

*Department of Elementary Education*  
Graduate College of Education  
San Francisco State University



*Multiple Subjects Credential Program*  
*Handbook*  
2019-2020

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## MESSAGE TO THE CREDENTIAL CANDIDATE

Dear Credential Candidate:

Welcome to the Department of Elementary Education. We hope you will understand that becoming a teacher is an important step in your future. What can be more profound than preparing California'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. This handbook is designed to assist you in completing the Multiple Subject Credential (MSC) program. Knowing the handbook's contents will help to maximize your experience while informing you about the intricacies of the program. 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 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 arise *after* its electronic dissemination. 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 to the MSC Program. We wish you all the best!

### Teaching in Diverse Educational Settings, Multiple Subject Credential Program Mission Statement from the Department of Elementary Education

The Department of Elementary Education prepares skilled, transformative educators to teach and become leaders in culturally and linguistically diverse schools. We guide and support educators to develop a pedagogy of caring and cultural responsiveness, and to teach for social justice and equity for children and their families. Our Multiple Subject Credential and Master of Arts programs provide current educational theories, innovative teaching practices, and guided field experiences in diverse schools. The curriculum in the MSC and MA graduate programs reflect the Teaching Performance Expectations (TPEs) State Standards and Common Core Standards. The department's Multiple Subject Credential, including the Bilingual Authorization Programs, certify candidates with their Preliminary Credential to teach in California schools. Our MA programs prepare educational leaders to transform learning environments to support all students' success academically and socially.

**Teaching in Diverse Educational Settings (TIDES)** Program enables teacher credential candidates to develop competencies in the following areas:

- Teacher Performance Expectations stipulated by the Commission on Teacher Credentialing;
- Throughout our coursework and field practicum candidates develop competencies to teach students who are English language learners or bilingual speakers by meeting the California Teacher of English Learners Program Standards (CTEL formerly CLAD);
- Teacher candidates develop and expand their dispositions that support educational equity for all children;
- Candidates foster an appreciation for lifelong learning and professional growth

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 and current California Teachers of English Learners (CTEL)**. In addition, if you apply for the **Bilingual Authorization** it is under the umbrella of the **Multiple Subject Credential**. You automatically qualify to teach in general and bilingual classroom settings. This means that you will **NOT** have to complete a separate (or an additional) CLAD program nor take the CTCL exams. CTC accredits the Multiple Subject Credential Program and Bilingual Authorization at San Francisco State.

### **Steps to earning the preliminary and clear teaching credentials:**

#### **Preliminary Credential**

The initial issuance is a **Preliminary Credential**, valid for five years. It can be earned by satisfying the following requirements. See Appendix A for details.

*In applying to the MSC program, pre-requisites are:*

- Bachelor's Degree posted on transcripts
- California Subject Examinations for Teachers (CSET-Subject Matter Competency) – verifies NCLB compliant. **NOTE:** CSET scores are valid for ten years. Scores must be valid when you apply for your preliminary credential, typically at the completion of the credential program.
- Basic Skills Requirement (CBEST or the CSET Subtest IV -Writing)
- Certificate of Clearance – COC (Fingerprint Clearance)
- Verification of completing 45 hours of Early Field Experience in a public school.

Note: 12 hours of Early Field Experience will be accepted as preschool (3-5 year olds), TK, 6th-12th grade public school, or K-5th grade after school program held at public school site.

*While in the MSC program, requirements and completion include the following:*

- Submission & passage of the Educational Teacher Performance Assessment (edTPA).
- Enrolling and passing Level I Technology –ITEC 711 (3units).
- Proof of U.S. Constitution course or exam (Note: CSU graduates meet this requirement.)
- Cardio-Pulmonary Resuscitation (CPR) Certification,
- Reading Instruction Competence Assessment (RICA) Exam.

#### **Clear Credential**

The process of “clearing” the preliminary credential is the employing district’s responsibility. Your district will require you to participate in a two-year **Induction Program**. You have five years in which to “clear your preliminary credential.” If you do not 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 CTC for information. 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.

## Multiple Subject Credential (MSC) Program Options

The Multiple Subject Credential Program (MSC) offers multiple pathways to the preliminary credential. The coursework for candidates is the same regardless of your program choice.

The pathways are:

- one-calendar year or three-semester;
- bilingual authorization credential – Cantonese, Mandarin or Spanish;
- internship individual plan

In all aforementioned pathways, candidates are assigned to a cohort and progress through the MSC program together. Those candidates who are on an internship credential will receive intensive advising and typically join various cohorts as they progress through the program.

### **MSC Bilingual Authorization Programs**

*Bilingual authorization* is designed for candidates who have a high level of proficiency in Cantonese, Mandarin or Spanish and who plan to teach in bilingual classrooms. Candidates must declare their candidacy for bilingual authorization *on the program application*. Currently any bilingual candidate who enrolls in the required EED 713 Spanish or EED 711 Chinese Heritage Language and Pedagogy courses **do not need to take the CSET: LOTE language examination (Subtest III)**.

## ONE-CALENDAR YEAR PROGRAM COURSEWORK

### ***FALL SEMESTER***

**EED 701: Social, Cultural, Historical Foundations of Education, K-6** **3 units**

**EED 786: Developing Teaching and Learning** **3 units**

**EED 746: Teaching Practicum I** **3 units**  
Two full days and one half day per week in the elementary classroom

**EED 782: Teaching Reading-Language Arts, K-3** **3 units**

**EED 784: Curriculum and Instruction in Math** **3 units**

**ITEC 711: Instructional Computing in Elementary and Middle Schools\*** **3 units**

### ***SPRING SEMESTER***

**EED 777: Curriculum and Instruction in Science** **3 units**

**EED 737: Teaching Social Studies, Social Justice and Literacy 3-6** **3 units**  
Intensive module (dates to be announced)

**EED 748: Teaching Practicum** **7 units**  
Full time student teaching, M – F, includes 5 nonconsecutive solo days + one Solo week (5 consecutive solo days)

**EED 758: Teaching Practicum Seminar** **3 units**

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**THREE SEMESTER  
PROGRAM COURSEWORK**

**FALL SEMESTER**

<b>EED 701: Social/Cultural Historical Foundations K-6</b>	<b>3 units</b>
<b>EED 782: Teaching Reading/Language Arts, K-3</b>	<b>3 units</b>
<b>EED 687: Teaching Practicum I</b> Twelve hours a week in an elementary classroom	<b>3 units</b>
<b>EED 756: Teaching Practicum Seminar I</b>	<b>3 units</b>
<b>*ITEC 711 Technology in Elementary Schools</b>	<b>3 units</b>
<b>EED 777 Curriculum &amp; Instruction in Science</b>	<b>3 units</b>

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*\* ITEC 711 is in the Department of ELSIT. The course can be taken anytime during the credential program. We strongly recommend enrolling during your first semester.*

***SPRING SEMESTER***

<b>EED 737 Social Studies, Social Justice and Literacy</b>	<b>3 units</b>
<b>EED 784: Curriculum and Instruction in Mathematics</b>	<b>3 units</b>
<b>EED 786: Developing Teaching and Learning</b>	<b>3 units</b>
<b>EED 747: Teaching Practicum II</b> Twelve hours per week in the elementary classroom	<b>3 units</b>

***FALL SEMESTER Final Semester***

<b>EED 758: Teaching Practicum Seminar III</b>	<b>3 units</b>
<b>EED 748: Teaching Practicum III</b> 15 weeks, M-Th includes 5 nonconsecutive solo days + one solo week (5 consecutive solo days)	<b>4 units</b>

**SPANISH BILINGUAL PROGRAM  
BILINGUAL EDUCATORS FOR SOCIAL TRANSFORMATION (BEST) COURSEWORK**

**FALL SEMESTER**

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

**EED 713: Spanish Heritage Language and Pedagogy** **3 units**

**EED 782: Teaching Reading/Language Arts TK-5** **3 units**  
15 weeks (Sp. 10 weeks & Eng. 5 weeks, RICA prep)

**EED 756: Teaching Practicum Seminar I** **3 units**

**EED 687 Student Teaching Practicum** **3 units**

**ITEC 711 (3 units) is offered on-line**

*ITEC 711 is in the Department of ELSIT. The course can be taken anytime during the credential program. We strongly recommend your first semester.*

**SPRING SEMESTER**

**EED 737 Social Studies, Social Justice and Literacy** **3 units**

**EED 777: Curriculum and Instruction in Science** **3 units**

**EED 784: Curriculum and Instruction in Mathematics** **3 units**

**EED 786 Seminar in Developmental Teaching and Learning** **3 units**

**E ED 747 Teaching Practicum Phase II** **3 units**

**FALL SEMESTER**

**EED 758: Teaching Practicum Seminar** **3 units**  
15 weeks

**EED 748: Teaching Practicum Phase III**  
Full time student teaching M-Thurs. **4 units**

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**EED 788: Curriculum and Instruction in Mathematics II (Optional)** **3 units**

**CHINESE BILINGUAL  
THREE SEMESTER COURSEWORK**

***FALL SEMESTER***

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

**EED 712: Chinese Literacy, TK-6 3 units**

**EED 737: Social Studies, Social Justice and Literacy 3 units**

**EED 756 Seminar Student Teaching 3 units**

**EED 687: Student Teaching 3 units**

**ITEC 711 3 units**

*\* ITEC 711 is in the Department of ELSIT. The course can be taken anytime during the credential program. We strongly recommend enrolling during your first semester.*

***SPRING SEMESTER***

**EED 711: Chinese Heritage 3 units**

**EED 784: Curriculum and Instruction in Mathematics 3 units**

**EED 777: Curriculum and Instruction in Science 3 units**

**EED 782: Teaching English Reading/Language Arts K-5 3 units**

**EED 786: Seminar in Developmental Teaching and Learning 3 units**

**EED 747: Teaching Practicum Phase II 3 units**

***FALL SEMESTER***

**EED 758: Teaching Practicum Seminar 3 units**

**EED 748: Teaching Practicum Phase III 4 units**

## 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 782: Teaching Reading/Language Arts, grades K-3**

**3 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 784: 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 777: 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, grades 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.

### **EED 786: Developing Teaching and Learning**

**3 units**

A theory and research based examination of cognitive, social-emotional, ethical, and physical development of all children within sociocultural contexts. We will examine the interrelated impacts of culture, family, community, and school on development. We will examine educational research and consider its applications in practice to learn how to create positive and productive learning environments for all students. The course addresses inclusion through Universal Learning Design (UDL) and Multi-Tiered Structure Systems (MTSS).

### **EED 711: Chinese Heritage Language and Pedagogy (Chinese Bilingual only)**

**3 units**

To continue the advancement of the Chinese proficiency for the MS bilingual credential candidates in speaking, reading, writing, listening, and culture development. Candidates learn pedagogical strategies to teach bilingual Chinese and second language learners in elementary classroom settings. It prepares candidates to become reflective practitioners with a focus on linguistic issues.

### **EED 712: Teaching Reading and Language Arts, Chinese Bilingual**

**3 units**

This course prepares elementary school teacher candidates with theories and research findings to teach reading and language arts in Chinese. Systematic and explicit instruction in teaching a comprehensive Chinese literacy includes: oral language, reading strategies, vocabulary and writing development.

### **EED 713: Spanish Heritage Language and Pedagogy**

**3 units**

Spanish Heritage Language for the Bilingual Teacher Candidates

To continue the advancement of the Spanish proficiency for the MS bilingual credential candidates in

speaking, reading, writing, listening, and culture development. Candidates learn pedagogical strategies to teach bilingual Latino and second language learners in elementary classroom settings. It prepares candidates to become reflective practitioners with a focus on linguistic issues. It addresses the vast linguistic and cultural diversity of Latinos in the USA.

**EED 687: Teaching Practicum I (Three semester program) 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. CR/NC grade only.

**EED 746: Teaching Practicum I (One-year program) 3 units**

This is the first of two 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 756: Teaching Practicum Seminar I (Three semester program only) 3 units**

Supports development of candidate's skills in classroom management, building community, planning, teaching, and assessing all students across the elementary school curriculum. An introduction into the Individualized Education Plan (IEP), how to access curriculum and support to students with learning needs. CR/NC grade only.

**EED 747: Teaching Practicum II (Three semester program) 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/NC grade only.

**EED 748: Teaching Practicum III (One-year – 7 units) 4 units**

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 a week for the entire semester, including solo teaching. CR/NC grade only. Students in the one-year program will teach four and a half days. The one half-day is in order to attend student teaching seminar.

**EED 758: Teaching Practicum Seminar III 3 units**

This is the final student teaching seminar. Emphasis is on full-time student teaching responsibilities, professional ethics and legal responsibilities. This seminar guides candidates through the Teacher Performance Assessment (edTPA). CR/NC grade.

**ITEC 711: Instructional Computing in Elementary and Middle Schools**

Students are introduced to concepts that are core to safe and informed practices of using digital media such as digital citizenship, digital literacy, internet safety, encryption, analytics, GPS tracking etc. Students are introduced to the various issues and troubleshooting strategies to address while using the devices. This is a hands-on course, where students learn to use a variety of digital applications to create interactive digital learning material, including computational thinking with Excel, Info-graphics with graphics editor, communication and collaboration with blogging tools, digital storytelling with video editing software, classroom website development with Google products, virtual trips using 3-D virtual reality products.

## GRADING POLICY

Candidates must maintain a “B” average in coursework **each semester**. Any grade of a C+ or C will automatically lower your GPA and result in probationary status because these are graduate level courses.

You cannot receive a 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 “NC” in a practicum or seminar need the chair’s approval to repeat the practicum or seminar, *also on a one-time only basis*. **If you are experiencing difficulties with courses and/or seminars, see the appropriate instructor and Dept. Chair to problem solve. Do not avoid this professional responsibility.**

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 in your field assignment please contact your university field supervisor. It is critical that you first communicate with your Master Teacher, if necessary with your university supervisor, and if the issue is not resolved, with the Department Chair Dr. Josie Arce or Ms. Diane Garfield, Placement Coordinator.

## CREDENTIAL CANDIDATE PROTOCOL

If a credential candidate demonstrates **academic challenges** (problems with coursework, grades of C or lower and/or not maintaining the required GPA 3.0), **student teaching problems** (EED 687, 747,748), and/or **professional challenges** (inappropriate actions/behaviors in either academics or student teaching) the candidate will be required to meet first with specific professor/s and EED Dept. Chair. The following is the protocol procedure.

1. Faculty will alert a candidate who is demonstrating risk in receiving lower grades or not meeting course expectations. Communication may initially be via email, then face-to-face conference to review academic performance before or by mid-semester.
2. Student Teaching Practicum depends on the observations and feedback from Master Teachers and university field supervisor. If one or both report areas of concern they will first conference with the candidate. If there is limited or no improvement then these supervisors have the responsibility to report to the Department Chair (Dr. Josie Arce, [jarce@sfsu.edu]. Placement issues and basic understanding of student teaching responsibilities and expectations should be communicated to Ms. Diane Garfield, Field Placement Coordinator [diangarf@sfsu.edu].
3. Faculty member confers with the candidate and identifies a plan to address ways to improve. Faculty member will document the agreed-upon plan and provide a copy to the candidate. Both the faculty member and the candidate are responsible for following through with the plan.
4. If difficulties continue, the faculty member will consult with the Department Chair regarding the **declassification** process.

Note: As previously stated, grades of “incomplete” are not encouraged. In addition, candidates will not be allowed to start coursework and/or fieldwork without rectifying any low grades or incompletes two weeks prior to the start of the following semester. If candidates do not move from probationary status within the following semester you will be asked to withdraw or declassification procedures will begin.

## DECLASSIFICATION

**Declassification** is a serious matter and credential candidates should familiarize themselves with the process. To be declassified means you cannot continue in the program, nor in any of the programs in the GCOE. You can reapply to another college. Please read carefully.

1. Candidates may be declassified from the Multiple Subject Credential Program for any of the following reasons:
  - a. Unsatisfactory academic performance (grade of "NC" (no credit) or grade lower than a "C") at the completion of any required course or a combination of courses and field practicum;
  - b. Unsatisfactory or unprofessional performance during field placement or in your courses;
  - c. A grade point average of less than 3.0 reflecting limited or not improving after being placed on the first academic probation semester while in the program;
2. Field site personnel and/or SF State EED faculty may initiate concerns by submitting to the Department Chair a written communication about candidate's fieldwork or academic course work. Evidence to support concerns such as lesson observations, Master Teacher communication, and student to faculty communication and/or course assignments will be included.
3. The candidate meets with the Chair to review the specific concerns. A second meeting is scheduled with the presence of the specific Faculty, University Supervisor, Master Teacher, and/or Student Placement Coordinator. The Dept. Chair based on reviewing the frequency of incidents or academic standing or a combination of reasons will either design a plan for remedies within a specific timeline or decide to submit a letter and evidence to recommend declassification to the Dean of Graduate Studies. The Dean of Graduate Studies determines the decision.
4. If there is very limited improvement or no improvement where the evidence demonstrates that the candidate is not meeting our professional or academic standards of the Multiple Subject Credential Program and CTC Teacher Performance Expectations, the Department Chair with consultation of specific faculty will proceed with submitting a letter and documentation of the evidence to the SFSU Dean of Graduate Studies to request a review for declassification from the MSC Program. Documentation of evidence will be sent to the Graduated Studies. The Dean of Graduate Studies makes the final decision.
5. The Dean of Graduate Studies contacts the student. Declassification means that you will be withdrawn from the Multiple Subject Credential Program Dept. of Elementary Education. You will not be permitted to enroll as a matriculated student or in any other student status in the Department of Elementary Education. You can formally apply to another program.

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 corresponding to **EED 687**. The student teacher and supervising teacher should *mutually* agree upon hours and days. The supervising teacher oversees the student teacher's performance throughout the semester and completes a written evaluation, along with the student teacher, at the end of each semester.

The California Commission on Teacher Credentialing (CTC) recently adopted the **Common Core State Standards**. Their purpose is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them succeed. We will be exploring these standards in depth and integrating them into our teaching and learning. The following link will help to provide you with additional insight and information: <http://www.corestandards.org/>

*Special Note:* We highly suggest and recommend that our candidates 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 within one span, another grade level within the other span, and then chooses a grade level for the third semester. Meeting this requirement will be discussed in EED 756: Teaching Practicum Seminar – Phase I.

### **Program Structures**

#### **Three semester, Bilingual Educators for Social Transformation (BEST-Spanish Bilingual Program), and Chinese Bilingual**

##### **Phase I:**

The student teacher will be in the classroom for 12 hours a week. This is usually two full days. The student and master teacher will decide which days are best. There will be no university supervision.

Concerns should be shared with your seminar instructor in EED 756. If there are any serious concerns, please contact Dr. Arce, EED Chair [jarce@sfsu.edu] or placement coordinator: Ms. Diane Garfield [diangarf@sfsu.edu].

It is suggested that students in a multiple subject credential program teach in two different grade levels; kindergarten through grade 2, and 4<sup>th</sup> or 5<sup>th</sup>, with 3<sup>rd</sup> grade able to go either way.

##### **Phase II:**

Student teachers will continue in the classroom for 12 hours a week, as in Phase I. However, the ST will have university supervision. We encourage clear and open communication between the university supervisor and the master teacher.

##### **Phase III:**

Student teachers will be in their full-time student teaching semester, working in the classroom for four days a week, all day. During this student teaching semester, the student is required to teach a minimum of **five non-consecutive solo days, and five consecutive solo days**.

### **Assessment:**

The student teacher will receive evaluations from the master teacher:

Phase I – end of the semester

Phase II – end of the semester

Phase III – mid-term and end of the semester, final student teaching evaluation

**edTPA:** The student will need to prepare and teach a three-lesson unit in mathematics and then video tape one or all of the lessons. We ask cooperating teachers to provide this opportunity to our candidates, as this is a state mandated assessment.

## **STRUCTURE OF THE ONE-YEAR PROGRAM**

Students in the one-calendar year program are able to complete the credential in two semesters.

It is suggested that students in the multiple subject credential program teach in **two different grade levels**; kindergarten through grade 2, and 4<sup>th</sup> or 5<sup>th</sup>, with 3<sup>rd</sup> grade able to go either way.

### **Phase I – fall semester:**

Students work in the classroom for 15 hours (2 ½ days) per week. They will spend all day Monday and Tuesday and a half-day on Wednesday in their classroom placement. Total required student teaching hours for Phase I must be at least 210.

### **Phase II/III – spring semester:**

Students will be in their full-time student teaching semester, working in the classroom every day. During this student teaching semester, the student is also required to teach a minimum of **five non-consecutive solo days, and five consecutive solo days**. Total required student teaching hours for Phase II/II are at least 390.

### **Residents:**

Students completing student teaching through the residency model will complete a minimum of 600 hours of student teaching, spread out evenly over the course of the school year. They must also meet the employment guidelines and required hours of the hiring schools.

### **Additional requirements:**

The students in this one-calendar year program will also have to attend two intensive university courses during Phase II/II student-teaching. They will notify the Master Teacher at the beginning of the semester to communicate the exact days the student will need to be out of the classroom.

### **Assessment:**

The student teacher will receive mid-term and final evaluations from the master teacher each semester.

**edTPA:** The student will need to prepare and teach a three-lesson unit in mathematics with an additional task in literacy. They are to video tape one or all of the lessons. Please provide this opportunity, as this is a state mandated assessment.

**Note: Students follow SFSU's calendar. They are not required to attend field placement when SFSU is on break**

## **PROFESSIONAL EXPECTATIONS FOR MASTER TEACHERS & STUDENT TEACHERS**

### **Essential Traits of a Master Teacher**

#### **An Effective Master Teacher:**

- understands that learning is a developmental process for pre-service teacher candidates;
- builds trust;
- invites the ST to collegial activities - grade level meetings, to parent-teacher conferences, meetings about students if appropriate;
- includes the ST in school community events;
- models and discusses how to build community and how that is reflected in classroom management;
- articulates how decisions are made; such as thinking alouds with ST about teaching and management decisions;
- provides collaboration time for lesson planning and learning about classroom management;
- observes ST actually teach, and provides frequent oral and written feedback;
- provides ST with appropriate background information about the students;
- to help ST learn to be a reflective teacher by asking good questions - listening at times, talking at times;
- coordinates with ST how you will check-in on solo days and the solo week during their third semester;
- listens well, and prompts ST to inquire into their teaching practice;
- supports ST to take risks and to try out and test new teaching practices;
- models professional practices, such as demonstrating how to hold high expectations, and reflecting on how to address mistakes;
- provides informative, detailed and meaningful comments on the ST (university) evaluations, and
- communicates with the university supervisor to support the student teacher's progress.

#### **Master Teachers are asked to....**

- Introduce student teacher to the elementary class as a practicing professional/co-teacher;
- Communicate expectations and concerns with the student teacher;
- Allow the student teacher to work with children to complete course assignments;
- Coordinate with student teacher to teach lessons that are in alignment with your own class/school objectives;
- Plan with, observe student teacher on an on-going basis, and provide written/verbal feedback;
- Contact Diane Garfield (contact Dr. Arce for BEST Program) during the first semester with concerns or problems;
- Provide student teacher with contact information in order to facilitate speedy communication;
- Meet with student teacher to complete semester evaluations.
- **Asked to submit Field Experience Evaluations to Diane Garfield, Placement Coordinator, Burk Hall 187 ([diangarf@sfsu.edu](mailto:diangarf@sfsu.edu)).**

## **Essential Traits of a Student Teacher**

### **An Effective Student Teacher models professional behavior by:**

- dressing appropriately as per school culture; arriving on time and communicating any changes in schedule with MT & University Supervisor;
- avoids gossip;
- holds high expectations of self;
- is friendly and sociable with faculty, staff, site administrators and parents, and
- speaks respectfully about students and parents.
- is patient with self and understands that becoming a teacher is a developmental process;
- builds trust;
- attends collegial activities - grade level meetings, parent-teacher conferences, meetings about students if appropriate and faculty meetings if invited, and able;
- attends school community events and
- asks and discusses how to build community and how that is reflected in MT's classroom management;
- observes MT and asks questions about how decisions are made concerning teaching and management;
- collaborates with MT for lesson planning and learning about classroom management;
- teaches frequently and expects oral and written feedback from MT;
- learns about the students;
- asks good questions - listening at times, talking at times, in order to become a reflective teacher;
- listens carefully to feedback, and asks reflective questions about your teaching practices;
- tries out and tests new teaching practices, and takes risks;
- sets a time to meet with MT to receive feedback on the mid-term and final semester evaluations;
- communicates regularly with the university supervisor.

### **In addition, 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;
- Introduce oneself to the principal, school secretary and general school staff;
- Participate in school events as time allows;
- 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;

- Clearly communicate course assignments and deadlines that must be completed in the field placement with the Master Teacher;
- Increase duties/responsibilities as directed by Master Teacher;
- Demonstrate developing competence in curriculum selection, planning, teaching and assessing with small groups and whole class;
- Provide detailed written lesson plans for all lessons, submits a lesson plan **at least two days** prior to the university supervisor's observation;
- Use feedback about your progress as you continue in the program (including evidence of development toward competence in the mid-term evaluation, week 7 for those in final student teaching);
- Submit final evaluation at end of the semester (week 14);
- **Note: Students follow SFSU's calendar. They are not required to do student teaching until the first day of the semester at SFSU. They are not required to attend field placement when SFSU is on any breaks or holidays;**
- **Make sure that the Field Experience Evaluations are submitted to Diane Garfield, Placement Coordinator, Burk Hall 187 ([diangarf@sfsu.edu](mailto:diangarf@sfsu.edu)).**

**I have read these expectations and shared them with my master teacher:**

**Student teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**My student teacher shared these expectations with me and I am clear as to what is expected of my role as a Master teacher. If I have additional questions or concerns, I can contact Diane Garfield.**

**Master Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**FIELD EXPERIENCE EVALUATION (Phase I, II and III mid-term)  
Multiple Subject Credential Program – San Francisco State University**

**Student Name:** \_\_\_\_\_ **Cohort #** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Master Teacher:** \_\_\_\_\_ **School:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Directions:** The purpose of this evaluation is to provide feedback to the student so that s/he may improve her/his suitability for the teaching profession. This feedback is to be acted upon so as to build up to a successful final semester. Please score each category according to the scale given below. ***Use comments section to expand on ratings***, e.g. strengths, suggestions for improvement, etc. **For Phase I & II, please submit by the 14<sup>th</sup> week of the semester, for Phase III, mid-term submit by week 7.**

**Please indicate the rating number (3 – 0).**

<b>Competent (3)   Making Good Progress (2)   Needs Improvement (1)   Not able to determine (0)</b>
---

**TPE 1 Engaging and Supporting All Students in Learning Rating:** \_\_\_\_\_

Knowledge of students, effective communication, ability-appropriate instruction (UDL), language support

*Comments:*

**TPE 2 Creating and Maintaining Effective Environments for Student Learning Rating:** \_\_\_\_\_

Treats all students fairly and respectfully, culturally responsive and inclusive, high expectations for classroom behavior

*Comments:*

**TPE 3 Understanding and Organizing Subject Matter for Student Learning Rating:** \_\_\_\_\_

Plan, design, implement and monitor instruction, collaborate professionally, use and adapt resources, effective use of technology

*Comments:*

***Please continue on backside.....***

**Competent (3) Making Good Progress (2) Needs Improvement (1) Not able to determine (0)**

**TPE 4 Planning Instruction and Designing Learning Experiences for All Students Rating: \_\_\_\_\_**

Plan, design, implement and monitor instruction, effective use of instructional time, developmentally, linguistically and culturally appropriate activities, appropriate modifications for students with disabilities, uses digital tools and learning technologies

Comments:

**TPE 5 Assessing Student Learning Rating: \_\_\_\_\_**

Knowledge of different types and purposes of assessments, involve students in self-assessment and reflection, technology to support assessment, collaborates to interpret assessment

Comments:

**TPE 6 Developing as a Professional Educator Rating: \_\_\_\_\_**

Able to self-reflect on teaching practice, recognizes own values, demonstrates dispositions of caring and support, establishes professional learning goals, understands professional roles and responsibilities

Comments:

**Overall evaluation**

Has the student shown reasonable progress this semester? **Yes** \_\_\_\_ **No** \_\_\_\_ **Minimal** \_\_\_\_

**For Phase II students**, is this person ready for full time student teaching? **Yes** \_\_\_\_ **No** \_\_\_\_

Comments:

MT Signature: \_\_\_\_\_ Date: \_\_\_\_\_

\*Student Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Master

Teacher Email: \_\_\_\_\_ Cohort #: \_\_\_\_\_

\* My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university supervisor.

**STUDENT TEACHER EVALUATION**  
**Multiple Subject Credential Program – San Francisco State University**  
 Final Evaluation due 14<sup>th</sup> week of semester

<b>Student Teacher Name:</b>		<b>Date:</b>	
<b>Master Teacher</b>		<b>School and Grade Level</b>	

**Directions:** The purpose of this evaluation is to provide feedback to the student teacher so s/he may improve her/his teaching. This final evaluation is used in determining the student teacher's suitability for a credential. Please score each item in each category according to the scale given below. In the comments sections, please note any outstanding examples of strengths and/or suggestions for improvement.

**SECTION II – Please indicate the rating number (3 - 0). Use comment section to expand**

<b>Competent (3)</b>	<b>Making Good Progress (2)</b>	<b>Needs improvement (1)</b>	<b>Not Able to Determine (0)</b>
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**TPE 1: Engaging and Supporting All Students in Learning**

	Shows knowledge of students – interests, needs, culture, language		Knowledge of UDL and MTSS to support wide range of learners
	Maintains on-going communication with students and families		Promotes critical, creative and analytic opportunities
	Monitors student learning for active engagement		Provides support for language development (SDAIE)

**Comments:**

**TPE 2: Creating and Maintaining Effective Environments for Student Learning**

	Promotes positive interventions, restorative justice, conflict resolution to foster a caring community and respect for all		Knowledge of available resources to support all students including those who have experienced trauma and other difficult situations
	Promotes positive interactions and a culturally responsive environment		Maintains high expectations and appropriate support for all
	Establishes and maintains a tolerant and safe environment for all		Establishes and maintains clear expectations for positive behavior

**Comments:**

**TPE 3: Understanding and Organizing Subject Matter for Student Learning**

	Knowledge of State Standards and curriculum frameworks		Supports the acquisition and use of academic language for the full range of learners in the least restrictive environment
	Uses knowledge of students to guide curriculum		Use of resources and technology to facilitate equitable access to the curriculum
	Designs and implements cross-disciplinary instruction		Models digital literacy and digital citizenship, including respecting copyright laws, while maintaining internet security
	Consults and collaborates with others to plan for effective instruction		Demonstrates knowledge of effective teaching strategies aligned with recognized educational technology standards

**Comments:**

--

**TPE 4 Planning Instruction and Designing Learning Experiences for All Students (provide rating of 3 – 0)**

Locates and applies student information for purposes of instruction	Promotes student success by providing for individual learning needs
Understands & applies knowledge of child development to inform instructional planning	Accesses a variety of resources for planning – community, colleagues, coaching, networking
Designs & implements integration of content areas for instruction	Plans and promotes a range of communication strategies between teacher and amongst students to encourage participation
Appropriate use of technology, principles of UDL & MTSS, meeting the needs of all English learners, modifications for students with disabilities, peer to peer support, community resources	Promotes digital literacy and offers students multiple means to demonstrate their learning

**Comments:**

--

**TPE 5 Assessing Student Learning (provide rating of 3– 0)**

Applies knowledge for purposes of different types of assessments	Uses assessment information in a timely manner to assist students
Uses data to plan for and modify instruction	Works with specialists to interpret assessments
Involves students in self-assessment and reflection on learning goals	Interprets English learners' assessment data to help plan instruction
Uses technology as appropriate to support assessment and communication of learning outcomes to students and families	Uses assessment data to plan for, differentiate, and make accommodations or to modify instruction

**Comments:**

--

**TPE 6 Developing as a Professional Educator (provide rating of 3 – 0)**

Reflect on own teaching practice to plan for student learning	Demonstrates involvement with others in the community to support teacher and student learning
Recognizes own values and biases. Exhibits positive dispositions of caring, support, acceptance and fairness towards all	Understands and enacts roles and responsibilities as mandated reporters and complies with all laws
Establishes professional learning goals, and makes progress to improve practice	Understands the structure and history of public education and school governance

**Comments:**

--

Master Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Master Teacher Email: \_\_\_\_\_

Student Teacher Signature: \_\_\_\_\_ Cohort #: \_\_\_\_\_

\* My signature indicates that I have had an opportunity to read and discuss this evaluation with my master teacher and/or university practicum supervisor.

## UNIVERSITY SUPERVISION

### **One Calendar Year Program:**

**Semester 1:** A university supervisor will make a minimum of three visits to observe you teaching. You will be required to present the supervisor with a fully developed lesson plan. You will gain support and guidance and evaluated on the following criteria (see Evaluation Report for Student Teaching Observations).

**Semester 2:** University supervision will continue with a minimum of three visits to be evaluated using the same criteria.

### **Three Semester Program:**

**University Supervisors have the responsibility and directive to make more than three visits to observe a candidate if they are having difficulties in planning, implementing, teaching or managing a classroom of students.**

**Semester 1:** You will have support from your seminar and if need be from the Placement Coordinator and Elementary Education Department Chair. Mid-term and final evaluations are required.

**Semester 2:** A university supervisor will make a minimum of three visits to observe you teaching. You will be required to present the supervisor with a fully developed lesson plan. You will gain support and guidance and evaluated on the following criteria (see Evaluation Report for criteria).

**Semester 3:** University supervision will continue with a minimum of three visits to be evaluated using the same criteria.

Observation Report for Student Teaching Observations  
Fall 2018

Candidate name: \_\_\_\_\_ School and grade level: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_ Master Teacher: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Phase: \_\_\_\_\_

Please provide your supervisee with a numerical rating. You may provide evidence directly from the attached Teacher Performance Expectations, or write in your own evidence. The TPEs can provide specific skills to support each component.

**Ratings: 3, Competent; 2, Making Good Progress; 1, Needs Improvement; 0, No evidence**

**TPE 1 Engaging and Supporting All Students in Learning**

Rating: \_\_\_\_\_

Evidence:

**TPE 2 Creating and Maintaining Effective Environments for Student Learning**

Rating: \_\_\_\_\_

Evidence:

**TPE 3 Understanding and Organizing Subject Matter for Student Learning**

Rating: \_\_\_\_\_

Evidence:

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

Rating: \_\_\_\_\_

Evidence:

**TPE 5 Assessing Student Learning**

Rating: \_\_\_\_\_

Evidence:

## **TPE 6 Developing as a Professional Educator**

Rating: \_\_\_\_\_

Evidence:

# **California Teaching Performance Expectations (TPEs)**

Ratings: 3, Competent; 2, Making Good Progress; 1, Needs Improvement; 0, No evidence

## **TPE 1 Engaging and Supporting All Students in Learning**

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

## **TPE 2 Creating and Maintaining Effective Environments for Student**

### **Learning**

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster

- care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
  6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
  7. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
  8. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### **TPE 3 Understanding and Organizing Subject Matter for Student Learning**

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

### **TPE 4 Planning Instruction and Designing Learning Experiences for All Students**

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

## **TPE 5 Assessing Student Learning**

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

## **TPE 6 Developing as a Professional Educator**

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

## **TEACHING PERFORMANCE EXPECTATIONS (TPEs)**

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 is the edTPA. It is designed to measure a candidate's knowledge, skills and ability with relation to California's Teaching Performance

Expectations (TPEs). The TPEs described below are embedded in coursework, field assignments, the Signature Assignments and the edTPA.

### **TPE 1 Engaging and Supporting All Students in Learning**

9. 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.
10. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
11. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
12. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
13. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
14. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, 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.
15. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
16. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

### **TPE 2 Creating and Maintaining Effective Environments for Student Learning**

9. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
10. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
11. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
12. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.

13. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
14. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.
15. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
16. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

### **TPE 3 Understanding and Organizing Subject Matter for Student Learning**

9. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
10. 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.
11. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
12. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
13. Adapt subject matter curriculum, organization, and 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, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
14. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
15. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
16. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

### **TPE 4 Planning Instruction and Designing Learning Experiences for All Students**

9. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency

- status, and cultural background for both short-term and long-term instructional planning purposes.
10. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
  11. 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.
  12. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
    - appropriate use of instructional technology, including assistive technology;
    - applying principles of UDL and MTSS;
    - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
    - appropriate modifications for students with disabilities in the general education classroom;
    - opportunities for students to support each other in learning; and
    - use of community resources and services as applicable.
  13. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
  14. Access resources for planning and instruction, including the expertise of community and school colleagues through in- person or virtual collaboration, co-teaching, coaching, and/or networking.
  15. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
  16. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

## **TPE 5 Assessing Student Learning**

9. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
10. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
11. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.

12. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
13. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
14. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
15. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
16. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

## **TPE 6 Developing as a Professional Educator**

8. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
9. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
10. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
11. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
12. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
13. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
14. 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 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.

**Final Performance Assessment**– 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 p. 27. Candidates will submit their assessment directly to Pearson Publishing for scoring during their last semester in the program. A \$300 fee will be required and must be paid directly to Pearson.

**edTPA (Teaching Performance Assessment)** - shows how candidates 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 performance assessment. The subject area for this assessment is both mathematics and literacy. Seminar instructors will help to guide students. For more information visit the edTPA website: <http://edtpa.aacte.org/>

**U.S. Constitution Requirement** – Candidates applying for a MSC credential must meet a U.S. Constitution requirement, either by coursework or examination. Graduates from CSU campuses have met the requirement. All others see Appendix C. *Submit a hard copy 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 Appendix D, 2) Grade “CR” in ITEC 711 Dept. -ELSIT or 3) Passage of another option for CSET: Level I Technology, see Appendix D. Note: *In all cases, proof of passage (transcript) must be submitted 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 782 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 his/her preliminary credential. See Appendix E. *Submit a photocopy of completion to CS/TPC.*

**Exiting Letter** – In the last semester of the program candidates will receive a letter (via email) from the CS Office at SF State that will outline what requirements are left to do for the preliminary credential. See Appendix B below.

## APPENDIX B: LETTER TO EXITING CANDIDATE

*Towards the end of the last semester in the program, candidates will receive a letter describing which requirements still need to be met.*

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, 20XX

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 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 as soon as you are able to do so.** We process credential applications in the order that they are received.

REQUIREMENT	Met	To Do	REQUIREMENT	Met	To Do
CBEST Exam	✓		Bachelor's Degree posted on transcripts	✓	
Subject Matter Requirement CSET	✓				
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 ITEC 711		✓			
Fingerprint Clearance CTC	✓				
edTPA Teaching Event		✓			

All international students can be apply for certificate of Clearance/Credential as long as they have a Tax ID.

***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 California Commission Teacher Credentialing (CCTC) 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 credit for 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-\$85 and test results can take 3-5 days to arrive in the mail. Test sites include:

Notre Dame Belmont, CA (650) 508-3701 OR Take online exam: <a href="http://www.USConstitutionExam.com">www.USConstitutionExam.com</a>	Offered once a month only OR online exam
CSU Hayward Hayward, CA (510) 885-3661	
San Jose State University Testing and Evaluation Dept. SJSU One Washington Square San Jose, CA 95192-0039 (408) 924-5980	
JFK University 100 Ellinwood Way Pleasant Hill, Ca 94523 (925) 969-3575	Offered daily M-F by appt. \$60 fee They mail study booklet
Dominican University of California 50 Acacia Avenue San Rafael, CA 94901-8008 (415) 458-3712 <a href="mailto:sbaker@dominican.edu">sbaker@dominican.edu</a>	2 times per month- \$35 Study material available \$2

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

**EDUCATIONAL TECHNOLOGY LEVEL I REQUIREMENT  
FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS**

A teacher candidate can meet the Level I Educational Technology Requirement required for the preliminary multiple or single subject credential in several ways:

1. Pass both subtests of the California Subject Examination for Teachers (CSET) Preliminary Educational Technology Exam:

**Subtest I (133)** Basic Operations, Concepts and Issues of Computer Based Technology. Productivity Applications of Computer-Based Technology  
**AND**  
**Subtest II (134)** Teaching and Learning Applications of Computer-Based Technology

Exams are offered only in September, January, March, and May. Fees: \$99 per subtest. Register and get more information at the CSET website. Fees subject to change. <http://www.ctc.ca.gov/credentials/CAW-exams.html>

2. Successfully complete an educational technology course that meets the Level One requirement, such as those listed below.

INSTITUTION	COURSE	TITLE	COST (Subject to Change)
SFSU Dept. of Equity, Leadership Studies, & Instructional Technologies	ITEC 711 Check Semester Schedule	Computer Fundamentals for Teachers	Regular tuition
UC Berkeley, Extension	EDUC x354	Intro to Computers in Education	<a href="http://extension.berkeley.edu/">http://extension.berkeley.edu/</a>
UC Los Angeles, Extension	EDUC x333.8a	Educational Tech in the Classroom	<a href="http://www.uclaextension.edu/r/default.aspx">http://www.uclaextension.edu/r/default.aspx</a>
UC San Diego, Extension	EDUC 3V150 or EDUC 30150	Integrating Learning Tech in Educ K-12	<a href="http://extension.ucsd.edu/online/index.cfm">http://extension.ucsd.edu/online/index.cfm</a>
Univ. of San Diego, Extension	EDUC 580A	Computer for Educators	<a href="http://www.usd-online.org/">http://www.usd-online.org/</a>

3. A course already taken may be substituted for ITEC 601 if the content addresses technology for the purposes of teaching. To request a course waiver, download the Course Substitution Form (CSF) online at <http://coe.sfsu.edu/cstpc/cstpc/formsprospective.html>, scan your CSF, transcript & syllabus and email it to the **Department of Equity Leadership Studies and Instructional Technologies (ELSIT) 415- 338-1479**.
4. Waivers for **equivalent experience** are not available.

## APPENDIX E: CPR REQUIREMENT

### 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 NOT ACCEPTABLE.**

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 preliminary credential is to be awarded. *Please note:* agencies issue CPR cards with various validity periods (i.e. one year, two years) so plan accordingly.

**Note:** Check with your *EED 758: Teaching Practicum Seminar Phase III* instructor and/or chair of the department to see if CPR will be included in the seminar.

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 Room 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

## APPENDIX F: 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 Curriculum and Instruction in 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, Subtests I, II, & III.
2. Take a course in Teaching English Literacy:
  - EED 782 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 the Chair of EED before enrolling in any courses: 415/338-1562).
  - EED 737 or 777 or 784 at SFSU (*typically individuals placed in 784, math methods*)

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  
Credential Graduate Services Center (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 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.

**APPENDIX H: SB 2042 CLEAR CREDENTIAL INFORMATION**

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. You will have 5 years to complete this requirement, as your Preliminary credential will be valid for 5 years.

Once you gain employment using your Preliminary credential and your employer has an Induction program available to you, you **MUST** complete their Induction program. You will apply for the award of your Clear credential through your Induction program sponsor.

If you gain employment using your Preliminary credential but your employer does **NOT** have an Induction program available to you, you may complete a Commission-approved SB2042 Clear Credential program with the approval from your employer. You will need to get the Commission's CL 855 Form signed by your employer. This form can be accessed through our office or you can try googling "CL-855". You will apply for the award of your Clear credential through the college/university where you completed the SB2042 Clear Credential Program.

**Note: If you gain employment and your employer has an Induction program available to you, you CANNOT choose to complete the SB2042 Clear Credential Program to obtain the Clear credential; you are REQUIRED to complete the Induction program.**

You may also find a listing of institutions offering the SB2042 Clear Credential Program on the Commission's website at: [http://134.186.81.79/fmi/xsl/CTC\\_apm/recordlist\\_GEClear.html](http://134.186.81.79/fmi/xsl/CTC_apm/recordlist_GEClear.html). Select "General Education (MS/SS) Clear" from the pop-up menu. For information on Induction programs, you will need to contact the individual district office(s) directly. Induction programs may vary from one district to another.

**Final Note: If you do not teach during the five years of your Preliminary credential or are unable to complete the requirements during the five-year period of your Preliminary credential, you may apply for an extension with the Commission. Information on extensions available to you can be found on the Commission's website at: <http://www.ctc.ca.gov/credentials/leaflets/al3.pdf>**

## APPENDIX I: 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

MA programs, [graded@sfsu.edu](mailto:graded@sfsu.edu), 415/338-3413

Josephine Arce	Chair	<a href="mailto:jarce@sfsu.edu">jarce@sfsu.edu</a>	BH 179
Jisel Iglesias	Academic Office Coordinator	<a href="mailto:jiglesi1@sfsu.edu">jiglesi1@sfsu.edu</a>	BH 179
Diane Garfield	Placement Coordinator	<a href="mailto:diangarf@sfsu.edu">diangarf@sfsu.edu</a>	BH 195

### PROGRAM DIRECTORS AND COORDINATORS

Bilingual Authorization – Spanish	Josephine Arce	BH 183	338-1562
Bilingual Authorization - Cantonese/Mandarin	Josephine Arce	BH 183	338-2415
M.A. – Early Childhood Education	Mina Kim	BH 191	405-0906
M.A. – Early Childhood Education	Daniel Meier	BH 187	338-3417
M.A. – Elementary Education	Stephanie Sisk-Hilton	BH 189	338-1747
M.A. – Language & Literacy (*)	Marty Conrad	BH 197	338-1309
	Ali Borjian	BH 199	338-1838
M.A. – Mathematics Education	Maria Zavala	BH 191	405-0465

\* Includes Reading Certificate & Reading Specialist Credential Programs

### CREDENTIAL GRADUATE SERVICES CENTER

415/405-3594/BH 244

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

### CREDENTIAL ADMISSIONS

Jenny Baccay

[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 244

[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>

### COLLEGE OF EXTENDED LEARNING

ADM 153 338-1373

### TESTING CENTER

ADM 152 338-2271

**APPENDIX I: Department of Elementary Education - DIRECTORY**

Arce, Josephine	BH 183	(415) 338-1562	jarce@sfsu.edu
Borjian, Ali	BH 199	(415) 338-1838	borjian@sfsu.edu
Conrad, Marguerite	BH 197	(415) 338-1309	mconrad4@sfsu.edu
Fogo, Bradley	BH 56	(415) 338-1543	bfogo@sfsu.edu
Garfield, Diane	BH 195	(415) 338-3415	diangarf@sfsu.edu
Kim, Mina	BH 191	(415) 405-0906	minakim@sfsu.edu
Lao, Christy	BH 228	(415) 338-2292	clao@sfsu.edu
Meier, Daniel	BH 187	(415) 338-3417	dmeier@sfsu.edu
Quita, Isabel	BH 172	(415) 338-3416	quita@sfsu.edu
Sisk-Hilton, Stephanie	BH 189	(415) 338-1747	stephsh@sfsu.edu
Zavala, Maria del Rosario	BH 191	(415) 405-0465	mza@sfsu.edu
Iglesias, Jisel	BH 181	(415) 338-1562	<a href="mailto:jiglesi1@sfsu.edu">jiglesi1@sfsu.edu</a>