WELCOME!

Welcome to the Department of Secondary Education’s New Single Subject Credential Candidate Orientation. This packet is designed to introduce you to the Single Subject Credential Program and to facilitate your enrollment at SFSU. Dr. Genie Stowers, Department Chair, will lead the session.

This orientation will include the following:

- Introductions
- Program Outline
- Teaching Performance Expectations/Assessments & edTPA Requirements
- Field Placement and Student Teaching
- Professional Expectations
- Candidate Intervention and Support Protocol
- Declassification Process

You will meet with the other credential candidates and our faculty. Through this orientation, we will provide some of the information necessary for you to become a successful credential candidate. Once again, welcome to our program. We look forward to working with you!
SINGLE SUBJECT CREDENTIAL PROGRAM
New Candidate Orientation

MAY 15TH, 2015
HSS 130
2PM – 5PM

AGENDA

2:00 PM – 2:30 PM  Sign-in
2:30 PM – 3:00 PM  Welcome and Introductions:
                  General Overview of the Program
                  Dr. Genie Stowers
3:00 PM – 3:15 PM  edTPA Requirements
                  Dr. Natalio Avani
3:30 PM – 3:45 PM  Professional Expectations
                  Dr. Judith Kell and Mr. Brian Lee
3:45 PM – 4:00 PM  Intervention Protocol and Declassification Policy
4:00 PM – 4:30 PM  Questions and Answers
RED TAPE AND PLENTY OF IT

REGISTERING FOR CLASSES

Registration – Fees must be paid prior to registration. Students register for classes online at www.sfsu.edu/student or by telephone TouchTone registration at 415/338-7000. If you do not register for a class, you are not enrolled.

Personal Access Code (PAC) - All students must establish Personal Access Codes (PAC) to access the University’s online applications (https://www.sfsu.edu/online/login.htm). PACs are used by web applications and online registration to authenticate users. This is not the code used to access your edTPA.

Health Clearance/Immunization – All entering SFSU students are required to present proof of measles and rubella immunization (http://www.sfsu.edu/~shs/Immunizations/Required_Immunizations.html); students who do not will have their enrollment cancelled by the University. All credential candidates must have a TB clearance on file in order to work with children in public schools.

Student Status - All students in the Single Subject Program must be classified as Credential Candidates. If you are currently an Unclassified Graduate Student or a student in another major area, you must fill out the "Advancement to Classified or Credential Standing" form (available at the One Stop Center in the Student Services Building), have it verified by the Registrar's Office, and submit it to Department Chair for approval prior to registering for classes. Many classes in the credential program are restricted to credential candidates only; if you are not classified as a credential candidate, you will not be able to enroll in these classes.

Course Overload - Credential candidates must follow the 2-semester program outline on page 5. Under no circumstances will ANY candidate be able to exceed 18 units in any semester.

SINGLE-SUBJECT CREDENTIAL PROGRAM SPECIFICS

Fees - In addition to standard University registration fees, candidates must pay a $25 Credentialing Fee to SFSU and a $55 Credential Fee to CCTC (California Commission on Teacher Credentialing) at the end of their program.

Additional services such as internship credentials or emergency credential renewals will incur addition fees. For further information, contact Credentials Services at (415) 405-3594 or credinfo@sfsu.edu.

GPA Requirement - Candidates must maintain a 3.0 GPA each semester in all professional education coursework with no individual course grade lower than a “C.”

U.S. Constitution Requirement - All candidates must fulfill the U.S. Constitution requirement mandated by the Commission on Teacher Credentialing either by coursework or examination. The Teacher Preparation Center (BH 244) can provide a list of testing or coursework options that meet this requirement and can check your file to see if you have met this requirement through prior coursework.
**Technology Requirement** - There are two ways in which a candidate can meet the Level One Technology Requirement:

1. Pass the CSET exam – Preliminary Educational Technology; or
2. Successfully complete ITEC 601 at SFSU (College of Extended Learning) or any CTC approved Level 1 technology course at another institution.

Candidates must take ITEC 601 prior to submission of their Credential Application to the CCTC. We recommend that you take it during your first semester to avoid any delay in obtaining your credential.

**CPR certification**
Credential candidates must complete a CPR course for infants, children, and adults. You may take the course at any place that offers it, such as your local American Red Cross, American Heart Association, fire department, district office, etc. CPR certification must be valid at the time the Preliminary Credential application is submitted. **First Aid is NOT required.** If you took a Health Education course that included CPR, a photocopy of CPR certification is required. Please note: online CPR courses will NOT meet this requirement. For additional information, contact a Credential Analyst.

**Professional Clear Credential**
Candidates who have successfully completed all program requirements and have applied to the CCTC will be awarded a Preliminary Credential, which is valid for five years. To earn a Professional Clear Credential, teachers must complete an induction program and/or additional coursework within that five-year period. Many school districts have induction programs for their employees. The CCTC is currently reviewing, but has not yet approved, coursework leading to a Clear Credential to be offered through universities.
**SINGLE SUBJECT CREDENTIAL PROGRAM OUTLINE**

**TWO SEMESTER PROGRAM FOR FULL-TIME STUDENTS**

**SUBJECT AREAS:** ENGLISH, MATHEMATICS, SCIENCE, SOCIAL SCIENCE, MUSIC, FOREIGN LANGUAGES, ART AND PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th><strong>FIRST SEMESTER – FALL (18 UNITS)</strong></th>
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<tbody>
<tr>
<td>SED 640: Student Teaching 1 – Observation &amp; Participation, 3 units</td>
</tr>
<tr>
<td>SED 701: Teaching for Equity in Secondary Schools, 3</td>
</tr>
<tr>
<td>SED 720: Literacy Across Content Areas, 3</td>
</tr>
<tr>
<td>SED 751*: Classroom Environment and Management, 3 (cohort class must be taken concurrently with SED 640)</td>
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<tr>
<td>SED 800: Adolescent Development, 3</td>
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</tbody>
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Curriculum & Instruction Course I, 3 units—students take the course appropriate for their content area; see course number below for each content area:

| Subject Area-Course Number: English-ENG 713, 3 units; Mathematics-SED 759-01, 04, 3 units; Science-SED 759-02, 3 units; Social Science-SED 759-03, 3 units; Art-ART 650, 3 units; World Languages-FL 750, 3 units; Music-MUS 760, 3 units; and P.E.-KIN 750, 3 units

<table>
<thead>
<tr>
<th><strong>SECOND SEMESTER – SPRING (18 units)</strong></th>
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<tr>
<td>SED 660: Student Teaching 2 – Student Teaching, 9 units</td>
</tr>
<tr>
<td>SED 752*: Professional Perspectives &amp; Practices, 3 (cohort class must be taken concurrently with SED 660)</td>
</tr>
<tr>
<td>SED 790: Second Language Development, 3</td>
</tr>
</tbody>
</table>

Curriculum & Instruction Course II, 3 units—students take the course appropriate for their content area; see course number below for each content area:

| Subject Area-Course Number: English-ENG 714, 3 units; Mathematics-SED 769-01, 04, 3 units; Science-SED 769-02, 3 units; Social Science-SED 769-03, 3 units; Art-ART 655, 3 units; World Languages-FL 751, 3 units; Music-MUS 761, 3 units; and P.E.-KIN 751, 3 units |
The SFSU Single Subject Credential Program is a one-year, full-time program, which starts in the fall semester. (There is a three semester option, as well, beginning with admission in the Spring.)

*Candidates stay with their SED 751 cohort and instructor when enrolling in their SED 752 course.

<table>
<thead>
<tr>
<th>SENATE BILL 2042 SINGLE SUBJECT CREDENTIAL PROCESS</th>
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<tbody>
<tr>
<td>Student Teaching I - SED 640 (Part of SED 751 Seminar)</td>
<td>Student Teaching II - SED 660* (also SED 752)</td>
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<tr>
<td>Begins with district semester</td>
<td>Begins with district semester</td>
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<tr>
<td>Ends with district semester</td>
<td>Mid semester</td>
</tr>
<tr>
<td>January - June</td>
<td>Ends with district semester</td>
</tr>
<tr>
<td>April or November</td>
<td>Last weeks December – January or May - June</td>
</tr>
</tbody>
</table>

**Candidates placed with 1 or 2 supervising teacher(s)**

- Candidates observe and also assist their teachers and observe other subject matter teachers in the same school.
- Candidates do a 3-day solo teaching lesson. Candidates begin to plan lessons for next semester.

**Student teaching:**
- Monday - Friday.
- 2 classes, 1 or 2 supervising teachers.
- If block schedule, 1 class and advising period. See above for details.
- No third hour assignment.

**Placement (see page 7) by field placement coordinator, in collaboration with vice principal, department chair, and master teacher. Candidates begin first day of classes or teacher preparations days before students arrive.**

- A structured, gradual process of instruction culminating in a three-day solo and other solo exercises with the master teacher present.

**Candidates with one master-teacher, spend all day with that teacher. Candidates with 2 master teachers, spend one week with each teacher.**

**Candidates remain at their school training site through the end of the public school semester.**

<table>
<thead>
<tr>
<th>Same school and supervising teacher(s) for 8-10 hours per week.</th>
<th>Same supervising teacher(s) and school the entire semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation: One master teacher (MT) EROD*** evaluation from each MT and one from the university field supervisor at the end of semester.</td>
<td>2 EROD evaluations from each master teacher</td>
</tr>
<tr>
<td>Mid semester</td>
<td>Final</td>
</tr>
</tbody>
</table>

*SED 660 Student Teaching II is a CREDIT/NO CREDIT course.

**The single subject credential program is a one-year (two semester) full-time program that starts in the fall. There is also a 3-semester program, beginning with admission in the spring.

***EROD (Evaluation Report for Observations and Documents) required by Senate Bill 2042.
TEACHER PERFORMANCE ASSESSMENT

edTPA

The State of California passed legislation in 2008 that require all credential candidates to complete a summative task designed to assess a candidate’s proficiency in all thirteen of California’s Teacher Performance Expectations and thus his or her readiness to teach in California’s diverse classrooms.

During your participation in the single subject credential program, you will be guided through the tasks necessary for you to complete and submit for evaluation a TE – TEACHING EVENT. This teaching event is designed around your specific academic or special subject area. You will be submitting this event to Pearson for scoring via a digital portal. Although you will be guided through this process by faculty in the credential program, the work itself on the teaching event will be your own. You will be required to sign a document indicating that the work on the TPA is strictly your own. There is a cost associated with this assessment. Further information about the Teacher Performance Assessment will be provided to you during your duration in the program.

A passing score on this evaluation is necessary before your application for your credential can be sent to the CCTC.
PROFESSIONAL EXPECTATIONS FOR CREDENTIAL CANDIDATES

The Single Subject Credential Program is a professional program designed to prepare you to become a teaching professional.

1. **Take care of business.** Be prompt. Confirm your enrollment. Attend classes regularly. Make yourself aware of deadlines and meet them.

2. **Good manners** are essential. Show courtesy and respect to university faculty and staff, school site personnel, students, and fellow candidates. Model the behavior you want to see in the classroom.

3. **Learn and employ good telephone etiquette.** Identify yourself by name and get the name of the person with whom you’re talking. Use voicemail systems to your advantage by leaving complete and understandable messages that include your name and contact information. If you are using your own answering machine for professional calls, the greeting should be informative and professional. E-mail communication should meet these same standards.

4. **Establish and maintain appropriate boundaries** between yourself, your students, University faculty, and school personnel.

5. **Establish and maintain good relationships** with your faculty advisor, university supervisor, and master teachers. They are your advocates. If you have personal problems that may affect your academic progress, contact your faculty advisor immediately. Learn how to disagree in a respectful manner.

6. **Dress Code.** Business casual is the standard. Clothing should always be clean and well maintained. No T-shirts with logos. Any questions about what is appropriate should be directed to your school site administrator or your faculty advisor.

7. **Follow proper protocol.** Work issues and problems out at the lowest possible level of authority. Start with your professor or university supervisor.

8. **Promptness and preparedness are keys to success.** You are expected to be in your University classes and placement sites on time and prepared. Stay until the end of class unless pre-arranged and approved.

9. **Knowing policies, rules and procedures up front** will minimize personal and professional challenges/problems in the future. It is your responsibility to remain informed of the official University regulations.

10. **Do your best and be open to growth and improvement.**
Department of Secondary Education Policies

Initial Field Placement / Practicum

Our Field Placement Coordinator identifies potential field sites/master teachers, and candidates interview for student teaching placements. At the beginning of the field placement process, all candidates will be given opportunities to interview at two school sites for a potential student teaching field site/placement. The selection decision is often based on how well the candidate presents him or herself professionally. School-site administrators and master teachers make the final decision to accept or decline the placement. If, after two student teaching field site interviews, the candidate does not secure a placement, he or she is subject to being declassified from the program.

Subsequent Field Placement / Practicum

The Field Placement Office ensures the placement of all applicants accepted to the student teaching program. Placement is confirmed after an initial interview with the Field Placement Coordinator, followed by an interview with the proposed school representative—typically, the principal or vice principal.

In the event that a student teacher is not accepted at a given school or experiences difficulty with the first placement choice, the Field Placement Coordinator will work to find a second school placement after determining specific reasons that affected the success of the first placement. The school must document the reasons for the lack of success.

The student teacher has only one opportunity to change his / her placement. To change a placement, the student must contact the Field Placement Coordinator to request and justify the change. Once the change of placement is approved by the Field Placement Coordinator and the Department Chair, the Field Placement Coordinator will then work with the student to arrange a second placement. A change of placement may not be approved if the request comes too late in either semester.

Candidate Support Intervention Policy

Credential candidates may demonstrate issues, which require intervention. Such issues may include:

· Academic difficulties (e.g., problems with coursework);
· Practicum difficulties (e.g., unsuccessful in SED 640/660);
· Dispositional difficulties (e.g., inappropriate actions/behaviors in classrooms, the school site, or the school district).
Situations may also arise in which faculty members must take immediate action. Such situations may include candidates who:

- Demonstrate serious difficulties at the very end of the semester;
- Pose a clear danger to themselves or others;
- Make threats, commit ethical breaches, or exhibit behaviors, which reveal unsuitability for teaching.

If academic, practicum or dispositional difficulties arise, faculty members will attempt to support the candidate with the protocol outlined in the following paragraphs:

**Student Has Academic Difficulties**

1. **Identification of Difficulties:** Faculty member identifies difficulties in an effort to support the candidate. The faculty member will review grades to identify candidates who are in danger of earning a C- or below or an INC.
2. **Consultation:** Faculty member may choose to e-mail or meet with colleagues to see if there are shared concerns.
3. **Action Plan:** Whenever possible, faculty member confers with the candidate and develops a plan to address the difficulties. The faculty member documents the agreed-upon plan and sends a copy to the Department Chair. If difficulties continue, and the student earns a final grade of C- or below, the faculty member will consult with the Department Chair regarding declassification.

Note: A GPA of 3.0 or better with no grade lower than a C is required in all courses comprising the professional education sequence.

**Student Has Difficulties in the Field Placement / Practicum**

1. **Identification of Difficulties:** The faculty member will review all Evaluation Reports for Observations and Documents (ERODs) as well as written communications from master teachers and school-site administrators (e.g., emails).
2. **Consultation:** The faculty member may schedule an assessment / intervention meeting with the candidate’s professor for Classroom Environment (SED 751), the Field Placement Coordinator, Curriculum and Instruction Professor, University Supervisor and/or Department Chair. An evaluation will be made to assess the issues and to determine the sources of the difficulties.
3. **Action Plan:**

   - **Observation Semester Alternatives:**

If the master teacher is unwilling to work with the student teacher and the assessment meeting takes place during the observation semester, the student may have the opportunity to interview for an additional placement at a second site if a placement can be secured by the end of the 5th week of the SF State semester. The candidate must agree to follow all guidelines reviewed at the assessment meeting in order to complete the program. If a candidate does not secure a placement site after the additional interview opportunity, and there is documentation that this decision was due in part to the candidate, the Chair of
the Department of Secondary Education will appoint a three-member faculty panel to consider declassification from the program.

- **Student Teaching Semester Alternatives:**
  
a. **Through the first week of the SFSU Semester:** If the academic difficulty, a practicum difficulty, or dispositional difficulty is brought to the attention of site administrators and/or University faculty at the end of the observation semester or through the first week of the following SFSU semester (student teaching semester), the candidate may have one more opportunity to interview for a second and final site.

b. If a candidate does not secure a placement site after the one additional interview opportunity, the Chair of the Department of Secondary Education will appoint a three-member faculty panel to consider declassification from the program.

c. **After the 1st week of the SF State semester:** At this point, it is too late to secure a second placement. The candidate may be asked to come back the following Fall semester and repeat the 640 and 660 practicum.

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**Declassification Policy (Situations Under Which Students May Be Removed from the Program)**

There are four types of situations under which a student may be removed from the Single Subject Credential Program. Removal from the program is referred to as declassification.

1. **Difficulties in Securing a Placement:**
   SFSU will set up only two appointments for a candidate to secure a school placement during an academic year before a declassification panel is appointed. If the student cannot obtain a placement after two interviews (with documentation from each school), then the student may be considered for possible declassification. The process is as follows:

   · Interview 1 – school site says no (with documentation that the reason was due in part to the candidate’s disposition)
   · Interview 2 – school site says no (with documentation)
   · Declassification Panel

2. **Academic Difficulties:**
   If a candidate earns a C- or lower in a course, or has a semester grade-point-average lower than a 3.0, the student would be automatically de-classified.

3. **Dispositional Difficulties:**
   At any time while in the credential program, should a candidate exhibit unprofessional behavior (for example, issues of anger management, inappropriate language, threats directed to any student/candidate or professional, violation of confidentiality, dishonesty or other ethical breaches, an unwillingness to
present oneself professionally in dress and grooming that shows respect to students, University or school site staff, he/she is subject to being declassified from the program.

If a candidate threatens a student, faculty member, or administrator at SFSU or at his/her school site, the student will be immediately removed from classes at SFSU and the school site and a declassification panel will be appointed. The candidate would also be subject to SF State disciplinary procedures.

4. Teaching Difficulties / Difficulties in Field Placement / Practicum:
If a candidate leaves or loses two school placements, and there is documentation that the situation was due in part to the candidate, the student may be considered for possible declassification.

If a candidate is de-classified, he/she would earn a NC (failing grade) for SED 660 and zeros on any class assignment related to the field placement after the removal from the placement.

Supporting documents that further detail professional behavior:
These policies and procedures are set within the context of SF State University and California Commission on Teacher Credentialing policies and procedures pertaining to the discipline of professional certificated personnel (applicable sections):

Section 44421
The Commission for Teacher Preparation and Licensing shall privately admonish, publicly reprove, revoke or suspend for immoral or unprofessional conduct, or for persistent defiance of, and refusal to obey, the laws regulating the duties of persons serving in the public school system, or for any cause which would have warranted the denial of an application for a credential or the renewal thereof, or for evident unfitness for service.

Section 44434
Each city or city and county board of examination may for immoral and unprofessional conduct, profanity, intemperance, or evident unfitness for teaching, recommend to the city or city and county board of education, the revocation of any certificate previously granted by the board of education in the city or city and county.

1) SF State Bulletin, “Administrative/Academic disqualification”:
In addition, an appropriate campus administrator may disqualify a student who at any time during enrollment has demonstrated behavior so contrary to the standards of the profession for which the student is preparing as to render him/her unfit for the profession. In such cases, disqualification will occur immediately upon notice to the student, which shall include an explanation of the basis for the action, and the campus may require the student to discontinue enrollment as of the date of the notification.
Declassification Process

The following is the declassification procedure adopted by the Department of Secondary Education:

1. If the problems requiring intervention are not resolved, the Department Chair appoints, within 10 working days of notification of one of the situations described above, a Declassification Review Panel consisting of three tenure/tenure-track faculty members from the program (not including the faculty member who originally raised the issue of declassification).

2. The Panel reviews all materials and evidence pertinent to the student’s behavior and interviews the student and faculty advisor separately within 10 working days of being appointed. The Panel renders an independent decision about whether or not to recommend declassification and notifies the Department Chair in writing within this time period. The written documentation will detail 1) the reason for the declassification, and 2) evidence for the reasons. The student will be provided with a copy of the panel’s letter for declassification.

3. If declassification is not recommended by the panel, the matter is ended.

4. If declassification is recommended, the Department Chair reviews the evidence and makes an independent decision. The Chair forwards a written recommendation within 10 working days of receiving the faculty panel’s decision to the Dean of the Graduate College of Education.

5. The Dean reviews this recommendation. If s/he concurs, the recommendation is forwarded within 10 working days to the Dean of Graduate Studies for a final decision and appropriate action as described in the graduate program policies section of the SF State Bulletin at the following link: http://www.sfsu.edu/~bulletin/current/gradpol.htm#ppg50.

6. The Department Chair is responsible for notifying the candidate of the actions taken at each stage of this process.
Association of American Educators, Code of Ethics for Educators

OVERVIEW
The professional educator strives to create a learning environment that nurtures to fulfillment the potential of all students.
The professional educator acts with conscientious effort to exemplify the highest ethical standards.
The professional educator responsibly accepts that every child has a right to an uninterrupted education free from strikes or any other work stoppage tactics.

PRINCIPLE I: Ethical Conduct toward Students
The professional educator accepts personal responsibility for teaching students character qualities that will help them evaluate the consequences of and accept the responsibility for their actions and choices.
We strongly affirm parents as the primary moral educators of their children.
Nevertheless, we believe all educators are obligated to help foster civic virtues such as integrity, diligence, responsibility, cooperation, loyalty, fidelity, and respect for the law, for human life, for others, and for self.
The professional educator, in accepting his or her position of public trust, measures success not only by the progress of each student toward realization of his or her personal potential, but also as a citizen of the greater community of the republic.
1. The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
2. The professional educator does not intentionally expose the student to disparagement.
3. The professional educator does not reveal confidential information concerning students, unless required by law.
4. The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
5. The professional educator endeavors to present facts without distortion, bias, or personal prejudice.

PRINCIPLE II: Ethical Conduct toward Practices and Performance
The professional educator assumes responsibility and accountability for his or her performance and continually strives to demonstrate competence.
The professional educator endeavors to maintain the dignity of the profession by respecting and obeying the law, and by demonstrating personal integrity.
1. The professional educator applies for, accepts, or assigns a position or a responsibility on the basis of professional qualifications, and adheres to the terms of a contract or appointment.
2. The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
3. The professional educator continues professional growth.
4. The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
5. The professional educator does not intentionally misrepresent official policies of the school or educational organizations, and clearly distinguishes those views from his or her own personal opinions.
6. The professional educator honestly accounts for all funds committed to his or her charge.
7. The professional educator does not use institutional or professional privileges for personal or partisan advantage.
PRINCIPLE III: Ethical Conduct toward Professional Colleagues
The professional educator, in exemplifying ethical relations with colleagues, accords just and equitable treatment to all members of the profession.
1. The professional educator does not reveal confidential information concerning colleagues unless required by law.
2. The professional educator does not willfully make false statements about a colleague or the school system.
3. The professional educator does not interfere with a colleague's freedom of choice, and works to eliminate coercion that forces educators to support actions and ideologies that violate individual professional integrity.

PRINCIPLE IV: Ethical Conduct toward Parents and Community
The professional educator pledges to protect public sovereignty over public education and private control of private education. The professional educator recognizes that quality education is the common goal of the public, boards of education, and educators, and that a cooperative effort is essential among these groups to attain that goal.
1. The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
2. The professional educator endeavors to understand and respect the values and traditions of the diverse cultures represented in the community and in his or her classroom.
3. The professional educator manifests a positive and active role in school/community relations.

The Association of American Educators is the largest national nonunion professional educators association. “AAE Code of Ethics for Educators.” was developed by the Advisory Board and Executive Committee of AAE. Find out more about AAE, including how to become a member, at www.aaeteachers.org.
Contact Information

**DEPARTMENT OF SECONDARY EDUCATION**
Burk Hall 41/ seced@sfsu.edu
Tel: (415) 338-1201
Fax: (415) 338-0914

**CHAIR**
Dr. Genie Stowers  gstowers@sfsu.edu (until 8/23/15)
Dr. Maika Watanabe  watanabe@sfsu.edu (on and after 8/24/15)

**FIELD PLACEMENT COORDINATOR**
Ms. Guilaine Salomon  guilaine@sfsu.edu  (415) 338-2800  BH 41

**ADMINISTRATIVE OFFICE COORDINATOR**
Preeyahat (Kai) Quach  kai@sfsu.edu  (415)338-7649  BH 43

**edTPA COORDINATOR**
Dr. Natalio Avani  natalio@sfsu.edu  (415) 338-6442  BH 57

**GRADUATE COORDINATORS**
Dr. Maika Watanabe  MA in Education (Secondary Education)
Dr. Judith Kysh  MA in Education (Math Education)

**FULL-TIME FACULTY**
Dr. Gilda Bloom  gmbloom@sfsu.edu  (415) 338-7060  BH 253
Dr. Herlinda Cancino  cancino@sfsu.edu  (415) 338-1534  BH 53
Dr. Jamal Cooks  jmalc@sfsu.edu  (415) 338-2065  BH 51
Dr. Yanan Fan  yanan@sfsu.edu  (415) 338-1972  BH 47
Dr. Larry Horvath  lhorvath@sfsu.edu  (415) 338-2693  BH 55
Dr. Judith Kysh  jkysh@sfsu.edu  (415) 338-2121  BH 59
Dr. Maika Watanabe  watanabe@sfsu.edu  (415) 338-1622  BH 49

**LECTURERS**
Dr. Gregg Bender  gbender101@sbcglobal.net  (415) 338-2695  BH 30
Dr. Judith Kell  drjudyk@sbcglobal.net  (415) 338-2695  BH 30
Mr. Brian Lee  brianlee1@gmail.com  (415) 338-2695  BH 30
Mr. Myron Berkman  mberkman@sfsu.edu  (415) 338-2695  BH 30
GCOE CREDENTIAL SERVICES  
(415) 405-3594/BH 244  
www.sfsu.edu/~credinfo  
credinfo@sfsu.edu

CREDENTIAL Admissions  
Jenny Baccay  
credntry@sfsu.edu

CREDENTIAL Analysts  
Myla Marcelino-Adeva  
(last names beginning A-K)  
mlm@sfsu.edu  
Claudia Murcia-Chamorro  
(last names beginning L-Z)  
marxel@sfsu.edu

COE GRADUATE Service  
(415) 338-2389/BH 244D  
Loretta Seva'aetasi  
retta@sfsu.edu

SFSU Financial Aid Office  
(415) 388-7000/SSB 302  
http://www.sfsu.edu/~finaid/  
finaid@sfsu.edu
Glossary of Acronyms and Commonly Used Terms

**BCLAD** - Bilingual, Cross-cultural, Language and Academic Development. Offered through the Department of Elementary Education’s Multiple Subject Credential Program, this emphasis is designed for candidates who have second language ability in Spanish or Cantonese and wish to teach in bilingual classrooms. Candidates must pass language tests in Spanish or Cantonese.

**CCTC** – California Commission on Teacher Credentialing. The credentialing and licensure agency for the State of California (http://www.ctc.ca.gov/).

**EROD** - Evaluation Report For Observations And Documents. The form is used to record evaluations with respect to Teaching Performance Expectations (TPEs).

**ETIP** - Employed Teacher Internship Program. ETIP is a cooperative effort between a school district and an institution of higher education that allows credential candidates employed as the teacher of record to complete a Secondary Education Credential.

**Internship Credential (University Internship Credential)** - CCTC document granted to teachers of record who have been admitted to the ETIP program and are employed by a school district with which SFSU has a University Internship agreement. This document is valid for 2 years only.

**LOC** - Letter of Completion. Letter issued by the credential analyst stating that all SFSU credential program requirements have been fulfilled. The Letter of Completion will serve as a temporary credential until such time as the official credential is mailed by the CCTC.

**edTPA** – Performance assessment for California teachers. Final assessment requirement by CCTC.

**Preliminary Credential** – This is the credential candidates earn by completing the Single Subject Program. This credential is valid for five years. Additional coursework requirements must be completed to qualify for the Professional Clear credential. A Preliminary Credential has the same authorization for employment as the Clear or Professional Clear Credential.

**Professional Clear Credential** – This credential is issued to individuals who have earned a Preliminary SB 2042 Single Subject basic teaching credential AND verified completion of either an approved Induction Program or a Fifth Year of Study and advanced course work in health education, special populations, and computer technology. The holder must verify completion of the professional growth requirements every five years to renew the Professional Clear credential.

**Rubric** – A set of criteria used to standardize the evaluation of performance or written work.

**Seminar** – The class that supports student teachers’ fieldwork, i.e. S ED 751 or S ED 752.
Teacher of record - A teacher employed by a school or school district and assigned to teach in his/her own classroom. Substitute teachers and paraprofessionals are not teachers of record.

TPE – Teaching Performance Expectation. The thirteen competencies used to assess candidate teaching performance.