GRADUATE COLLEGE *of* EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION
Multiple Subject Credential Program Handbook

2024–2025

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MESSAGE TO THE CREDENTIAL CANDIDATE

Welcome to the SFSU Department of Elementary Education! We are excited to support you through your journey to become an effective, engaged, and inspiring teacher who will have a positive impact on current and future generations. 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, changes do happen, and you will need to pay attention to all updates that we send out to ensure that you are able to complete this program successfully and within your desired timeline.

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:

- Beginning level mastery of the California Teacher Performance Expectations, the guidelines put forth by the California Commission on Teacher Credentialing.
- Skills and knowledge needed to teach students who are English language learners or bilingual speakers by meeting the California Teacher of English Learners Program Standards (CTEL formerly CLAD);
- Development and expansion of dispositions and practices that support educational equity for all children;
- Plans and strategies to support 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 CTEL exams. CTC accredits the Multiple Subject Credential Program and Bilingual Authorization at San Francisco State.

*In other words, when you are asked on job applications if you have CLAD certification, the answer is yes!

There are two phases of credentialing in California:

Preliminary Credential

The initial issuance is a **Preliminary Credential**, valid for five years. This is the certification you will receive upon completion of the SFSU Multiple Subject Program + all additional preliminary credential requirements. Please review Appendix A to be sure you are on track to complete ALL preliminary requirements.

In applying to the MSC program, pre-requisites are:
- Bachelor's Degree posted on transcripts
- California Subject Matter Requirements (CSET-Multiple Subject Tests 1, 2, 3)
- Basic Skills Requirement (CBEST or the CSET Subtest IV -Writing)
- Certificate of Clearance – COC (Fingerprint Clearance)
- Verification of completing 30 hours of Early Field Experience in a public school.

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.

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 year summer start or three-semesters pathway
- bilingual authorization credential – Cantonese, Mandarin or Spanish;
- internship individual plan (upon department approval)

In all but the individualized 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.* Students who complete the SFSU bilingual authorization program and supplemental coursework, EED 713 (Spanish) or EED 711 AND EED 712 (Chinese), **do not need to take the CSET: LOTE language examination (Subtest III)**.

Multiple Subject Credential Pathways Overview

1) One-year Program
    a. Summer start
    b. Both day and evening classes
    c. Intensive courses in spring

2) Three-semester Program
    a. Fall, spring, fall
    b. Afternoon/evening classes
    c. Opportunity to become an Intern after one or two semesters

3) Intern Credential
    a. Only available after completing 120 hours in the credential program
    b. Must be offered an open, fulltime teaching position
    c. Complete Intern PD checklist

4) Early Completion Option (ECO)
    a. This option is intended to provide individuals who have requisite skills and knowledge an opportunity to challenge the course work portion of a Multiple Subject Program
    b. The Early Completion Option does not waive the entire program but allows for an expedited pathway by waiving preparation program coursework for those candidates who meet the criteria
        i. Fulfillment will be determined and evaluated by Department Chair and/or Credential Analysts
            1. All program requirements must be met and aligned to CTC standards

The one-year program provides an intensive teacher education experience that prepares graduates to rapidly take on the full responsibilities of classroom teaching. The program begins in July with two preparatory courses and continues for two full time semesters. Features of this pathway include:

- Full time schedule with primarily daytime hours, well suited for students who need a schedule that matches school hours
- Two student teaching placements (Fall and Spring) to prepare students for the range of grade levels for which they may be hired
- Coursework that is integrated into practicum placements to support application of university learning to classroom teaching practice
- Cohort model to provide academic and social support
- Option to continue toward MA degree after credential, while working full time as a teacher

One Year Summer Start Completion Pathway

	Summer	Fall	Spring
Courses	**EED 756** Practicum Seminar 1 **EED 701** Foundations of Education	**EED 786** Seminar in Learning and Development **EED 782** Teaching Reading and Language Arts **EED 784** C&I Math **ITEC 711** Technology in Elementary Schools	**EED 777*** C&I Science **EED 737*** Social Studies, Social Justice, and Literacy **EED 758** Practicum Seminar 3
Fieldwork		**EED 746** (4 units) 15 hours/ week 2.5days	**EED 748** (6 units) 4 days/ week for 16 weeks (January start)

*EED 777 and EED 737 are taught as intensive, hybrid learning modules. Students spend one full week immersed in content and pedagogy, supplemented by online sessions and practicum-based assignments.

Special Financial Aid Information for One Year Program Applicants
Students who wish to follow the one-year completion pathway must apply for summer admissions. Students who are interested in applying for financial aid assistance for the summer term must complete the current year's FAFSA (Free Application for Federal Student Aid). For example, if you are admitted for the Summer 2023 term, you must complete the 2022-2023 FAFSA application. If you are interested in financial aid assistance for the subsequent fall and spring terms, you must complete the upcoming year's FAFSA (2023-2024 aid year). Both applications can be accessed at www.fafsa.gov

The three semester SFSU Multiple Subject Credential Program provides comprehensive preparation for graduates to become highly effective teachers across a range of elementary grade classrooms (typically grades Tk-6). Features of this pathway include:
- Student teaching placements across every semester of enrollment that gradually build toward full responsibility for classroom instruction
- Coursework that is integrated into practicum placements to support application of university learning to classroom teaching practice
- Cohort model to provide academic and social support
- Option to integrate MA degree requirements concurrently with credential coursework OR completion of MA degree after credential, while working as a full-time teacher

Sample Completion Pathway
Exact order of some classes will vary by cohort

	Semester 1	Semester 2	Semester 3
Courses	**EED 756** Practicum Seminar 1 **EED 701** Foundations of Education **EED 782** Teaching Reading and Language Arts **EED 786** Seminar in Learning and Development	**EED 784** C&I Math **EED 737** Social Studies, Social Justice, and Literacy **ITEC 711** Technology in Elementary Schools **EED 777** C&I Science	**EED 758** Practicum Seminar 3
Fieldwork	EED 687 (3 units) 12 hours/ week	EED 747 (3 units) 12 hours/ week	EED 748 (4 units) 4 days/ week
MA* (optional)		1 MA class if admitted to MA pathway	1 MA class if admitted to MA pathway

Students who choose to begin MA coursework concurrently will complete the four remaining MA classes after the credential program. These can be completed while working full time as a teacher.

Program Overview

BEST embraces concepts of social justice and equity with a focused philosophical stance representing critical pedagogy and rooted in bilingual education. BEST integrates culturally relevant pedagogy throughout the three-semester course sequence. The program aims to support the development of critical educators who are equipped with resources to analyze why many immigrant communities and later generations have struggled to obtain social and economic equity within the U.S.

Teachers with bilingual authorization are in high demand in local school districts. Candidates have the opportunity to complete their field experiences in a variety of bilingual elementary settings in order to develop competencies that support students attending schools with diverse bilingual program models.

Sample Completion Pathway

Exact order of some classes will vary by cohort

	Semester 1	Semester 2	Semester 3
Courses	**EED 713** Spanish Heritage Language and Pedagogy **EED 756** Practicum Seminar 1 **EED 701** Foundations of Education **EED 782** Teaching Reading and Language Arts (Spanish and English)	**EED 786** Seminar in Learning and Development **EED 784** C&I Math (Spanish and English) **EED 737** Social Studies, Social Justice, and Literacy **EED 777** C&I Science **ITEC 711** Technology in Elementary Schools	**EED 758** Practicum Seminar 3
Fieldwork	**EED 687** (3 units) 12 hours/ week	**EED 747** (3 units) 12 hours/ week	**EED 748** (4 units) 4 days/ week

Students may choose to continue toward MA degree after completion of credential coursework. MA degree may be completed while working full time as a teacher.

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 756 Seminar Student Teaching	**3 units**
EED 782: Teaching English Reading/Language Arts TK-5	**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 737: Social Studies, Social Justice and Literacy	**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**

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 TK-5   3 units
Research-based teaching practices for early literacy development. Systematic and explicit instruction in teaching a comprehensive literacy curriculum in grades TK-5 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 days 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, they 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 Cooperating Teacher, if necessary with your university supervisor, and if the issue is not resolved, with the Department Chair Dr. Ali Borjian or Diane Garfield, Placement Coordinator.

SUCCESSFUL ACADEMIC PROGRESS REQUIREMENTS

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 Cooperating Teacher and university field supervisor. If one or both report areas of concern they will first conferencewith the candidate. If there is limited or no improvement then these supervisors have the responsibility to report to the Department Chair (Dr. Ali Borjian [borjian@sfsu.edu]. Placement issues and basic understanding of student teaching responsibilities and expectations should be communicated to 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 not to continue in the Multiple Subject Credential Program otherwise 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, Cooperating 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, Cooperating Teacher, and/or Student Placement Coordinator. The Department 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 ordecide 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 and will not be able to obtain your preliminary credential from San Francisco State University.

Candidates will complete more than 600 hours of clinical practice/ student teaching during their time in the Multiple Subject Credential Program. This gives candidates extended opportunities to learn from experienced teacher mentors ("Cooperating Teachers") and to practice their growing skills as professional educators.

In each placement, student teachers will receive ongoing feedback from supervisors and course instructors. Student teachers will receive feedback a minimum of six times in each placement, through a combination of in person visits and course-based video feedback.

Student Teaching Structure for Three Semester Pathways
(including Bilingual Authorization Candidates)

Phase I: EED 687
The student teacher will be in the classroom for 12 hours a week for a minimum of 15 weeks. This is usually two full days per week, but alternate schedules may be needed to maximize participation in instructional time. The student and cooperating teacher will develop a mutually agreeable schedule.

In Phase I, university supervision will occur via video feedback, on campus or virtual meetings with 687 instructor, and practice-based assignments in coursework that allow the instructor to view teaching practice via video and provide feedback on planning, instruction, and assessment. The student teacher will also receive mid-term and final evaluations from the cooperating teacher.

Successful completion of Phase I will be determined by the EED 687 instructor in consultation with the cooperating teacher and course instructors who have provided teaching feedback.

Phase II: EED 747
As with Phase I, the student teacher will be in the classroom for 12 hours a week for a minimum of 15 weeks. This is usually two full days per week, but alternate schedules may be needed to maximize participation in instructional time. The student and cooperating teacher will develop a mutually agreeable schedule.

Phase III: EED 748
Student teachers will be in their full-time student teaching semester, working in the classroom for four days a week, all day. Student teachers are expected to be available before and after the school day in accordance with their host school's expectations for teachers. During this student teaching semester, the student is expected to regularly take responsibility for whole class instruction and will be required to teach a minimum of five non-consecutive solo days, and five consecutive solo days. In addition to 10 solo days, the candidate is required to co-teach with the cooperating teacher for 10 additional days. This requires the candidate and cooperating teacher to plan and teach together for those 10 days.

<u>Assessment</u>
Students in **Phases II and III** will receive in person observation visits from a **university supervisor**. Student teachers are expected to provide written lesson plans prior to all scheduled visits and to allot time for a post-conference after each observation. The student teacher will also receive mid-term and final evaluations from the cooperating teacher. Successful completion of each student teaching phase will be determined by the university supervisor in consultation with the cooperating teacher and course instructors who have provided relevant feedback.

Student Teaching Structure for One Year Pathway

Phase I/II – fall semester:
Students work in the classroom for 15 hours (minimum 2 ½ days) per week for a total of 15 weeks. 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. Students are required to complete 15 weeks of student teaching even if they have met the total required hours prior to the semester's end.

Phase III – spring semester:
Students will be in their full-time student teaching semester, working in the classroom every day. *Students may choose to student teach on an extended semester schedule beginning in early January, in order to student teach 4 days per week, leaving one day for study. During the full-time student teaching semester, the student is also required to teach a minimum of five non-consecutive solo days, and five consecutive solo days. In addition to 10 solo days, the candidate is required to co-teach with the cooperating teacher for 10 additional days. Total required student teaching hours for Phase III are at least 390.
Students are required to complete 15 weeks of student teaching even if they have met the 390 hour requirement prior to the semester's end.

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

Student teachers will receive in person and/or virtual observation visits from a university supervisor. Student teachers are expected to provide written lesson plans prior to all scheduled visits and to allot time for a post-conference after each observation. Successful completion of each student teaching phase will be determined by the university supervisor in consultation with the cooperating teacher and course instructors who have provided teaching feedback.

Essential Traits for Cooperating Teachers and Student Teachers

An effective cooperating teacher:
▶ Understands that learning is a developmental process for pre-service teacher candidates;
▶ builds trust;
▶ Invites the student teacher (ST) to collegial activities: grade level meetings, parent-teacher conferences, IEP/504 students if appropriate; community events;
▶ Models and discusses how to build community and how that is reflected in classroom management;
▶ Explicitly describes classroom management, long-term & collegial planning, day-to-day decision making, and strategies for differentiation
▶ Encourages ST to take risks and to try out and test new teaching practices;
▶ Observes ST teaching and provides feedback;
▶ Encourages ST to ask questions, take notes, and reflect
▶ Provides informative, detailed and meaningful comments on the ST (university) evaluations, and feedback for growth

Cooperating teachers are asked to:
▶ Introduce ST to the elementary class as a practicing professional/co-teacher;
▶ Communicate expectations and concerns with the student teacher;
▶ Allow the ST to work with children to complete university course assignments;
▶ Coordinate with ST to teach lessons that are in alignment with your own class/school objectives;
▶ Contact Diane Garfield or SFSU university partner with concerns or problems;
▶ Provide ST with contact information in order to facilitate speedy communication;
▶ Write and submit student teacher evaluation form

Note: Cooperating teachers must have three years of teaching experience, principal recommendation, show readiness to effectively mentor a student teacher, and complete the PowerPoint orientation, thus documenting an understanding of the program and its requirements.

An Effective Student Teacher models professional behavior by:
▶ Dressing appropriately as per school culture; arriving on time and communicating any changes in schedule with CT & University Supervisor;
▶ Being respectful and communicative with faculty, staff, site administrators and parents;
▶ Builds trust with students and cooperating teacher;
▶ Speaking respectfully about students and parents and avoids gossip;
▶ Displaying patience with self and understanding that becoming a teacher is a developmental process;
▶ Attending collegial activities as appropriate including: grade level meetings, parent-teacher conferences, IEP/504 students if appropriate; community events;
▶ Observing CT teaching, takes notes, and asks questions
▶ Collaborating with CT on lesson planning

- ▶ Learning about CTs systems: classroom management, lesson planning, organization, assessment, parent communication
- ▶ Teaching frequently and seeking feedback from CT;
- ▶ Learning about the students;
- ▶ Asking clarifying questions, listening to feedback, and reflecting on practice
- ▶ Taking risks and trying out new teaching practices,
- ▶ Calendaring time to meet with CT regularly
- ▶ 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 cooperating 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 cooperating teacher on a regular basis;
- ▶ Clearly communicate course assignments and deadlines that must be completed in the field placement with the Cooperating Teacher;
- ▶ Increase duties/responsibilities as directed by Cooperating Teacher;
- ▶ Demonstrate developing competence in curriculum selection, planning, teaching and assessing with small groups and whole class;
- ▶ Provide written lesson plans for all supervised lessons using SFSU lesson plan format and submit to the university supervisor prior to lesson;
- ▶ **Submit field evaluations to Diane Garfield, Placement Coordinator (diangarf@sfsu.edu)**;
- ▶ **Note:** Students follow SFSU's calendar. They are not **required** to student teach when SFSU is on break or holiday

San Francisco State University
Multiple Subject Credential Program
Mid-Semester Check-in for Phase I and II

Candidate name: Date:
School and Grade level: Cooperating Teacher:

Please review the Teaching Performance Expectations (attached) before completing this mid-semester evaluation. While this mid-semester check in asks primarily about teacher disposition and basic professionalism, as is appropriate to early student teaching, please use the TPEs to guide your overall evaluation.

	Yes	No	Inconsistent or emerging	Comments
Is candidate meeting the TPEs at least at beginning level appropriate for the early stages of student teaching?				
Is candidate on time?				
Is candidate present in both mind and body?				
Does the candidate take initiative?				
Does the candidate act in a professional manner?				
Does candidate show engagement and sensitivity with students?				
Overall, is the candidate making satisfactory progress?				

Please comment on strengths the candidate has shown thus far.	
Comment on any areas of growth needed for the remainder of this semester.	

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 14th week of the semester, for Phase III, mid-term submit by week 7.**

Please indicate the rating number (3 – 0).

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

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 14th week of semester

Student Teacher Name:		Date:	
Master Teacher		School and Grade Level	

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

Competent (3)   Making Good Progress (2)   Needs improvement (1)   Not Able to Determine (0)

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 effectiveinstruction	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 infor instructional planning	Accesses a variety of resources for planning – community, colleagues, coaching, networking
Designs & implements integration of content areas for instructio	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 #:* _____

Student Teaching Observation Report
Multiple Subject Credential Program – San Francisco State University

Observation # (please circle):   2   3   4

Student Teacher Name:		**Date and time:**	
Cooperating Teacher:		**School and Grade Level:**	
University Supervisor:		**Student Teaching Phase:**	

Directions: The purpose of this report is to provide feedback and documentation to the student teacher in order to guide and support the candidate in their student teaching practicum. Please score each item (TPE) in each category according to the scale given below. In the comments sections, please provide evidence from your observation as well as areas of strengths and those needing additional practice.

Lesson Objective:

General Context and Setting:

Please indicate the rating number (3 - 1). Use comment section to provide evidence

Competent (3)	Making Good Progress (2)	Needs improvement (1)	Not Able to Determine (/)

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:

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

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.

APPENDIX A: PRELIMINARY CREDENTIAL REQUIREMENTS

In order to be recommended for a Preliminary Multiple Subject Credential, the following requirements must be met, in addition to passage of all coursework and student teaching in the SFSU Multiple Subject Credential Program. Proof of completion must be on file in the Credential Services/Teacher Preparation Center (CS/TPC), Burk Hall 244. It is your responsibility to make sure that all required documentation is on file prior to applying for the credential.

Program Prerequisites (generally completed at time of admissions)

- Bachelor's Degree posted on transcripts
- California Subject Examinations for Teachers (CSET-Subject Matter Competency); note that these are valid for 10 years and must be valid at the time of application for preliminary credential
- Basic Skills Requirement (CBEST OR CSET Subtest IV –Writing OR other qualifying test, see CS/TPC website for options)
- Certificate of Clearance – COC (Fingerprint Clearance)
- Verification of completing 45 hours of Early Field Experience in a public school.

Additional Preliminary Credential Requirements

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 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.*

Teaching Performance Assessment (edTPA)

Overview
As part of the California Teaching Credential Commission's requirements for receiving the preliminary credential, all candidates must successfully complete a state authorized teaching performance assessment. In the SFSU Multiple Subject Program, candidates fulfill this requirement by completing the edTPA in Math+ Literacy in their final semester. The Phase III Student Teaching Seminar, EED 758, supports students with understanding, planning for, and completing this assessment in their student teaching placement.

The current edTPA handbook, which contains detailed instructions on planning and completing the assessment, as well as guidelines on scoring, can be found on our website under handbooks: https://eed.sfsu.edu/content/guides-handbooks.

Support for Completion
EED 758: Student Teaching Seminar Phase III, is designed to support candidates to successfully complete the edTPA. Candidates will submit drafts of assessment components to their EED 758 instructor for feedback, and timely, full completion of these drafts is a course requirement.

In the event that a candidate does not receive a passing score on the edTPA, the following supports are in place:
- ○ If the non-passing score is received while still enrolled in EED 758, then the EED 758 instructor will meet with the candidate and design an individualized plan for revision and resubmission
- ○ If the non-passing score is received after completion of the SFSU credential program, the candidate is encouraged to meet with the edTPA coordinator to develop an individualized plan for revision and resubmission.
- ○ Please note that our department is not able to provide continued, in-depth support beyond candidates' enrollment in the credential program. If a high level of support is needed, we recommend the candidate re-enroll in EED 758 through the College of Professional and Global Education.
- Score appeals must be sent directly to Pearson, since SFSU has no input into the scoring of the assessment. Guidelines for this process are found here:
  https://www.edtpa.com/PageView.aspx?f=GEN_RequestingAScoreConfirmation.html

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: www.US ConstitutionExam.com	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 sbaker@dominican.edu	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	http://extension.berkeley.edu/
UC Los Angeles, Extension	EDUC x333.8a	Educational Tech in the Classroom	http://www.uclaextension.edu/r/default.aspx
UC San Diego, Extension	EDUC 3V150 or EDUC 30150	Integrating Learning Tech in Educ K-12	http://extension.ucsd.edu/online/index.cfm
Univ. of San Diego, Extension	EDUC 580A	Computer for Educators	http://www.usd-online.org/

3. A course already taken may be substituted for ITEC 711 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.

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 <u>**valid**</u> 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, 8th 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

- ▶ 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
  405 14th Street, Suite 703, Oakland - (510) 305-0797 OR (408) 464-7310

APPENDIX E: ADDING CREDENTIALS

Requirements for Adding Credentials

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

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

2. Take a 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.

APPENDIX F: SUPPLEMENTARY /SUBJECT MATTER AUTHORIZATIONS

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

<u>Notes:</u>

• 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.

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. 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 H: KEY PERSONS AND RELATED SERVICES

DEPARTMENT OF ELEMENTARY EDUCATION
Burk Hall 179, elemed@sfsu.edu
T: 415/338-1562
MA programs, graded@sfsu.edu, 415/338-3413

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Jisel Iglesias	Academic Office Coordinator	jiglesi1@sfsu.edu	BH 179
Diane Garfield	Placement Coordinator	diangarf@sfsu.edu	BH 195
Angela Kollerer	MSC Faculty Advisor	akollerer@sfsu.edu	BH 174

PROGRAM DIRECTORS AND COORDINATORS

One Year Summer Start Program	Stephanie Sisk-Hilton
M.A. – Early Childhood Education	Mina Kim
M.A. – Early Childhood Education	Daniel Meier
M.A. –Curriculum and Instruction	Stephanie Sisk-Hilton
M.A. –Curriculum and Instruction	Maria Zavala

CREDENTIAL GRADUATE SERVICES CENTER
415/405-3594/BH 244
http//www.sfsu.edu/~cstpc

CREDENTIAL ADMISSIONS
Jenny Baccay
credinfo@sfsu.edu

Kendra Mangmoradeth
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Claudia Murcia-Chamorro
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FINANCIAL AID OFFICE
415/338-7000/SSB 302, http://www.sfsu.edu/~finaid/, finaid@sfsu.edu

STUDENT SERVICES CENTER (REGISTRAR – "ONE STOP")
415/338-2350, SS 303, http://www.sfsu.edu/~admisrec/reg/reg.html

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