

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

PK-3 ECE Specialist
Instruction Credential Program
Handbook 2026-2027



**SAN FRANCISCO
STATE UNIVERSITY**

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MESSAGE TO THE CREDENTIAL CANDIDATE

Welcome to the PK-3 ECE Credential Program at SF State! This PK-3 ECE Specialist Instruction Credential program is housed in the Department of Elementary Education. We are excited to support you through your journey to become an effective, engaged, and inspiring teacher of young children, who will contribute to the positive identity formation of current and future generations in society.

Although the journey will be challenging at times, there will be rewards along the way that only you can describe. Earning a teaching credential is a complex process that requires careful attention throughout the program. This handbook is designed to assist you in completing the PK-3 ECE Specialist Instruction Credential (PK-3 ECE) program. This handbook contains massive information about the program, courses, student teachings, etc., to help maximize your experience while informing you about the program's intricacies. It is *your* responsibility to remain informed and to ask questions when things are unclear.

While every effort is made to ensure the correctness and timeliness of the information contained in this handbook, changes do happen, and you will need to pay attention to all updates that we send out to ensure you can 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 PK-3 ECE Credential Program. We wish you all the best!

Teaching in Diverse Educational Settings, 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 PK-3 ECE, Multiple Subject Credential, and two Master of Arts programs provide current educational theories, innovative teaching practices, and guided field experiences in diverse schools. The curriculum in the credential and MA graduate programs reflects the Teaching Performance Expectations (TPEs) State Standards, Common Core Standards, and Preschool Curriculum Framework. The department's two credentials certify candidates with their Preliminary Credentials to teach in California schools. Our MA programs prepare educational leaders to transform learning environments to support all students' success academically and socially.

TEACHER CERTIFICATION IN CALIFORNIA

The Commission on Teacher Credentialing (CTC) governs teacher certification under the authority granted to it by the California State Legislature in Senate Bill 2042. If you would like to learn more about the PK-3 ECE Specialist Instruction Credential, please check the CTC website: <https://www.ctc.ca.gov/educator-prep/pk-3-ece-specialist-instruction-credential>

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 PK-3 ECE Credential Program. Please review Appendix A to be sure you are on track to complete All preliminary requirements.

In applying to the PK-3 ECE Credential program, the requirements are:

- Bachelor's Degree or higher from a regionally accredited institution of higher education
- Subject Matter Competence
 - Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a major in:
 - Child Development
 - Child and Adolescent Development
 - Human Development
 - Early Childhood Education
 - Child and Family Studies
 - Early Childhood Studies
 - Human Development and Family Science
 - Family Science
 - Child, Adolescent, and Family Studies
 - Completion of 24-semester units or the equivalent quarter units of non-remedial, degree- applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.
 - **Important Note:** *The completion of Subject Matter Competence will be assessed within the first 60 days of admission to the program, and candidates will be notified of that standing.*
- Certificate of Clearance – COC (Fingerprint Clearance)

While in the PK-3 ECE Credential program, requirements and completion include the following:

- Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education.
- Completion of the subject matter requirement.
- Completion of a Commission approved preparation program.
- Passage of a Commission approved teaching performance assessment for multiple subjects in a PK-3 setting, or passage of a Commission approved teaching performance assessment for early childhood education(CalTPA).

Advising for Subject Matter Competence Requirement:

- Please submit the SMC Assessment Application when you apply for the PK-3 ECE credential program.
 - See [the SMC Assessment Application form for more information](#):
- Please submit the [PK-3 SMC Assessment form for review](#).
- **Students who have completed 18- 23 ECE/CD semester units** (or equivalent quarter units) but meet all other application requirements may be conditionally admitted. Candidates will be scheduled to meet with a program advisor prior to enrollment to finalize a plan for completing the SMC requirements before student teaching. To prepare for this meeting, indicate when and where you plan to complete the remaining EC/CD units (the timeline and the name of the institution)

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.

Intern Credential

An Intern Credential is a temporary license issued by the California Commission on Teacher Credentialing (CTC) that is valid for two years. The intern credential allows the individual to be employed by a school district or county office of education as the teacher of record.

Eligibility Criteria

The applicant needs to be admitted and enrolled in the PK-3 ECE Specialist Instruction Credential Program (a.k.a PK-3 ECE Credential) at San Francisco State University. **More information will be in Appendix E.**

Options for Clinical Practice Equivalency

The Commission recognizes that candidates for this credential might have teaching experience as early childhood educators and/or have completed structured Early Childhood Education practicum(s). It intends to ensure grant equivalency for those experiences toward meeting the clinical practice requirement. Here is more detailed information on how to grant the prior clinical practice experience in this program.

Equivalency Recognition:

The program may offer equivalency for up to 400 out of 600 required clinical practice hours through:

1. **Option 1: Qualifying Work Experience** (Maximum: 200 hours)
2. **Option 2: Practicum or Supervised Clinical Practice Coursework** (Maximum: 200 hours)

Details of Equivalency Options:

Option 1: Work Experience Equivalency

- **Requirements:**

- Hold a valid Teacher or higher level Child Development Permit or be a lead teacher in Head Start or an eligible childcare center.
 - *Note:* "Lead teacher" refers to individuals responsible for children aged birth-5 in a teaching capacity with 3- and/or 4-year-olds.
- Have 6+ years full-time, satisfactory experience as a lead teacher in a licensed or license-exempt childcare center for preschool-aged children.

- **Verification Needed:**

Employer confirmation of satisfactory performance in key teaching skills including usage of developmentally appropriate strategies, setting behavioral expectations, and effective communication. (must include all):

- The use of developmentally appropriate teaching strategies for preschool-aged children.
- The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.
- A demonstration of deep knowledge of early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
- An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
- An ability to evaluate and assess student learning outcomes.
- An ability to communicate effectively with young children and their families/guardians.

Option 2: Practicum Coursework Equivalency

- **Requirements:**

- Completion of a credit-bearing practicum course at a regionally accredited institution of higher education, including a community college
- Clinical practice experience must be with 3-4-year-olds, supervised by a trained faculty member/instructor with experience in ECE who provided observation and feedback to the candidate.
- A minimum grade of C is required.
- Transcripts and documents to verify hours serve.

Candidates eligible for Equivalency Option 1 and 2 must submit a request for review form before the first semester of student teaching starts. Review the document for [Request in Canvas](#). *Candidates may only submit a request for review for Equivalency Option 1 once you have been admitted to the PK-3 Credential Program, and an email notification from the department will be sent after the review.* Here are the CTC criteria for Equivalency Options 1 and 2.

Hours	Criteria
At least 200 hours	Must meet all of the following criteria: One of the following: ☐ 1. Hold a valid <i>Child Development Permit at the Teacher Level or Higher</i> (teacher, master teacher, site supervisor, or program director) OR ☐ 2. Verification of Employment as a lead teacher in a Head Start Program OR ☐ 3. Teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool- aged children ○ California State Preschool program ○ Head Start programs ○ License-exempt child care and development centers ○ Licensed child care centers Check and confirm the licensing here: https://www.cdss.ca.gov/inforesources/community-care-licensing AND ☐ Verification of 6 years or more of satisfactory, full-time (at least 3 hours per day for at least 75% of the school year) ☐ Verification of the experience was with children age 3-5.
It is noted that equivalency is only available towards the minimum 200 hours of PK/TK clinical practice and they will still need to complete a minimum of 200 hours in a K-3 setting.	

Candidates who have completed a practicum course at a regionally accredited institution of higher education (i.e. community college) may request for review to be granted equivalency for structured Early Childhood Education practicum. Candidates shall be granted clinical practice equivalency for these hours commensurate with the number of hours served in the practicum course, up to a maximum of 200 hours. *Candidates may only submit a request for review for Equivalency Option 2, once you have been admitted to the PK-3 Credential Program, and an email notification from the department will be sent after the review.* Review the document for [Request in Canvas](#). See the CTC criteria for the Equivalency Option 2:

Hours	Criteria
Up to 200 hours	Must meet All of the following conditions: ☐ The practicum course is credit bearing and degree applicable towards a Teacher level or higher-level Child Development Permit. ☐ The practicum hours completed were in a preschool or early childhood setting serving 3-4-year-old children. ☐ Clinical practice experience that was supervised at minimum by a trained faculty member/instructor who provided observation and feedback to the candidate. ☐ Earned a C or better on the practicum course. (Pass or equivalent to a grade of “C” or higher acceptable) ☐ Verification of the hours served through transcripts and other documentations
It is noted that equivalency is only available towards the minimum 200 hours of PK/TK clinical practice and they will still need to complete a minimum of 200 hours in a K-3 setting.	

PK-3 ECE Credential Program Options

The PK-3 ECE Credential Program offers two 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-semester pathway
- Internship individual plan (upon department approval)

In all but the individualized pathways, candidates are assigned to a cohort and progress through the PK-3 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.

**** Special Financial Aid Information for One Year Program Applicants**

Students in 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 2026 term, you must complete the 2025-2026 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 (2026-2027 aid year). Both applications can be accessed at www.fafsa.gov

One-Year Summer Start PK-3 ECE Credential Program

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 core courses and continues for two full-time semesters. Features of this pathway include:

- Two student teaching placements (Fall and Spring) to prepare candidates for PK/TK and K-3 grades.
- Coursework that is integrated into practicum placements to support the 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 719 Play & Inquiry-Based Learning EED 768 Culturally Sustaining Teaching & Learning	EED 733* Integrated Teaching through the Arts EED 734 Teaching Early Childhood Math, PK-3 SPED 671 Supporting Social/Emotional Development and Equitable Practices for Young Children with Disabilities and their Families EED 628 PK3 Practicum seminar 1	EED 738 Language and Literacy in Multilingual PK3 EED 735* Science and Environmental Education EED 758 Practicum Seminar2
Fieldwork		EED 608 Fieldwork Phase I (3 units) 15hours/week for 16 weeks, 2.5days	EED 748 Fieldwork Phase II (3-4 units) 3 days/ week for 16 weeks(January start)

*EED 733 and EED 735 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.

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. Maria Zavala or Danny Chau, 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 608 & 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 conference with the candidate. If there is limited or no improvement, then these supervisors have the responsibility to report to the Department Chair. Placement issues and basic understanding of student teaching responsibilities and expectations should be communicated to Field Placement Coordinator.
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 PK-3 ECE 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 PK-3 ECE 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 no improvement 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 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 PK-3 ECE 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 PK-3 ECE Credential 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 PK-3 ECE Credential Program and will not be able to obtain your preliminary credential from San Francisco State University.

STUDENT TEACHING STRUCTURE

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. See the student teaching hours listed below:

	Early Field Experience Hours	Fall Semester Student Teaching	Spring Semester Student Teaching
Field Work Hours	Required 30 hours of EFE at PK/TK and/or K-3 experience when applying	6 hours/day, 2-3 days/week for 16 weeks of PK/TK and/or K-3	6 hours/day, 3-4 days/week for 16 weeks of PK/TK and/or K-3

Phase I/ – fall semester:

In the first semester of student teaching (E ED 608), students work in the classroom for six hours per day 3 days a week for 16 weeks. Students are required to complete 16 weeks of student teaching even if they have met the total required hours prior to the semester's end. The university supervisor will visit your classroom for observation and feedback on the six formal observations per semester.

Note: Supervisors will make four formal observations and feedback, and instructors of instructional courses will provide feedback on recorded teaching demonstration videos two times.

Phase I: E ED 608 Student Teaching	
Fieldwork Hours	6 hours/day, 3 days/week for 16 weeks, Supervised Student Teaching

Phase II – spring semester:

Students will be in their full-time student teaching semester, working in the classroom for 3-4 days. Students may choose to student teach on an extended semester schedule beginning in early January. During the full-time student teaching semester, the student is also required to teach a minimum of five non-consecutive solo days, and two consecutive solo days. In addition to 7 solo days, the student is required to co-teach with the cooperating teacher for 7 additional days. Students are required to complete 16 weeks of student teaching even if they have met the requirement prior to the semester's end. The university supervisor will visit your classroom for observation and feedback on the six formal observations per semester.

**Note: Supervisors will make four formal observations and feedback, and instructors of instructional courses will provide feedback on recorded teaching demonstration videos two times*

Phase II/III: E ED 748 Student Teaching	
Fieldwork Hours	6 hours/day, 3 days/week for 16 weeks Supervised Student Teaching

Note: If candidates are qualified and granted clinical experience equivalency options 1 and/or 2, the fieldwork hours will vary each semester. For a Request for Review for Equivalency Option 1 & 2, see [the PK-3 ECE Canvas page](#) for more information and directly contact the department chair for questions.

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 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.

PROFESSIONAL EXPECTATIONS FOR COOPERATING TEACHERS & STUDENT TEACHERS

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 PK, TK, and 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 Danny Chau 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 Danny Chau, Placement Coordinator (dchau@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
PK3 ECE Credential Program
Mid-Semester Check-in for Phase I

Student Teacher Name:
School and Grade level:

Date:
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 the student teacher meeting the TPEs at the least at a beginning level appropriate for the early stages of student teaching?				
Is the student teacher on time?				
Is the student teacher present in both mind and body?				
Does the student teacher take initiative?				
Does the student teacher act in a professional manner?				
Does the student teacher show engagement and sensitivity with students?				
Overall, is the student teacher making satisfactory progress?				
Please comment on strengths the student teacher has shown thus far.				
Please comment on any areas of growth needed for the remainder of this semester.				

Student Teaching Observation Report (University Supervisor)
PK3 ECE 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.

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 (/)
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Lesson Objective:

General Context and Setting:

TPE 1: Engaging and Supporting All Young Children in Learning			
	Knowledge of the range of typical and atypical child development (cognitive, social, emotional, linguistic, and physical) to support all children in learning.		Engage and collaborate in partnership with families/guardians to support children's development and learning in a culturally responsive, respectful, and interactive manner.
	Knowledge of children's assets (prior experiences/interests, funds of knowledge, etc.) to engage and support learning.		Monitor children's active engagement in learning and adjust activities and tasks as needed to provide access to the full range of the curriculum for all children.
	Ability to use interpersonal relationships (e.g., peers, staff, parents, community) and cultural factors to engage and support learning		Promote children's thinking (e.g., creative, concrete, abstract, critical) through developmentally appropriate activities, including play-based learning activities, that provide opportunities for children to engage in effective expression, inquiry, problem solving, and reflection on their learning.
	Connect learning to meaningful and relevant contexts using both child and teacher-initiated active learning experiences which engage children's interests to deepen and extend learning.		

Comments:

TPE 2: Creating and Maintaining Effective Environments for Children’s Learning			
Create effective, developmentally appropriate, and culturally responsive learning environments (e.g., routines, classroom norms/expectations, physical space, access to materials and equipment) that promote all children’s development and learning.			Nurture children’s positive and developmentally appropriate social behavior, self- regulation, and social emotional development, including emotional literacy, by modeling and using respectful language to communicate and encourage positive student-to-student and student-to-teacher interactions.
Create a positive classroom climate by building rapport and a caring relationship with children and showing respect for children’s perspectives, identities, and home languages, providing assistance when needed, recognizing their work and accomplishments.			Establish, maintain, and monitor inclusive learning environments that are safe (e.g., physically and emotionally) and foster a caring community where each child is treated fairly and respectfully by adults and peers by using positive interventions and supports (e.g., restorative justice, peer collaboration, developmentally appropriate conflict resolution practices).
Communicate and collaborate effectively with peers, colleagues, specialists, families/guardians, and community service providers to support children’s development and learning.			Identify and access resources that provide inclusive support for all children, including those who have experienced trauma inside or outside of school (e.g., homelessness, foster care, serious medical needs, exposure to violence, abuse).
Promote positive relationships and effective learning for all children by creating culturally and linguistically responsive, flexible learning environments and establishing classroom routines, procedures, expectations, and norms with children, in partnership with families/guardians.			

Comments:

TPE 3: Understanding and Organizing Core Curriculum for Children's Learning

Demonstrate knowledge of current state adopted standards (e.g., Preschool Learning Foundations and Curriculum Frameworks, as well as the K-3 Student Content Standards and Frameworks) and use that knowledge to organize curriculum and create developmentally appropriate play-based activities, cross disciplinary activities/lessons, both child-led and teacher guided activities to promote all children's learning.	Promote core curriculum knowledge in all children, including monolingual and multi-lingual children, children with disabilities and children with other learning needs, by adapting the curriculum, implementing differentiated instruction, and providing explicit support for vocabulary and academic language development.
Use subject specific pedagogy in accordance with the Preschool Learning Foundations and applicable K-3 Student Content Standards within and across the core curriculum, including a focus on language, literacy, and mathematics	Remove barriers to development and learning and provide access through instructional strategies which include, but are not limited to, the following: using developmentally appropriate instructional technology; applying principles of Universal Design for Learning (UDL): multiple means of engagement, representation, and action and expression; using Multi-Tiered System of Supports (MTSS), including assistive technology.
Consult, collaborate, and/or co-teach with other educators to provide and support opportunities for children to learn and demonstrate their knowledge of the core curriculum.	Model and promote critical digital literacy and digital citizenship where developmentally appropriate by applying the principles of the internationally recognized International Society of Technology in Education (ISTE) standards to engage children and support multiple ways to demonstrate their learning.
Set individualized goals and objectives for content learning and make appropriate instructional adaptations to promote access to the core curriculum for all children.	

Comments:

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TPE 4: Planning Instruction and Designing DAP Learning Experiences for All Children

Plan activities and lessons that build on what children know, accommodate children's developmental needs and learning preferences and provide opportunities for large group, small group, and individual hands-on learning experiences.	Integrate movement, kinesthetic activities, and other types of multisensory experiences within activities/lessons to support the development of different dimensions of children's development.
Ensure opportunities for both teacher- and child-initiated experiences that are engaging for young children and that contribute to children's content knowledge, language development, and social, emotional growth.	Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich activities/lessons to engage children in learning, promote digital literacy, and offer multiple means for children to demonstrate their learning.
Provide learning experiences, including those that may be informed by parents/guardians, that incorporate and help validate children's backgrounds (e.g., cultural, linguistic, ethnic, economic, gender), as well as their diverse learning preferences, skills, and levels of social development to meet children's individual needs.	Plan and adapt developmentally, linguistically, and culturally responsive learning activities / lessons, instructional materials, and resources for all children including mono- and multi-lingual learners to provide access to the core curriculum.
Provide opportunities for children to express their needs and to successfully participate in activities/lessons based on education plans (e.g., IEP and 504 plans) within the general education classroom setting to promote learning and social, emotional development.	Apply information based on observation as well as information that may be provided by parents/guardians about children's current levels of development, language proficiency, cultural background, content-specific learning goals and needs, and assessment data to plan and implement daily learning activities.

Comments:

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TPE 5: Assessing and Documenting Children’s Development and Learning			
	Demonstrate and 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 culturally responsive, developmentally and linguistically appropriate classroom assessments, including use of scoring rubrics and use the results to help plan and modify instruction and to document children’s learning over time.		Collaborate with specialists to interpret assessment results from formative and summative assessments to appropriately identify monolingual-and multilingual children, as well as children with language or other disabilities.
	Assess each child’s learning and development as part of an ongoing cycle of observation, analysis, documentation, planning, implementation, and reflection.		Guide and monitor children in developmentally appropriate self-assessment to help them reflect on their learning goals and progress and to provide children with opportunities to revise or reframe their work based on assessment feedback.
	Analyze and interpret formative and summative assessment data to determine children’s progress toward meeting learning goals.		Communicate assessment information in an appropriate and timely manner to assist families/guardians in understanding children’s progress in meeting social, emotional, content-specific, and language development goals.
	Apply assessment data and information from children’s IEP, and/or 504 plans to establish learning goals and to differentiate and adapt instruction.		

Comments:

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TPE 6: Developing as a Professional Early Childhood Educator	
Reflect on one's own practice and use this information to improve teaching and learning in the ECE context.	Act with integrity in an honest and ethical manner with children's and families/guardians' well-being as a central concern. Comply with all laws concerning professional responsibilities, professional conduct, and moral fitness (i.e., mandated reporting, use of social media, and digital platforms).
Exhibit and support acceptance and fairness toward all children, families/guardians, and colleagues to mitigate implicit and explicit biases and the ways they could negatively affect teaching and learning.	Co-plan, co-teach, and communicate effectively with colleagues mentors, and/or specialists in the early childhood setting to reflect on practices and gain feedback about one's own effectiveness in meeting children's learning needs.
Demonstrate professional responsibility for learning environments, including responsibility for the learning outcomes of all children along with appropriate concerns and policies regarding the privacy, health, and safety of children.	

Comments:

TPE 7: Effective Literacy Introduction for PK-3 Settings	
Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of California's English Language Development Standards, and Preschool Learning Foundations; the themes of the English Language Arts/English Language Development Framework	Promote children's oral and written language development by providing rich experience with varied forms of language and responding attentively to child use. Develop children's language by attending to vocabulary knowledge an structures (e.g. syntax), and discourse-level understanding as children list and write with comprehension and effective expression. Create environment and written language development, including discipline-specific academic language development by engaging children in the creation of diverse print multimedia texts. Conduct instruction that leverages children's existing lingu including home languages and dialects, and that accepts and encourages

	(Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the Preschool Curriculum Framework.		
	Plan and implement evidence-based literacy instruction appropriate to children's age, grade, and development (including children's linguistic, cognitive, and social strengths) that is grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1– Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3– Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy		Develop children's effective expression as they discuss, present, write, and use language conventions. Engage children in a range of formal and informal collaborative discussions, including extended conversations in which multiple conversational turns are taken, and writing for varied purposes, audiences, and contexts. Develop young children's early writing skills by prompting them to share ideas, information, and stories using their developing knowledge of how print works. Teach children in ways appropriate for their age and development to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion, information, and narration. In transitional kindergarten and beyond, teach children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills. Develop children's use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations.
	Incorporate asset-based pedagogies and inclusive approaches and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of children's cultures, languages, dialects, and home communities. Promote children's literacy development in languages other than English in multilingual (dual language and bilingual education) programs.		Promote children's content knowledge by engaging children in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia; discussions; experimentation; hands-on explorations; and wide and independent reading and navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
	Provide literacy instruction for all children that is active, motivating, and engaging; responsive to children's age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on children's assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards. Create literacy environments for young children that encourage active, playful exploration; interaction with others; child-initiated, self-directed activities; and imaginative and dramatic play.		Monitor children's progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. ¹⁹ Understand how to use screening to determine children's literacy profiles and identify potential reading and writing difficulties, including children's risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. ²⁰ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for children who need more intensive support.

Develop children's foundational skills according to standards and expectations specified for children's age and grade. Develop children's skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound- symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Create literacy environments that are print rich and that foster interest in print; engage young children actively and deliberately with games, books, poetry, oral storytelling, and songs that draw their attention to print, the manipulation of sounds, and alphabet letters. Provide reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts. Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Advance children's progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.	Provide instruction in English language development (ELD) for children identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards, Preschool Learning Foundations, or other content standards and ELD standards in tandem to plan instruction that attends to children's literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on children's cultural and linguistic assets and develops children's abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.
Engage children in meaning making by building on prior knowledge and using age-appropriate literary and informational texts (print, digital, and oral) that are appropriately complex and that mirror children's backgrounds, including their cultures, languages, genders, and abilities. Engage children in questioning and discussion to develop their literal and inferential comprehension, including the higher- order cognitive skills of reasoning, perspective taking, and critical listening, speaking, reading, and writing. Engage children in reading, listening, speaking, writing, and viewing closely to draw information from texts, ask and answer questions, and support analysis, reflection, and research. Ensure that literacy experiences for young children include reading aloud, modeling, and assisting children in making predictions, retelling and reenacting, and responding to and generating questions about stories, picture books, and other texts.	

Comments:

TPE 8: Effective Mathematics Instruction in a PK-3 Setting (provide rating of 3 – 0)			
	Plan and implement mathematics instruction appropriate to children's age, grade, and developmental levels (including children's linguistic, cognitive, social and emotional strengths and learning needs) that is grounded in an understanding of California's most current Mathematics Standards and Framework and the most current Preschool Learning Foundations and Curriculum Framework.		Differentiate and provide developmentally appropriate instruction and tasks to meet individual children's learning needs and engage children in self-initiated as well as teacher- led learning activities, including play-based activities, that use manipulatives and other tools to solve problems.
	Provide learning opportunities, consistent with Universal Design for Learning principles, for children to develop knowledge related to: 1) number and operations, including counting and cardinality, 2) mathematical thinking and understanding relationships, 3) algebra and functions, 4) measurement and data analysis, and 5) geometry, as described in the California's Mathematics Standards and the Preschool Learning Foundations.		Observe and interpret children's strategies in solving problems and ask thought-provoking questions that lead to deeper understanding (e.g., analysis, synthesis, evaluation). Provide follow-up activities and ensure access to manipulatives and other tools, including education technology to further develop and build on children's mathematical thinking.
	Provide a secure environment for children to take intellectual risks, foster positive attitudes toward mathematics and encourage student curiosity, academic discourse, and persistence in solving mathematical problems.		Support respectful child-to-child interactions as students engage with their classmates to figure out ways to solve problems and explain or show how they arrived at their solution and provide ways for children to demonstrate their ability to construct mathematical arguments based on sound reasoning and relevant evidence.
	Consistent with California's Standards for Mathematical Practice, develop children's abilities according to their individual developmental levels, linguistic, cognitive, social and emotional strengths and learning needs, to: 1) make sense of problems and persevere in solving them 2) reason abstractly and quantitatively 3) construct viable arguments and critique the reasoning of others 4) model with mathematics 5) use appropriate tools strategically 6) attend to precision 7) look for and make use of structure 8) look for and express regularity in repeated reasoning 9. Make and test conjectures to solve problems; and 10) recognize relationships within and among concepts.		Support all children to develop the academic language of mathematics, ensuring access for all children to the content of mathematics appropriate to grade level expectations and encourage parents/guardians to use the home language to talk about mathematics (especially numbers, arithmetic, spatial relations, and patterns) and share with children where mathematics is used in the home and the community.

Comments:

Questions, Action Items, and Post Observation Comments Include any additional comments, concerns, suggestions, etc.	

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TEACHER PERFORMANCE EXPECTATIONS (TPEs)

https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/pk-3_handbook.pdf?sfvrsn=74bd26b1_24

PK-3 ECE Specialist Instruction TPE

Domain 1: Engaging and Supporting All Young Children in Learning

Domain 2: Creating and Maintaining Effective Environments for Children's Development and Learning

Domain 3: Understanding and Organizing Core Curriculum for Children's Learning

Domain 4: Planning Instruction and Designing Developmentally Appropriate Learning Experiences for All Children

Domain 5: Assessing and Documenting Children's Development and Learning

Domain 6: Developing as a Professional Early Childhood Educator

Domain 7: Effective Literacy Instruction for PK-3 Settings Domain

8: Effective Mathematics Instruction in a PK-3 Setting

Teaching Performance Assessment (CalTPA)

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 PK-E ECE Credential Program, candidates fulfill this requirement by completing the CalTPA (Math+ Literacy) in the fall and spring semesters of the academic year. The Phase II Student Teaching Seminar, EED 758, supports students with understanding, planning for, and completing this assessment in their student teaching placement.

The current CalTPA Program Guide, which contains detailed instructions on planning and completing the assessment, as well as guidelines on scoring, can be found in this document:

https://www.ctcexams.nesinc.com/Content/Docs/CalTPA_ProgramGuide_Year3.pdf

Because the PK-3 ECE credential program uses a centralized scoring option for the CalTPA assessment, appeals do not happen at the program level. CalTPA results may be voided if it is determined that the candidate violated any of the Rules of Participation or if there is adequate reason to question the validity or legitimacy of their registration or assessment results. For more information, see canceling or voiding of assessment results on [CalTPA Score Reporting Policies](#). This information is reviewed with candidates as part of the EED 758 course that supports CalTPA completion.

When candidates are not successful on the CalTPA, if they are still enrolled in EED 758 then they receive support from the course instructor. Otherwise, our department level CalTPA coordinator meets individually with students to provide assistance.

Support for Completion

EED 758: Student Teaching Seminar Phase II, is designed to support candidates to successfully complete the CalTPA. 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 CalTPA, 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 CalTPA 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.
- Canceling or voiding of assessment results must be made by individual, since SFSU has no input into the scoring of the assessment. Guidelines for this process are found here: [CalTPA Score Reporting Policies](#)

APPENDIX A: PRELIMINARY CREDENTIAL REQUIREMENTS

In order to be recommended for a PK-3 ECE Specialist Instruction Credential, the following requirements must be met, in addition to passage of all coursework and student teaching in the SFSU PK-3 ECE Credential Program. Proof of completion must be 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.

Admission Requirements

- Bachelor's Degree from higher from a regionally accredited institution of higher education
- Subject Matter Competency
 - Option 1 Degree- Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education in one of the exact majors listed below:
 - Child Development
 - Child and Adolescent Development
 - Human Development
 - Early Childhood Education
 - Child and Family Studies
 - Early Childhood Studies
 - Human Development and Family Science
 - Family Science
 - Child, Adolescent, and Family Studies
 - Option 2: Coursework- Completion of coursework in early childhood education and/or child development
 - Coursework Criteria:**
 - 24 semester units or the equivalent quarter units of non-remedial coursework
 - A passing grade of C or better in each course used to meet the requirement
 - Coursework must be completed at a regionally accredited institution of higher education
 - Coursework must be degree-applicable
 - Professional or personal development classes are not acceptable

Important Note: The completion of Subject Matter Competence will be assessed within the first 60 days

of admission to the program, and candidates will be notified of that standing.

- Certificate of Clearance – COC (Fingerprint Clearance)
- Verification of completing 30 hours of Early Field Experience in a public school (TK-3rd)

Additional Preliminary Credential Requirements

- **Final Performance Assessment**—Candidates must successfully complete a Teaching Performance Assessment (TPA). This assessment demonstrates how candidates implement the California PK-3 Teaching Performance Expectations. 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.

Cal TPA (commission approved Teaching Performance Assessment) - shows how candidates are able to plan, teach, assess, and reflect on a three-

day teaching segment that they implement in semesters. Candidates are required to video record 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 CalTPA website: https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html

- **Reading Instruction Competence Assessment (RICA)** – The purpose of RICA is to ensure that candidates for the PK-3 ECE 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 738. 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.*

APPENDIX B: EQUIVALENCY FOR CLINICAL PRACTICE

Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction credential shall recognize and grant equivalency for prior experience, as follows, and shall develop a clearly articulated process for granting such equivalency.

Equivalency Option 1

PK-3 Early Childhood Education Specialist Instruction Credential candidates who meet **both** the requirements outlined in subsections (A) and (B) below shall be granted equivalence for at least 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK) setting and may be granted equivalence for an additional 200 total hours of the required clinical practice experience in a PK or TK setting within the program of professional preparation. Such candidates must complete all other program requirements, including a clinical practice experience of at least 200 hours in a K-3 setting.

(A) Either hold a valid Child Development Permit at the Teacher level or higher **or** verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children.

AND

(B) Verify six (6) years or more of satisfactory, full-time teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt childcare and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22. Satisfactory teaching experience shall be verified by the public or private center-based childcare and development center. *(Note: For the purposes of Equivalency Option 1, full time teaching is defined as a minimum of 3 hours)*

- **Verification shall include a statement** by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):
 - *The use of developmentally appropriate teaching strategies for preschool-aged children.*
 - *The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.*

- *A demonstration of deep knowledge of the early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.*
- *An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.*
- *An ability to evaluate and assess student learning outcomes.*
- *An ability to communicate effectively with young children and their families/guardians.*

Equivalency Option 2

Candidates for the ECE Specialist Instruction Credential who have completed a practicum course at a regionally accredited institution of higher education, including a community college, shall be granted clinical practice equivalency for these hours commensurate with the number of hours served in the practicum course, up to a maximum of 200 hours, provided that **all** of the following conditions are met:

- (A) The practicum course is credit bearing and degree applicable towards a Teacher Level or higher level Child Development Permit or a degree in Early Childhood Education, Child Development, Child and Adolescent Development, Early Childhood Studies, or Human Development.
- (B) The practicum hours completed were in a preschool or early childhood setting serving 3-4 year old children and included clinical practice experience that was supervised at minimum by a trained faculty member/instructor with expertise in Early Childhood and Child Development pedagogy who provided observation and feedback to the candidate.
- (C) The candidate earned a C or better on the practicum course. Courses earned with a “Pass,” or another designation deemed by the institution of higher education to be equivalent to a grade of “C” or higher are also acceptable.
- (D) The candidate provides to the Commission-approved ECE Specialist Instruction program verification of the hours served through transcripts and other documentation as determined by the Commission-approved program.

Candidates who have completed **both** a verified work experience as outlined in Equivalency Option 1 above **and** a qualified practicum experience as outlined in Equivalency Option 2 above may be granted a maximum of 400 hours total commensurate with the number of hours served toward the clinical practice requirement and shall complete the remaining 200 hours of clinical practice in grades K-3 in the teacher preparation program.

APPENDIX C: 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, 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) 437-1600 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 D: OBTAINING YOUR CLEAR CREDENTIAL

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 F: INTERN CREDENTIAL

How to Apply

Contact the Intern Program Coordinator in the Department of Elementary Education, Danny Chau (dchau@sfsu.edu), with all inquiries, eligibility questions, instructions on how to apply for the intern credential, and any changes in employment status.

Admission Requirements:

To be admitted to the internship program, candidates need to meet the following criteria issued by the California Commission on Teaching Credentialing (CTC):

1. Having a teaching position in a school district with SF State has an internship partnership. See the current partner schools and COE in [this link](#). Interns do not displace certified employees in school districts.
2. A Bachelor's degree from a regionally accredited institution of higher education
3. Subject Matter Competence Requirement:
 - Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies.

OR

 - Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development.

***NOTE:** Candidate must meet the subject matter competence requirement prior to being given daily whole class instructional responsibilities in a preschool through third-grade setting.*

4. Pre-service hours: **Complete 120 clock hours of preservice and related coursework in PK-3 Early Childhood Education before** applying for the Intern Credential.
 - Enrollment in Credential content area classes at SFSU (minimum 6 units per semester). *See PK-3 ECE Handbook p.10 for related coursework information.*
 - The successful completion of courses in summer and fall is required to meet the pre-service preparation requirement, prior to applying for the intern credential.
 - Coursework in EED 719, 768, 738, & 734 covers the following areas:
 - a) State adopted student content standards and frameworks for early childhood education grades PK-3 (i.e., with [California's K-3 Student Content Standards](#) and [Frameworks](#) and the [Preschool Learning Foundations](#) and [Curriculum Framework](#) in the core curriculum areas for grades PK-3).
 - b) General pedagogical strategies for PK-3 children, including classroom management and planning.
 - c) Subject specific pedagogy, as appropriate to content areas for children in PK-3 settings.

- d) Effective developmentally appropriate strategies in literacy and mathematics development for children in grades PK-3.
- e) Instruction in English Language Development for multilingual and English learner students

Please note that the PK-3 ECE Specialist Instruction Intern Certificate will be valid for two years.

Additional Requirements:

1. **MOU or IA:** The Department of Elementary Education (SPED) needs to have an interagency agreement (IA) or a Memorandum of Understanding (MOU) with the employing district or county office of education. The Intern Program Coordinator can reach out and establish one on the intern's behalf.
2. **Identify from the district a qualified mentor/coach** in the program area with a minimum of 3 years of successful teaching experience. The mentor/coach should be immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children's language needs and documenting progress, and support the intern with language-accessible instruction through in-classroom modeling and coaching as needed.

Supervisions for Interns:

1. Mentor for the intern teachers in the program: The Intern Program Coordinator in the Department of Elementary Education will mentor intern teachers for the PK-3 ECE Credential Program. Please contact our Placement Coordinator with all inquiries.
2. District Support Provider: The employing district will identify an individual who is immediately available to assist the intern teacher with planning lessons that are appropriately designed and differentiated for English learners, for assessing children's language needs and documenting progress, and for support for the intern to language accessible instruction through in-classroom modeling and coaching as needed. Interns will submit the District Support Provider Form to the Intern Coordinator after meeting and communicating with the mentor/coach. See [the District Support Provide Form](#).
3. Interns need to complete the Intern Support and Supervision Record Form at the end of each semester and submit it to the Intern Program Coordinator to verify 144 hours of support and supervision and an additional 45 hours of support and supervision specific to teaching English Learners. See [the PK-3 ECE Intern Support and Supervision Record Form](#) and send it to Danny.
4. No intern's salary may be reduced by more than $\frac{1}{8}$ of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person.

Responsibilities and Annual Evaluation:

1. The Intern's services **meet the instructional or service needs of the school districts**. Please communicate with your mentor teacher about the school's other service needs besides teaching.
 - a. An Intern Credential is a temporary license issued by California Commission on Teacher Credentialing (CTC) that is valid for 2 years. The intern program is administered by SF State in partnership with local employing agencies, and it allows the holder to serve as the teacher of record in a self-contained classroom, grade level PK-3rd, while completing the coursework for the Preliminary PK-3 ECE Specialist Instruction Credential. A one-year one-time extension is available by appeal.
2. **Professional Development Plan:** Interns will receive **an annual evaluation** from the PK-3 Credential program.
 - a. Interns are evaluated using the TPE Evaluation.
 - The form is available on the [PK-3 ECE Canvas site](#): Student Teaching Observation Report_PK3 ECE Credential Program.
 - b. Interns follow the same curriculum that traditional PK-3 ECE pathway students complete.
 - c. All interns need to meet the pre-service preparation requirement before applying for the intern credential: The following courses will provide additional instruction in developmentally appropriate teaching methods and in inclusive settings for children with mild and moderate disabilities:
 - EED 768 Culturally Sustaining Teaching & Learning
 - EED 719 Play & Inquiry-based Learning
 - SPED 671 Supporting Inclusive Social-Emotional Dev. Equitable Practices for All Children and Their Families within Early Education Settings
 - d. Teaching English Language Learners and bilingual/multilingual learners general and specific pedagogy are part of the key topics covered in a prospective intern's coursework before they are eligible for the intern credential. This requirement is for PK-3 ECE candidates. The following two courses are to satisfy the pre-service preparation match this particular requirement:
 - E ED 738 Language & Literacy in Multilingual PK-3 Settings
 - E ED 734 Teaching Early Childhood Math, PK-3

APPENDIX F: KEY PERSONS AND RELATED SERVICES

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Maria Zavala	(In-coming) Chair/MA Coordinator	mza@sfsu.edu	BH 193
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Jisel Iglesias	Academic Office Coordinator	jiglesi1@sfsu.edu	BH 179
Karen Tui	Placement Coordinator	tiuk@sfsu.edu	BH 195
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Sarah Stein	Faculty Advisor (PK-3 ECE)	sstein3@sfsu.edu	BH 191

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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 CREDENTIAL ADMISSIONS

415/405-3594/BH 244

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

Jenny Baccay

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CREDENTIAL ANALYSTS

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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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