CAL POLY

San Luis Obispo

SCHOOL OF EDUCATION

SINGLE SUBJECT CREDENTIAL PROGRAM HANDBOOK

2013-2014

IMPORTANT CONTACTS

Each department has a Single Subject **CONTENT ADVISOR** to assist its credential candidates. All candidates should contact their respective content advisor when first considering if they want to attend the credential program at Cal Poly as well as maintain regular contact with their content advisor throughout the credential process. The Single Subject content advisors for 2013-2014 are noted below.

Credential CODE	CONTENT	ADVISOR	EMAIL	PHONE (805)	OFFICE Bldg-Ofc
	Single Subject Coordinator	Dr. Chance Hoellwarth	choellwa@calpoly.edu	756-1665	25-127
	Placement Coordinator	Nancy Stauch, MA	nstauch@calpoly.edu	756-6587	25-126
105	Agriculture	Dr. Bill Kellogg	bkellogg@calpoly.edu	756-2973	10-244
120	English	Dr. Megan Guise	meguise@calpoly.edu	756-2134	47-35L
165	Mathematics	Dr. Elsa Medina	emedina@calpoly.edu	756-2244	25-303
184	Science: Biology	Dr. Edward Himelblau	ehimelbl@calpoly.edu	745-2826	33-365
181	Science: Chemistry	Dr. Seth Bush	sbush@calpoly.edu	756-2694	180-304c
183	Science: Physics	Nancy Stauch, MA	nstauch@calpoly.edu	756-6587	25-126
185	Social Science	Dr. Joel Orth	jorth@calpoly.edu	756-2963	47-25L
WEBSITE INFORMATION: www.soe.calpoly.edu					

OTHER SUPPORT STAFF:

CONTACT	TITLE	EMAIL	PHONE (805)	OFFICE
Admissions Office		admissions@calpoly.edu	756-2311	01-206
Financial Aid		financialaid@calpoly.edu	756-2927	01-212
School of Education Credential Office		**soe@calpoly.edu**	**756-2126**	**02-120**
Amy Robbins	Assessment Coordinator	acrobbin@calpoly.edu	756-5090	02-112
Michelle Walker	Credential Analyst	mtwalker@calpoly.edu	756-2126	02-120
Daniel Parsons	Lead Credential Analyst	daparson@calpoly.edu	756-2126	02-120
Tom Skelton	Administrative Support Coordinator	tskelton@calpoly.edu	756-2126	02-120
Warren Watkins	Information Services	wawatkin@calpoly.edu	756-7616	02-113B

TABLE OF CONTENTS

I. INTRODUCTION

*W*elcome to the Single Subject Credential Program (SSCP) at Cal Poly San Luis Obispo.
This handbook contains information that is important for all candidates seeking a Preliminary
Single Subject Teaching Credential in one of the following areas:

- Agriculture
- English
- Mathematics
- Science: Biology, Chemistry, Geosciences, Physics
- Social Science

Teaching is an exciting career – perhaps more so today than ever before – and the SSCP is
designed to provide you with optimum field experience and coursework as you prepare to
become a competent teacher for California's students. The Preliminary Single Subject
Teaching Credential will allow you to teach a specific content area in grades 7-12.

Based with sound content knowledge, Cal Poly's teacher candidates develop a wide range of
pedagogical skills that enhance the learning for all students. The combination of field
experience and coursework meets the state mandate of California Senate Bill 2042 to address
issues such as teaching classroom students whose first or second language is not English and
to provide new teacher candidates with a basic knowledge to serve students with special
needs. We are confident Cal Poly's teaching credential program will provide you with the
skills and abilities to ensure your success as a new classroom teacher.

Candidates who wish to teach a Single Subject must complete either a subject matter
program approved by the California Commission on Teacher Credentialing (CTC) OR
provide evidence of passing the appropriate CSET and complete the professional education
courses and student teaching. In addition, all Single Subject candidates must pass a state-
approved teaching performance assessment, which is described in Section V.

As a first step, please review this handbook or our website (http://www.soe.calpoly.edu).
Then we encourage you to contact the **content advisor** for your specific subject as soon as
possible if you are interested in entering the SSCP. These advisors as well as other key
university contacts are listed on the inside front cover of this handbook.

The Single Subject curriculum adheres to the School of Education's vision, mission, learning
outcomes, and dispositions, which are presented on the following two pages. Please become
familiar with these important statements, as they are integral to all teaching in our program.

If I may answer any of your questions, please feel free to contact me.

Dr. Jon Margerum-Leys
SOE Dean

SOE STANDARDS OF CONDUCT & PERFORMANCE

The School of Education at California Polytechnic State University adheres to the following standards for faculty, staff, and candidate conduct and performance. Our Vision and Mission statements form the basis of all credential and master's programs offered by the School of Education (SOE). In addition, the faculty has identified six learning outcomes for candidates and nine dispositions in the areas of ethical practice and shaping change, as described below. Our ultimate goal is for all affiliated with SOE to uphold the highest standards as professional educators.

VISION

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

MISSION

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty models leadership in its teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with its education partners: P-12 schools, families, community colleges, universities, and local, state, and national agencies.

LEARNING OUTCOMES
For All Candidates upon Completion of Their Programs

- Be qualified, competent, and caring professional educators: Demonstrate subject mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.
- Integrate principles and practices of professional fields to support student learning: Demonstrate the ability to translate theory into practice and utilize knowledge-building technologies to foster learning, mentoring, and leadership.
- Engage in cross-disciplinary and collaborative practices: Understand the relationships of one discipline to another within their particular profession and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student success.
- Demonstrate authentic assessments designed for student success, individual growth, and program improvement: Develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards, and are used to modify programs and practices.
- Effect sustainable communities in a multicultural environment: Assume leadership roles in schools, communities, and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice; promote comprehensive schooling to support education equity and access to college and career preparation.
- Engage in professional practices: Demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field; initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

DISPOSITIONS
for Values Supporting Professional Ethical Behavior

Professionalism
1.1 Responsibility and Accountability
Acts ethically, responsibly, and with integrity; and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate
Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice
2.1 Cross-Cultural Competence
Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration
Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change
3.1 Inquiry and Innovation
Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice
Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

II. COURSEWORK

In order to be eligible for the *Preliminary SB 2042 Single Subject Teaching Credential*, which is the minimum requirement for initial employment as a public school teacher, candidates must complete specified Professional Education coursework, which is noted in the table below. Candidates from the Agricultural Education and Communication Department must see their content advisor for the AGED course sequence. Many candidates complete the coursework and Student Teaching in 3-4 quarters. **All coursework used to satisfy Professional Education (EDUC) course requirements must be completed within a 7-year period**.

Early Start: Candidates starting in the fall will participate in our Early Start Program. This program requires candidates to be at Cal Poly mid August where they will be placed in a local school for an intensive clinical experience prior to the start of Cal Poly's classes in September. Attendance at weekly seminar is also required.

Course	Course Title	Units
Pre-requisite coursework to be completed prior to submitting your SSCP application		
Consult your content advisor for additional prerequisites required for your program.		
EDUC 300 AGED 350 or SCM 300	Introduction to the Teaching Profession	3-6*
Quarter 1 Courses to be completed prior to Part-time Student Teaching (EDUC 469)		
EDUC 410	Social Historical and Ethical Perspectives on Teaching and Learning	4
EDUC 412	Access to Learning in a Pluralistic Society	4
EDUC 414	Curriculum and Inquiry in Public Schools	4
____ 424	Methods of Teaching in the Subject Area	4-5
Quarter 2 Courses to be completed prior to Full-time) Student Teaching (EDUC 479)		
EDUC 416	Literacy, Language and Culture in the Content Areas	3
EDUC 418	Culturally Responsive Teaching in Diverse Classrooms	3
EDUC 469	Part-time Student Teaching	8**
____ 400	Practicum specific to subject	1-3***
Quarter 3 Courses to complete the Preliminary Teaching Credential Requirements		
EDUC 479	Full-time Student Teaching	12**
____ 400	Practicum specific to subject	1-3***
Other Requirements		
Health Education (KINE 250 or articulated equivalent)		
CPR Training (must include infant, child, and adult). Online CPR is not acceptable.		
U.S. Constitution (met through coursework or examination; CSU graduates meet this requirement)		
PACT Teaching Event		

*   Prior observational and teaching experience in school classroom or courses offered outside the Education Department may serve as a substitute for this course; see your content advisor for guidance and approval.
**   Agricultural Education candidates enroll in AGED 440.
*** See your content advisor as to which section you must enroll in.

OTHER REQUIREMENTS

As noted above, candidates must complete several requirements prior to earning a Preliminary Single Subject credential. Each is explained further below.

HEALTH EDUCATION & CPR

Cal Poly must certify that each candidate being recommended for a credential has completed a program of study in health education. This requirement can be met at Cal Poly by completing:
- **KINE 250** Health Education (4), or
- **KINE 443** Comprehensive School Health Programs (4), or
- Articulated Community College equivalent (e.g., Cuesta College HEED 202 and Allan Hancock College HED 100).

In addition, candidates must hold a current, valid **CPR certification**. CPR trainings are offered at hospitals, fire departments, and other agencies (e.g., Red Cross), and you will need to pre-register for most trainings. Please note: **Cal Poly does NOT accept online CPR training to fulfill this requirement.**

The credentialing law specifies that CPR training <u>must</u> include the following:
- CPR training for INFANT, CHILD, and ADULTS
- Minimum of 1 YEAR certification
- Certification current or completed during the time the candidate was enrolled in the credential program.

To ensure the CPR class you are interested in meets the CREDENTIAL CERTIFICATION REQUIREMENT, visit the SOE Credential Office at 02-120 or call 805-756-2126.

Once you are certified, <u>sign your CPR card</u> and bring it to the SOE Credential Office, so they can make a copy for your files. Do NOT bring a self-made copy of the card.

U.S. CONSTITUTION

Cal Poly must certify that each candidate being recommended for a teaching credential has completed a course in or examination on the provisions and principles of the U.S. Constitution. Candidates earning a bachelor's degree from a CSU campus are determined to have met this requirement. For other candidates, this requirement can be met at Cal Poly by completing the course POLS 112 American and California Government, taking an equivalent transfer course, or passing an examination offered by Cuesta College. Contact the SOE Credential Office (02-120, 756-2126) for more information.

PACT TEACHING EVENT

Effective July 1, 2008, all candidates must successfully pass a teaching performance assessment (TPA) to earn a Preliminary Single Subject teaching credential. Of the TPA models approved by the California Commission on Teacher Credentialing, Cal Poly adopted the model developed by PACT (Performance Assessment for California Teachers; www.pacttpa.org), a consortium of teacher preparation programs at more than 30 public and private California universities.

The PACT Teaching Event measures the teaching performance expectations (TPEs), which are teaching standards for preparing California teachers. The Teaching Event focuses on six areas: Context for Learning, Planning, Instruction, Assessment, Reflection, and Academic Language. **Single Subject candidates complete the teaching event during part-time student teaching**, following directions in PACT handbooks specific to each content area.

All Teaching Events are scored by calibrated scorers who use a PACT rubric specific to each subject. Cal Poly candidates have two opportunities to pass their PACT Teaching Event.

EXIT SURVEY

All candidates are required to complete the SOE Exit Survey as the final requirement to be recommended for a credential. Candidates access this survey online and submit the last page to the SOE Credential Office (02-120) with their Request for Credential Application.

POLICIES ON GRADING & ACADEMIC PROBATION

A student who has been admitted as a post-baccalaureate in order to pursue a credential program shall be subject to academic probation for failure to maintain a cumulative grade point average of **at least 3.0** in all units taken.

In terms of the **program completion**, the School of Education reviews department methods courses (e.g., ENG 424), student teaching seminar courses, and all EDUC courses required for the Single Subject Credential Program. Students who earn an Incomplete (I) in a course within the program will be allowed **one quarter** in which to complete all work required to complete the course with a satisfactory grade. If the Incomplete has not been resolved after one quarter, the student will be dropped from the program.

Dismissal from a School of Education Program

1. When a concern is identified regarding a student in a School of Education program (e.g. low GPA, Disposition concern, etc), the Coordinator of the appropriate program will be notified in writing. This notification may come from a faculty member, cooperating teacher/fieldwork mentor, site administrator, or other responsible party.
2. Once written notification is received by the Coordinator, the coordinator will conduct an investigation of the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed appropriate by the Coordinator.
3. If it is determined to be a valid concern, the Coordinator will send a "Letter of Concern" to the student and a copy of the letter will be given to the Dean of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential's Office. The letter will include the following:
    a. Statement of the concern
    b. Actions to be taken to address the concern
    c. Timeline for completing actions
    d. Possible outcomes
        i.   Continuance in program
        ii. Additional action to be taken
        iii. Dismissal from program
4. The candidate will be invited to submit a written response to the Letter of Concern.
5. If requested by the Coordinator or student, a meeting will be held to discuss the concern, corresponding actions to be taken and timeline.
6. According to the timeline established, a decision will be made by the Coordinator regarding continuance or dismissal. This decision will be put in writing for the student and the Dean of the School of Education. If the student is a credential candidate, a copy will also be given to the Credential's Office. The student will be notified that he or she can appeal the decision to the Dean of the School of Education.
7. If the student submits a written appeal to the Dean of the School of Education, the Dean of the School of Education will review all written documentation noted in steps 1-6 above. The Dean of the School of Education will schedule a meeting with the student and the Coordinator to discuss the issue. The Dean of the School of Education may also request to speak with others who have knowledge of the situation.
8. Upon reviewing the evidence and speaking with the parties involved, the Dean of the School of Education will determine retention or removal. This decision will be given in writing to the student and the Coordinator. If the student is a credential candidate, a copy will also be given to the Credential's Office.

III. STUDENT TEACHING

Candidates must complete the SSCP application to be placed at a school site for Student Teaching. Because the Central Coast is not a large population area, **student teacher placements may extend north into Monterey County and south into Santa Barbara County**. Agriculture Education candidates may student teach in other distant locations. Candidates <u>must</u> have transportation to travel to school sites for field experiences and student teaching. Priority placements shall be given to candidates who have medical or physical limitations. In such cases, the candidate must inform the SOE Credential Office *in writing* if special accommodations are required, and this letter <u>must</u> include supportive documentation of the limitation. **This information should be attached to the SSCP application**.

The Single Subject Placement Coordinator determines all student teaching placements. Candidate MUST NOT organize their own placements, as this will undermine and may adversely affect the program's arrangements with districts.

Single Subject candidates in English, Mathematics, Science, and Social Science will complete two quarters of Student Teaching that follows the School site's schedule:

- **Student Teaching I** (Part-time, 8-units) – Teach 2 periods a day, with 1 additional prep period Monday through Friday; for those on block schedules, this equates to a minimum of 15 hours a week.

- **Student Teaching II** (Full-time, 12-units) – Teach most periods Monday through Friday and be at school site all periods, every day.

Agriculture Education candidates will complete one semester of Student Teaching that follows the school site's schedule.

GENERAL EXPECTATIONS FOR TEACHER CANDIDATES

Teacher Candidates are expected to be professional and utilize best practices in teaching on a daily basis. In order to facilitate such performance, the program has specific expectations to make monitoring and assessing candidates' progress easier for candidates as well as for university supervisors and cooperating teachers. Please review the following responsibilities:

1. **Calendar:** Once admitted to the SSCP, candidates will follow their school site calendar not Cal Poly's calendar. Any calendar/scheduling issues should be discussed with your program advisor.
2. **Arrival & Departure:** Each teacher candidate will arrive at school on time for each class and stay until the scheduled time to leave.
3. **Preparation:** Each teacher candidate will be prepared with a lesson plan, including potential modifications, and will take care of the required set up.
4. **Absences:** Teacher candidates are allowed 3 absences in both 8- and 12-unit student teaching, but it is recommended that none be taken, as these are for extreme emergencies.

5. **Dress:** Teacher candidates must be dressed appropriately, including appropriate footwear, while at the school site. Jeans, t-shirts with inappropriate slogans and beanie hats are examples of clothing considered inappropriate on campus. Remember, you are a teacher and not a student.
6. **Meetings & Testing:** Teacher candidates are expected to attend teacher meetings and participate in any standardized testing days, professional development days, and teacher workdays. You may not feel the need to participate in each one, but you are expected to be on the school campus working, instead of at home during days when students do not attend school (except school holidays).
7. **Supervision:** Teacher candidates should perform any expected supervisory duties and support students by attending campus-related activities involving their students.

SUBBING POLICY AND PAYMENT FOR STUDENT TEACHING

With prior approval from their university supervisor and content advisor, teacher candidates may be employed as a substitute for up to 10 days each quarter beginning on Monday of their third week of student teaching. Subbing is permitted in their classroom only. Appropriate district paperwork must be completed to be eligible for substitute teaching. No student teaching credit will be given for paid teaching assignments beyond these 10 sub days.

SCHOOL INTERNSHIPS

The credentialing program at Cal Poly does not have nor does it support an internship program, and students cannot be paid for their work as an intern during student teaching. If students accept a paid job as an intern, the Cal Poly credential program cannot recommend that individual for a credential to the Commission on Teacher Credentialing (CTC).

CULTURAL & SOCIOECONOMIC DIVERSITY

The California Commission on Teacher Credentialing requires that a portion of the student teaching experience be in a classroom that has students who are representative of the cultural and socioeconomic diversity in the state of California.

SCHOOL SITE INFORMATION FOR TEACHER CANDIDATES

1. Introduce yourself to office personnel: secretaries, attendance clerks, aides, counselors, the principal, and any assistant administrators with whom you may be working.
2. Learn the parking mandates.
3. Information and materials to collect:
    a. Classroom and/or restroom keys, when appropriate
    b. School map
    c. School directory of faculty and staff
    d. School calendar and list of special school days and schedules (i.e., assemblies, late start days, testing schedules, holidays)

e. Current bell schedule for all school schedules
f. Copy of school and department policies, such as discipline, dress code, and homework
g. Unit topics for which you will be responsible and approximate starting and ending dates
h. Grading policy (including extra credit, if any) and an orientation to the computerized grading program.

STUDENT TEACHING DUTIES

Teacher Candidates have two supervisors each quarter: a university supervisor and a cooperating teacher. Working together as a team, the teacher candidate, cooperating teacher, and university supervisor strive to develop the candidate's skills to the highest level of professional competence. Specific duties of each member of the team are listed below.

SPECIFIC DUTIES OF THE TEACHER CANDIDATE

1. Meet all prerequisite competency and other requirements before student teaching can begin.
2. Work with the cooperating teacher, principal, and other persons in the school to provide students with an educational experience that is consistent with the educational goals and general policies of the school and district. The teacher candidate should not attempt to change the classroom situation radically without the full support and approval of the cooperating teacher. The teacher candidate should bear in mind that the cooperating teacher is still responsible for the class.
3. Promptly prepare all written plans and reports required by the cooperating teacher, the university supervisor, or other appropriate persons. When the teacher candidate assumes responsibility for a designated lesson/unit, a written plan should be submitted to the cooperating teacher, allowing for sufficient time for feedback prior to actual use.
4. Promptly notify the cooperating teacher, appropriate school personnel, and the university supervisor in cases of absence due to illness or personal emergencies. With the exception of days missed due to illness or personal emergencies, the teacher candidate is expected to be "on the job" for the entire assignment. If a teacher candidate is absent, plans will be left for the cooperating teacher to follow. While assignments are made to correspond to the university calendar, teacher candidates may volunteer to start before or continue after the university quarter.
5. Update the cooperating teacher on progress of preparation and work in regards to the PACT Teaching Event.
6. Communicate regularly with the cooperating teacher and the university supervisor. A teacher candidate should regularly solicit help and support from these individuals and inform them concerning any problems s/he may be having related to the assignment.
7. Accept critiques and suggestions from the cooperating teacher and the university supervisor.
8. Be familiar with and actively involved in the process used to evaluate his/her performance throughout the student teaching assignment.

SPECIFIC DUTIES OF THE UNIVERSITY SUPERVISOR

1. Provide the cooperating teacher with an electronic copy of the *Single Subject Credential Program Handbook*.
2. Inform the teacher candidate of general duties and responsibilities during their placement.
3. Inform the teacher candidate concerning the process that will be used to evaluate his/her performance.
4. Confer and work regularly with the cooperating teacher who, as a professional colleague, carries the main thrust of helping the teacher candidate.
5. Observe and confer with the teacher candidate regularly throughout the placement assignment; complete observations reports and provide a copy to the candidate.
6. Support and advise the teacher candidate as s/he prepares for the Teaching Event.
7. Provide the teacher candidate with regular evaluation and feedback concerning his/her progress and performance throughout their placement.
8. Inform the content advisor and Single Subject Coordinator as soon as possible when it appears that a teacher candidate may not complete or get credit for an assignment.
9. Submit required observations via the online link that will be emailed to you. These will be maintained in the candidate's permanent file.

SPECIFIC DUTIES OF THE COOPERATING TEACHER

1. Ensure that an orientation meeting occurs with the teacher candidate prior to the beginning of the student teaching assignment.
2. Provide opportunities for the teacher candidate to function as a professional colleague during student teaching and encourage the teacher candidate to become involved in professional organizations/growth activities during the assignment.
3. Provide an appropriate period of observation prior to the time the teacher candidate begins taking the lead in instruction.
4. Encourage the teacher candidate to assume increasing responsibility for the classes at a reasonable pace.
5. Support and advise the teacher candidate as s/he prepares for the Teaching Event.
6. Inform the teacher candidate of long-range goals so that the teacher candidate may correlate his/her work with the cooperating teacher's yearly plan.
7. Provide optimum "freedom" for creative and original planning by the teacher candidate
8. Participate in formal evaluations of the teacher candidate, and submit these evaluations via an online link that will be emailed.
9. Inform the university supervisor if the teacher candidate encounters serious problems as soon as such problems are identified.

STUDENT TEACHING EVALUATIONS

At set points during the student teaching assignment, the cooperating teacher and the university supervisor will complete an evaluation report using the *Student Teacher Evaluation* (sample shown on the next page). This evaluation measures the teacher candidate's knowledge, skills, and abilities as a beginner teacher according to the California Teaching Performance Expectations (TPEs), as set by the California Commission on Teacher Credentialing. The university supervisor and the cooperating teacher will discuss these evaluations with the teacher candidate during a three-way conference.

In consultation with the cooperating teacher, the university supervisor will evaluate the teacher candidate's performance and determine whether or not credit will be given for the student teaching experience. Although the development, supervision, and evaluation of the teacher candidate are a team responsibility, the ultimate responsibility for assigning a grade rests with the university supervisor.

Marginal or substandard performance during student teaching will result in a grade of No Credit. A student must have a grade of Credit in 8-unit student teaching in order to enroll in 12-unit student teaching. A student must have a grade of Credit in both 8- and 12-unit student teaching in order to be recommended for a credential. A teacher candidate receiving a grade of No Credit in either assignment may be allowed to repeat the assignment, subject to appropriate remediation, or they may be advised to pursue another career.

Candidates are rated as: Does Not Meet TPE, Well-Started Beginner, Advanced Beginner, or Not Observed.

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

TPE 1 Specific Pedagogical Skills for Subject Matter Instruction
- Demonstrates the ability to teach the state-adopted academic content standards for students in English-Language Arts (Grades 7-12).
- Understands how to deliver a comprehensive program of systematic instruction in word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies and applications; written and oral English Language conventions; and listening and speaking strategies and applications.
- Understands how to make language (e.g., vocabulary, forms, uses) comprehensible to students and the need for students to mentor foundational skills as a gateway to using all forms of language as tools for thinking, learning and communicating.
- Understands how to teach research skills that enable students to produce informative and persuasive written text.
- Focuses on an analytical critique of text and of a variety of media.
- Teaches students how to comprehend and produce complex text, including an understanding of writing forms, purposes, and organizational patterns.
- Teaches students how to have a command of written and oral English-language conventions.

ASSESSING STUDENT LEARNING

TPE 2 Monitoring Student Learning During Instruction
- Determines student progress toward achieving the state-adopted content standards
- Anticipates, checks for, and addresses common student misconceptions and misunderstandings
- Collects and uses multiple sources of information to assess student learning

TPE 3 Interpretation and Use of Assessments
- Uses the results of assessments to guide instruction
- Communicates with students, families, and other audiences about student progress
- Understands how to prepare and administer standardized tests and knows how to accurately interpret assessments results in order to develop and modify instruction
- Gives students specific, timely feedback on their learning and maintains accurate records summarizing student achievement
- Appropriately uses informal classroom assessments to analyze student work and teaches students to use self-assessment strategies
- Uses multiple measures and different types of diagnostic instruments to assess student knowledge, skills, and behaviors, including information from families and progress-monitoring assessments.

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

TPE 4 Making Content Accessible
- Connects students' prior knowledge, experiences, and interests with learning goals, adjusting or differentiating instruction as needed
- Sequences essential concepts and skills in a logical, coherent manner
- Uses a variety of instructional strategies and resources to respond to students' diverse needs
- Teaches strategies for comprehending a variety of texts and other information sources in the content area
- Distinguishes between conversational and academic language and develops student skills in academic language
- Facilitates learning experiences that promote autonomy, interaction, imagination, and creativity

TPE 5 Student Engagement
- Clearly communicates goals and objectives to students
- Engages students in problem solving, critical thinking, questioning, and other activities to make subject matter meaningful
- Promotes self-directed, reflective learning for all students
- Uses community resources and applied, authentic learning activities to make instruction relevant
- If students are struggling or disengaged, examines possible reasons and uses strategies to re-engage them
- Demonstrates enthusiasm for learning

TPE 6B Developmentally Appropriate Teaching Practice for Middle School
- Builds on students' existing understanding and level of achievement, providing intensive support for students who lack skills or knowledge needed for grade-level content area standards and additional challenges for students with skills or knowledge above grade-level content area standards
- Designs instruction to help students extend concrete thinking and foster abstract reasoning
- Helps students develop strategies to cope with increasingly challenging curriculum and to manage time and deadlines
- Develops students' skills and provides support for working effectively in groups, trying new roles and responsibilities, and taking intellectual risks
- Responds appropriately to students who are overly enthusiastic, testing limits, or alternately assuming and rejecting responsibility

TPE 6C Developmentally Appropriate Teaching Practice for High School
- Sets and communicates to students and families intellectually challenging academic expectations
- Supports students in developing advanced thinking and problem-solving skills and assumes increasing responsibility for learning and managing time
- Helps students understand the connections between curriculum, responsibilities, and choices in high school with life beyond high school

- Understands adolescence as a period of identity development in the midst of intense social pressure to conform; supports signs of individuality while being sensitive to the impact of being "different" in high school

TPE 7 Teaching English Learners
- Knows the philosophy, goals, pedagogical principles, and practices of various programs and approaches for teaching English learners, including sheltered and specially designed instruction, English language development, and structured English immersion
- Uses pedagogical principles and practices to facilitate academic language development and to make grade-level or advanced content comprehensible for English learners, including maintaining high expectations, contextualizing key concepts, and analyzing language errors to differentiate instruction
- Uses information about students' backgrounds, cultures, English and home language literacy, and prior learning to provide instruction for English learners
- Allows students to develop understanding and to express learning in a variety of ways, including in their first language
- Understands when and how to collaborate with specialists and para-educators to support content-area learning or English language development

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

TPE 8 Learning about Students
- Draws on an understanding of physical, cognitive, and psychosocial adolescent development in planning and enacting instruction and assessments
- Understands how multiple factors, including culture, gender, class, health, identity development, and development of moral reasoning, can influence students' behavior and access to learning
- Learns about students' content knowledge, experiences, abilities, interests, challenges, and aspirations to maximize learning opportunities for all students
- Identifies needs for differentiated or specialized instruction, especially for students whose physical or learning disabilities, health status, or other exceptionalities require instructional adaptations

TPE 9 Instructional Planning
- Establishes and articulates appropriate learning goals
- Participates in planning instruction that is appropriate in scope, consistent with academic content standards, and logically sequenced for optimal student learning
- Plans coherent purpose-based units and lessons in which aims, assessment, and activities are all aligned
- Understands the purposes, strengths, limitations, and appropriate uses of a variety of general and subject-specific instructional strategies
- Selects instructional strategies, materials, and community or school-based resources to meet students' learning needs; connects with students' linguistic and cultural backgrounds; and engages student experiences, interests, and prior knowledge
- Plans for clear, concrete instructions and explanations, especially for teaching abstract concepts

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

TPE 10 Instructional Time
- Uses instructional time effectively
- Plans and implements classroom procedures and protocols that support student learning
- Adjusts the use of instructional time based on reflection and feedback to optimize learning opportunities for students

TPE 11 Social Environment
- Establishes a climate that promotes fairness and respect
- Promotes social development and group responsibility
- Establishes and maintains standards for student behavior
- Creates a positive environment that allows all students to engage.

DEVELOPING AS A PROFESSIONAL EDUCATOR

TPE 12 Professional, Legal, and Ethical Obligations
- Takes responsibility for student academic learning outcomes
- Shows awareness of their own personal values and biases and recognizes ways in which these values and biases affect the teaching and learning of students
- Resists racism and acts of intolerance and maintains a non-hostile classroom environment
- Understands important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms
- Identifies suspected cases of child abuse, neglect, or sexual harassment and carries out laws and district guidelines for reporting such cases
- Understands and implements school and district policies and state and federal law in responding to inappropriate or violent student behavior
- Understands and honors legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals

TPE 13 Professional Growth
- Reflects on teaching practice and creates plans for improvement
- Establishes professional goals and uses reflection and feedback to track and modify goals
- Works with educational communities including colleagues, administrators, families, and professional development organizations to improve professional practice

IV. APPLICATION FOR A CREDENTIAL

Before candidates can be recommended for a Preliminary Single Subject Credential, they must successfully complete all professional education coursework, including part-time and full-time student teaching, and complete a Credential Request Form.

During full-time student teaching a credential analyst will visit seminar to provide more specific information and answer questions concerning this application process. Candidates complete a Credential Request Form (www.soe.calpoly.edu, see Forms & Documents) and submit it to the SOE Credential Office (02-120) no sooner than the 8th week of their final quarter.

Since the recommendation for a Preliminary Single Subject Credential is an online process, candidates will receive **email** instructions that will direct them to complete specific questions regarding professional fitness (similar to those in the Certificate of Clearance process). In addition candidates will be directed to pay the required credential fee (maximum $72.00). Options for earning a Clear Credential are listed below.

EARNING A CLEAR CREDENTIAL

The Preliminary Single Subject Credential is valid for 5 years and is not renewable. To earn a Clear credential you must be hired as a teacher and complete up to 2 years of induction directed by your employing school district.

In circumstances where you are not able to obtain employment in a teaching position within the 5 years, you can request an extension from the Commission on Teacher Credentialing. For more information contact the School of Education Credential Office (02-120, 756-2126) or go to the CTC website (www.ctc.ca.gov).

SUPPLEMENTARY & SUBJECT MATTER AUTHORIZATIONS

The CTC offers additional limited authorizations. We encourage ALL candidates who qualify to obtain supplementary or subject matter authorizations. Details about these authorizations can be found in the SOE Credential Office (02-120) or at the CTC website:
- **Subject Matter**: http://www.ctc.ca.gov/credentials/manuals-handbooks/Subject-Matter-Auth.pdf
- **Supplementary**: http://www.ctc.ca.gov/credentials/manuals-handbooks/Supplement-Auth.pdf

V. NOTICE TO ALL STUDENTS

Although every effort has been made to assure the accuracy of the information in this handbook, students and others who use this handbook should note that laws, rules, and policies change from time to time, and these changes may alter the information contained in this publication. Changes may occur in the form of statutes enacted by the Legislature as well as rules and policies adopted by the Board of Trustees of The California State University, by the Chancellor or designee of The California State University, or by the President or designee of the institution. Further, it is not possible in a publication of this size to include all of the rules, policies, and other information which may pertain to the student, the institution, and The California State University. More current or complete information may be obtained from the appropriate department, school, or administrative office.

Nothing in this handbook shall be construed, operate as, or have the effect of an abridgment or a limitation of any rights, powers, or privileges of the Board of Trustees of The California State University, the Chancellor of The California State University, or the President of the campus. The Trustees, the Chancellor, and the President are authorized by law to adopt, amend, or repeal rules and policies which apply to students. This handbook does not constitute a contract or the terms and conditions of a contract between the student and the institution or The California State University. The relationship of the student to the institution is one governed by statutes, rules, and policy adopted by the Legislature, the Trustees, the Chancellor, the President, and their duly authorized designees.

IT IS RECOMMENDED THAT STUDENTS MAINTAIN REGULAR CONTACT WITH THEIR CONTENT ADVISOR AND PERIODIC CONTACT WITH THE SCHOOL OF EDUCATION CREDENTIAL OFFICE: (805-756-2126; Building 02, Room 120).