)
- SF State (through Project Heartbeat) Burk Hall Rm 343 – (510) 415-7963
- American Red Cross, Bay Area – Infant, child, and adult CPR course  
85 Second Street, 8<sup>th</sup> Floor - (415) 427-8000
- San Francisco Paramedic Association – Heartsaver CPR course  
657 Mission Street, Suite 302 - (415) 543-1161
- Fast Response School of Health Care Education – Community CPR course  
3 locations – (800) 637-7387 <http://fastresponse.org>
- Safety Training Seminars – CPR for Community \$50/person  
598 Vermont St. @ 18th - (415) 4371600 [www.cprcpr.com](http://www.cprcpr.com)
- Alameda County Fire Dept. – Class B-Infant, child, and adult CPR course  
Contact the Alameda County Fire Dept. CPR Hotline (510) 670-5895
- Pulse Check CPR - Heartsaver CPR course [www.pulsecheckcpr.com](http://www.pulsecheckcpr.com)  
405 14<sup>th</sup> Street, Suite 703, Oakland - (510) 305-0797 OR (408) 464-7310

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## APPENDIX E: ADDING CREDENTIALS

### Requirements for Adding Credentials

If you have a **MULTIPLE SUBJECT** credential and would like to add a Single Subject credential:

1. Fulfill Subject Matter Competency through the appropriate exams or subject matter program (ask for list of Subject Matter Advisors in BH 244).
2. Take a Departmentalized Curriculum and Instruction Single Subject Methodology Course (Art-ART 650; English-ENG 713; Foreign Languages-FL 750; Mathematics-SED 759; Music-MUS 760; P.E.-KIN 750; Science-SED 759.02; and Social Science-HIST/SS 759 or SED 759.03)

**OR**

The equivalent at another 4-year College/University with CTC-approved credential courses

If you have a **SINGLE SUBJECT** credential and would like to add a Multiple Subject credential:

1. Fulfill Subject Matter Competency through CSET: MULTIPLE SUBJECT exam
2. Take a course in English Language Skills, including Reading:
  - EED 682 or 882 or equivalent (NOTE: CHECK WITH DEPT. OF ELEM EDUC FIRST FOR AVAILABILITY (415/338-1562))

**OR**

- RICA (Reading Instruction Competence Assessment) Exam
3. Take a self-contained Curriculum and Instruction Multiple Subject Methodology Course (NOTE: CHECK WITH DEPT. OF ELEM EDUC FIRST FOR AVAILABILITY (415/338-1562))
    - EED 737 or 679 or 684 at SFSU

**OR**

- Equivalent at another 4-year College/University with CTC-approved credential courses

If you have a **SINGLE SUBJECT** credential and would like to add another Single Subject credential in a *different* subject area:

1. Fulfill Subject Matter Competency through appropriate exams or subject matter program (ask for list of Subject Matter Advisors in BH 244).

***After completion of all requirements, contact CS/TPC (BH 244) for application procedures.***

*Rev. 7/2009*

# Supplementary Authorizations and Subject Matter Authorizations

These are authorizations, which can be added to a *Multiple Subject* or *Single Subject* credential.

For information / application procedures / forms, please refer to the following link on the Commission on Teacher Credentialing (CTC) website...

<http://www.ctc.ca.gov/credentials/CREDS/sup-subject-matter-auth.html>

## **Notes:**

- If you have not yet earned your initial Multiple Subject or Single Subject credential, you may apply for the Supplementary Authorization(s) and/or Subject Matter Authorization(s) at the time of application for your initial Multiple Subject or Single Subject credential. Submit the worksheet(s) to the Credential Services/Teacher Preparation Center in Burk Hall 244 prior to completing your credential program. No additional fee is required.
- If you have already earned your Multiple Subject or Single Subject credential, you may apply for the Supplementary Authorization(s) and/or Subject Matter Authorization(s) by submitting the worksheet(s) and an application packet to the Credential Services/Teacher Preparation Center in Burk Hall 244, 415.405.3594.

Revised 02.19.08

Credential Services  
Teacher Preparation Center  
1600 Holloway Avenue, BH 244  
San Francisco, CA 94132-4158  
Telephone: 415/405-3594  
Fax: 415/338-1940

## SB2042 Clear Credential Information

Once you earn the SB2042 *Preliminary Credential*, you are required to complete a Commission-approved Induction program, including “Verification of Completion” by the program sponsor, in order to upgrade to the *Clear Credential*. Typically the program sponsor will be your district of employment. You will have 5 years to complete this requirement. Note: Your *Preliminary Credential* is valid for 5 years.

Once you gain employment with your *Preliminary Credential* and your employer has a district induction program, you **MUST** complete the district’s induction program to obtain your *Clear Credential*. Induction programs vary from district to district and may include advanced coursework in the areas of health, special education, technology and English learner studies. You will then apply for the award of your *Clear Credential* through your district employer.

If you gain employment with your *Preliminary Credential* and your employer does NOT have an induction program, you may complete a Commission-approved SB2042 Fifth Year program to obtain your *Clear Credential*, **WITH** approval from your employer. This may involve advanced coursework. You would then apply for the award of the *Clear Credential* through the college or university where you completed the SB2042 Fifth Year program.

**Special Note:** If you gain employment and your employer has an induction program available to you, you **CANNOT** choose to complete the SB2042 Fifth Year program to obtain the *Clear Credential*; you are **REQUIRED** to complete the employer’s induction program.

Please note that SF State **DOES NOT** offer a Commission-approved SB2042 Fifth Year program. You will need to contact CTC for more information on which colleges/universities offer them. CTC contact info: (888) 921-2682; [www.ctc.ca.gov](http://www.ctc.ca.gov); [credentials@ctc.ca.gov](mailto:credentials@ctc.ca.gov).

For information on Induction programs, you will need to contact the district offices. Again, induction programs vary from district to district.

**Final Note:** If you do not teach during the five years of your Preliminary Credential, you will need to contact CTC and they will inform you of your options in earning the *Clear Credential*.

## APPENDIX H: KEY PERSONS AND RELATED SERVICES

### DEPARTMENT OF ELEMENTARY EDUCATION

Burk Hall 179, [elemed@sfsu.edu](mailto:elemed@sfsu.edu)

T: 415/338-1562, F: 415/338-0567

Graduate Studies, [graded@sfsu.edu](mailto:graded@sfsu.edu), 415/338-1562

Debra Luna	Chair	<a href="mailto:dluna@sfsu.edu">dluna@sfsu.edu</a>	BH 179
Phonita Yuen	Academic Office Coordinator	<a href="mailto:phonity@sfsu.edu">phonity@sfsu.edu</a>	BH 179
Jay	Graduate Assistant	<a href="mailto:graded@sfsu.edu">graded@sfsu.edu</a>	BH 179

### PROGRAM DIRECTORS AND COORDINATORS

BCLAD – Spanish	Debra Luna	BH 179	338-1562
BCLAD – Cantonese	Christy Lao	BH 228	338-3323
M.A. – Early Childhood Education	Barbara Henderson	BH 185	338-1319
M.A. – Early Childhood Education	Daniel Meier	BH 187	338-3417
M.A. – Elementary Education	Jane Bernard-Powers	BH 174	338-2299
M.A. – Language & Literacy (*)	Josie Arce	BH 199	338-2292
M.A. – Mathematics Education	Carol Langbort	BH 174	338-1584

\* Includes Reading Certificate & Reading Specialist Credential Programs

### TEACHER PREPARATION CENTER

415/405-3594/BH 244

<http://www.sfsu.edu/~cstpc>

### CREDENTIAL ADMISSIONS

Lucie Field

[credinfo@sfsu.edu](mailto:credinfo@sfsu.edu)

### CREDENTIAL ANALYSTS

*Myla Marcelino-Adeva*

(candidates' last names A to K)

[mlm@sfsu.edu](mailto:mlm@sfsu.edu)

### COE GRADUATE OFFICE

*Loretta Seva 'aetasi*

415/ 338-2389/BH 240

[retta@sfsu.edu](mailto:retta@sfsu.edu)

*Claudia Murcia-Chamorro*

(candidates' last names L to Z)

[marxel@sfsu.edu](mailto:marxel@sfsu.edu)

### FINANCIAL AID OFFICE

415/338-7000/SSB 302, <http://www.sfsu.edu/~finaid/>, [finaid@sfsu.edu](mailto:finaid@sfsu.edu)

### STUDENT SERVICES CENTER (REGISTRAR – “ONE STOP”)

415/338-2350, SS 303, <http://www.sfsu.edu/~admisrec/reg/reg.html>

### CAHILL LEARNING RESOURCE/MEDIA LAB

BH 319 338-3423

### COLLEGE OF EXTENDED LEARNING

ADM 153 338-1373

### TESTING CENTER

ADM 152 338-2271

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