

New Candidate Single Subject Credential Program Orientation Information 2025



Graduate College of Education
Secondary Education Department
1600 Holloway Avenue, BH 41
San Francisco, CA 94132

Single Subject Credential Program New Candidate Orientation Meeting January 22, 2025 – 4:30-6:00 PM

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. Allyson Tintiangco, Interim Chair, will lead the session.

You will also meet with the other credential candidates. 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!

Sincerely,
Guilaine Salomon, M.A.
Field Placement and Student Services Coordinator
guilaine@sfsu.edu (415) 338-2800

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Agenda

- I. Introductions-** Dr. Allyson Tintiangco-Cubales
 - Name, Pronouns
 - What or who inspired you to become a teacher? Why do you want to become a teacher? (30 seconds)

- II. Positive Procedures and Community Agreements-**Allyson & Alex Mejia

- III. Vision of SF State & SED-**Brad Fogo & Jamie Chan

- IV. Introduce Program Requirements & [Handbook](#)-**Yanan Fan & Brian Lee
 - Spring Admission Focus
 - Structure/Highlights
 - Cred-MA
 - CSME focus-Evie

We encourage you to review the handbook prior to the meeting.

- V, Observation and Student Teaching**
 - Placements-Guilaine Salomon
 - Principles of Practices when Working with Cooperating Teachers and School Sites- Evie Baldinger

- VI. Faculty Speed Meet-**Allyson

- VII. Q & A**

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Do Now: Registering for Classes

Registration – Fees must be paid prior to registration. Students register for classes online at www.sfsu.edu/student. If you do not register for a class, you are not enrolled.

Important dates:

- Friday, January 17, 2025 [Spring '25 Open Registration for All Students Begins](#)
- Sunday, January 26, 2025 [Spring '25 Open Registration for All Students Ends](#)
- Monday, January 27, 2025 [Spring '25 First Day of Instruction](#)

Note: 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. See “Student Status” below.

Commented [YF1]: This paragraph was under “Student status”. I feel it makes better sense here.

Student Status – All students in the Single Subject Program must be classified as Credential only or Credential + MA 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.

Health Clearance/Immunization – All entering SFSU students are required to present proof of measles, mumps, and rubella (MMR) 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.

Course Sequence – 3-semester Credential candidates must follow the 3-semester program outline on page 10. 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. In addition, students will have to pay an additional fee (currently \$300) to get the edTPA scored by Pearson Publishing in the spring of the final semester. These fees are subject to change.

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

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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." Up to 12 units from the credential program can be applied to the MA in Secondary Education at SF State if the grades are at or above a B. Please see our website for a list of classes that qualify for the MA program.

CPR Certification Requirement

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 that online CPR courses will NOT meet this requirement. For additional information, contact a Credential Analyst.

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.

Before a credential is granted, all teacher candidates must satisfy the California Commission Teacher Credentialing (CCTC) Constitution requirement. You can do this in one of the four ways listed below:

1. If you graduated from a CSU campus, you have already met this requirement.
2. Show evidence on your official transcript of having taken a course in U.S. government or politics. An AP government course counts if it appears on your college transcript showing 2 or more units credit. Check with the Teacher Preparation Center (Burk Hall 244; 415.405.3594) to find out whether a course you have taken will count.
3. Complete a course (two semester units or three quarter units) in the provisions and principles of the United States Constitution.
4. Pass an examination in the subject given by a regionally accredited community college, college, or university.

Listed below are some test administration sites. The ORIGINAL test result, not a copy is required for your credential application. The cost for this test ranges from ranges from \$35-\$60 and test results can take 3-5 days to arrive in the mail.

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U.S Constitution Test Sites:

Notre Dame Belmont, CA (650) 508-3701 OR Take online exam: www.USConstitutionExam.com	Offered once a month only OR online exam
CSU Hayward Hayward, CA (510) 885-3661	
San Jose State University Testing and Evaluation Dept. One Washington Square San Jose, CA 95192-0039 (408) 924-5980	
JFK University 100 Ellinwood Way Pleasant Hill, Ca 94523 (925) 969-3575	Offered daily M-F by appt. \$60 fee. They mail study booklet
Dominican University of California 50 Acacia Avenue San Rafael, CA 94901-8008 (415) 458-3712 sbaker@domincan.edu	2 times per month- \$35. Study material available \$2
American River College Natomas Educational Center 2421 Del Paso Road Sacramento, CA 95835 (916) 485-6000	Test given most Fridays. Call for dates & appt. \$40 fee". The United States Constitution" study guide by Academic Solutions, Inc. 4 th Ed.

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.

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College of Education – Credential Services
 Teacher Preparation Center
 1600 Holloway Avenue, BH 244
 San Francisco, CA 94132
 415.405.3594
 FAX: 415.338.1940
credinfo@sfsu.edu
<http://coe.sfsu.edu/cstpc>

AUTHORIZATION FOR COURSE SUBSTITUTION

Student Name: _____ Student ID: _____

Credential Name: Multiple
 Subject: Single Preliminary Professional Clear
 Subject: Education Preliminary Professional Clear
 Specialists: Preliminary Level 1 Professional Clear Level 2

Substitution Requested				Equivalent Program Requirement I SFSU			
Course Prefix & Number	Abbreviated Title	Units	Institution	SFSU Course No.	Units	Approved	Denied*
Provide a complete address for return-mail. All documents will be returned directly to student. Provide documents to Credential Analyst at time of Application for Credential.							

*Rationale for substitutions denied:

_____ Date
 Department Chair/Designee

Note: For substitutions related to a Master's degree, obtain the appropriate SFSU form

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Single-Subject Credential Program Overview

The faculty has designed the Single Subject Credential Program to meet state and federal teacher education requirements and to prepare candidates for teaching in our urban public schools. The State of California Commission on Teacher Credentialing (CTC) requires that candidates for Preliminary Single Subject Credentials demonstrate mastery of six Teacher Performance Expectations (TPEs):

1. Making subject matter comprehensible to students.
2. Creating and maintaining effective environments for student learning.
3. Understanding and organizing subject matter for student learning.
4. Planning instruction and designing learning experiences to engage all students.
5. Assessing student learning.
6. Developing as a professional educator.

The Commission also requires that future teachers experience a full school year observing and student teaching in a public school.

Description of Two and Three Semester Programs

Starting in the Fall Semester: The program requires 33 units of coursework. Students who start in the Fall Semester and plan to complete the program in one academic year take five classes (see Table 1), four are regular academic classes and one SED 640 Supervised Observation. The credential student will be placed at a middle or high school where they will observe and participate in classes and school activities for a minimum of 160 hours.

First Semester	
Curriculum & Instruction 1 - discipline-based; course numbers will vary (3 units)	
SED 640: Supervised Observation & Participation (3) SED 751: Classroom Environment & Management (3)	These courses must be taken concurrently.
SED 701: Teaching for Equity in Secondary Schools (3)	
SED 720: Critical and Digital Literacy Across Content Areas (3)	

Table 1: Fall Semester schedule of classes and observation/participation

In the Spring Semester, continuing students start student teaching (SED 660) in two of the classes they have been observing and take three regular academic courses (Table 2). In addition to the classes they teach, student teachers are required to spend another five hours per week at their school site. This provides time to work on planning, attend meetings, and collaborate with others.

Second Semester	
Curriculum & Instruction 2—discipline-based; course numbers will vary (3 units)	
SED 660: Student Teaching- Single Subject (9) SED 752: Professional Perspectives & Practices (3)	These courses must be taken concurrently.
SED 790: Teaching Multilingual Learners in Secondary Schools (3)	

Table 2: Spring Semester Schedule of classes and student teaching

Table 3 (below) provides further information about the Curriculum and Instruction courses, which are organized

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by Subject Area.

<u>Curriculum & Instruction 1 Courses</u> <u>Fall Semester (only)</u>	<u>Curriculum & Instruction 2 Courses</u> <u>Spring Semester (only)</u>
Art EDUC 750 English 713 Mathematics: SED 759 (Baldinger) Music 760 Physical Education: KIN 750 Science: SED 759 Social Science: SED 759 (Fogo) World Languages: MLL 750	Art EDUC 751 English 714 Mathematics: SED 769 (Baldinger) Music 761 Physical Education: KIN 751 Science: SED 769 Social Science: SED 769 (Fogo) World Languages: MLL 751

Table 3: Curriculum and Instruction courses by subject area

Starting in the Spring and Completing the Program in Three Semesters

Students who start in the spring semester take two required courses, SED 701 and SED 790 and complete 80 of the required observation hours in a public school. They may also choose to take SED 720 during a Summer Session. Starting in the Spring Semester allows more flexibility in scheduling during the following year, especially important for students who need to work part-time and/or have family obligations.

Teacher Assessments

Before a student teacher candidate may apply for a Single Subject Credential, they must meet all program prerequisites, successfully complete all academic courses, successfully complete student teaching, and pass the State-mandated teacher assessment process. All student teacher candidates must successfully complete and pass all sections of the edTPA or they may not apply to the CA Department of Education for their preliminary Single Subject Credential.

Teacher Performance Assessment– edTPA

The State of California passed legislation in 2008 that requires all credential candidates to complete a summative task designed to assess a candidate’s proficiency in all six 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. 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 while you are enrolled in the program. A passing score on this evaluation is necessary before your application for your credential can be sent to the CCTC.

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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 communication etiquette. Whether using email, text, or the phone identify yourself by name and position. Use voicemail systems to your advantage by leaving complete and understandable messages that include your name and contact information. For your voicemail greeting, the greeting should be informative and professional. Check your email address or use a separate email for professional use.
4. Establish and maintain appropriate boundaries between yourself, your students, University faculty, and school personnel. Electronic and other communications with students shall be for legitimate educational purposes only. Adults shall not follow or accept requests from current students or non-adult former students to be friends or connections on personal networking sites and shall not create or participate in any networking site for communication with students other than those provided by the District for this purpose, without the prior written approval of the school principal. Student teachers should not socialize or spend time with students outside of school-sponsored events.
5. Establish and maintain good relationships with your faculty advisor, university supervisor, and cooperating 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. The credential program enforces a dress code. Student teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at their school of assignment especially during the student teaching semester. The dress code is part of TPE 6.
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.

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Single Subject Credential Program Policies

Policy on Substituting During Credential Studies

Because of the demands of courses and fieldwork in the credential program, the Department of Secondary Education generally recommends that candidates **do not** substitute teach while completing the program. However, there are some exceptions to this general recommendation.

While taking SED 640 or SED 660, student teachers may substitute for their cooperating teacher in case of their absence for a reasonable number of days in the semester, provided the student holds an emergency permit AND has the prior approval of their university supervisor and their cooperating teacher.

Candidates who hold a 30-day substitute permit may be allowed to substitute in their subject area in the school where they are student teaching under the following conditions:

- Student teachers may substitute during the first semester of the credential program; however, these hours cannot be counted towards the 160 hours of observation required for SED 640. Always consult with the Field Placement Coordinator.
- Substituting during the student teaching semester (SED 660) is ONLY permitted with authorization from the Field Placement Coordinator and then only for a limited number of hours per week.
 - Student teachers must continue student teaching their regular classes while substituting.
 - If one of the cooperating teachers is absent, they must plan for another school employee to cover the class time the student teacher teaches in a second cooperating teacher's classroom.

If for any reason, the university supervisor or the Field Placement Coordinator believes that substituting might negatively impact the student's successful completion of the program, the request will be denied. Student teachers must follow guidelines of the district where they are substituting.

Policy on Field Placement

The Field Placement Coordinator identifies potential field sites and cooperating teachers. Candidates interview with administrators and teachers in the schools for student teaching placements. At the beginning of the field placement process, all candidates will have opportunities to interview at two school sites for a potential student teaching field placement. The selection decision is often based on how well the candidate presents themselves professionally. School site administrators and cooperating teachers make the final decision to accept or decline the placement.

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If after two student teaching field site interviews, the candidate does not secure a placement or if the candidate does not secure a placement by October 15th, they will withdraw or receive NC (no credit) for SED 640. To complete the course the candidate would have to return the following Fall Semester. During the following Fall Semester, the candidate who is repeating SED 640 would again be given opportunities to interview at two school sites for a potential student teaching field placement. If they succeed in obtaining a placement and pass SED 640, they can proceed to SED 660 in the Spring Semester. However, if they are not successful in obtaining a placement after two interviews by October 15th, they would again earn NC (no credit) for SED 640. At that point, the student may withdraw from the program or be disenrolled through the multi-level declassification process from the Single Subject Credential program.

Policy on Possible Second Field Placement

If a student teacher has problems with the first placement or if the school (cooperating teacher or principal) requests the student leave the placement, the Department Chair, Field Placement Coordinator and, if possible, the university supervisor will meet with the candidate to evaluate the specific circumstances. If school personnel (cooperating teacher or principal) request the student leave the placement, they need to document their reasons for doing so.

After being requested to leave a placement, the student will earn a NC (no credit) in SED 640 or SED 660. The Department Chair, in consultation with the Field Placement Coordinator, university supervisor and relevant faculty members (if possible), will decide to recommend or not recommend a possible second field placement the following academic year. If the decision is to deny a second placement, the student may withdraw or be subject to be disenrolled through the multi-level declassification process.

For a student to change a placement at their own initiative without a request from the school to leave the placement, the student must contact the Field Placement Coordinator to request and justify the change. **No change of placement can take place except through the Field Placement Coordinator.** If 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 the second placement. A change of placement may not be approved if the request comes too late in either semester.

Policy on Grading in SED 640 & SED 660

If there are differences in opinion between a candidate's cooperating teacher and university supervisor over questions of student progress and/or student grades, a second university supervisor will be asked by the Department Chair to observe the student teacher candidate to resolve the differences.

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Candidate Support Intervention Policy

Credential candidates may demonstrate a variety of difficulties or issues which require intervention while in the Single Subject Credential program. Such issues may include:

- Academic difficulties (e.g., problems with coursework)
- Practicum difficulties (e.g., unsuccessful in SED 640, SED 660)
- Dispositional difficulties (e.g., inappropriate actions and/or 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.
- Make threats, commit ethical breaches, or exhibit behaviors, which reveal unsuitability for teaching.
- If academic, field placement, practicum or dispositional difficulties arise, faculty members will attempt to support the candidate with the protocol outlined in the following:

Student Has Academic Difficulties

1. Identification: Faculty member identifies difficulties to support the candidate. The faculty member will review grades to identify candidates who are in danger of earning a C or below, a NC (no credit) or an INC (incomplete).
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, the 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. The student may withdraw or may be disenrolled through the multi-level declassification process.

Student Has Difficulties in the Field Placement/Practicum

1. Identification of Difficulties in the Field Placement (Beyond Obtaining the Placement): The faculty member identifying difficulties will review all Evaluation Reports as well as written communications from cooperating teachers and school-site administrators (e.g., emails). As noted in the Grading Policy, if there are differences in opinion over student performance between the cooperating teacher and the university supervisor, they will be reconciled through assessment by a tenured track faculty member, preferably the student's Curriculum and Instruction professor appointed by the Department Chair.
2. Consultation: The faculty member may schedule an assessment/intervention meeting with the candidate's professor for SED 751 Classroom Environment and

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Management, 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: An action plan of concrete steps for the student to follow will be developed out of the consultation meeting.

SED 640 Issues (Observation Semester Alternatives)

If the cooperating teacher is unwilling to work with the student teacher, the Department Chair, Field Placement Coordinator, and university supervisor, if possible, will meet with the candidate to evaluate the specific circumstances that affected the request to leave.

If school personnel request that the student leave the placement, they do need to document their reasons. The Department Chair can recommend another opportunity to interview for an additional placement at a second site-if a placement can be secured by October 15th. **The candidate must agree to follow all guidelines reviewed at the assessment meeting 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, or if the Department Chair denies a second interview opportunity, the student will subsequently earn a NC (no credit) for SED 640. The student may withdraw, or the Chair of the Department of Secondary Education may appoint a three-member faculty panel to consider declassification from the program.

Declassification Policy

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 the student chooses to withdraw or the Department Chair appoints a declassification panel. If the student cannot obtain a placement after two interviews (with documentation from each school), then the student may be considered for possible de-classification.

The process is as follows:

- Enroll in SED 640, Interview 1 – school site says no (with documentation that the reason was due in part to the candidate's disposition)
- Enroll in SED 640, Interview 2 – school site says no (with documentation).

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- If a student has not secured a placement after two interviews, with documentation from the school site, they will receive a NC (no credit) in SED 640, and the student may withdraw from the program, or if necessary, the Department Chair will appoint a Declassification Panel.

2. Academic Difficulties:

If a candidate earns below a C in a course or has a semester grade-point-average lower than a 3.0, the student may withdraw or 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), they are subject to receiving a NC (no credit) in whatever class they are taking (SED 640/660). The student may withdraw or is subject to be disenrolled through the multi- level declassification process.

If a candidate threatens a student, faculty member, or administrator at SFSU or at their school site, the student will receive a NC (no credit) in the class (SED 640/660), be immediately removed from classes at SFSU and the school site, and a declassification panel will be appointed. The Department would immediately notify the Office of Student Conduct at SF State and the candidate would be subject to SF State disciplinary procedures.

4. Teaching Difficulties/Difficulties in Field Placement/Practicum:

If a candidate receives a NC (no credit) in SED 640 or SED 660, the student may withdraw or is subject to be disenrolled through the multi-level declassification process.

If a candidate is dis-enrolled through the multi-level declassification process, or withdraws from the program due to academic, practicum or dispositional difficulties in one program (intern or regular program), the candidate cannot transfer to another SED program (intern or regular program).

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Association of American Educators (AAE) Code of Ethics*

- 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 their personal potential, but also as a citizen of the greater community of the republic.

- The professional educator deals considerately and justly with each student, and seeks to resolve problems, including discipline, according to law and school policy.
- The professional educator does not intentionally expose the student to disparagement.
- The professional educator does not reveal confidential information concerning students, unless required by law.
- The professional educator makes a constructive effort to protect the student from conditions detrimental to learning, health, or safety.
- 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.

- The professional educator applies for, accepts, or assigns a position or a responsibility based on professional qualifications, and adheres to the terms of a

* 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.

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- contract or appointment.
- The professional educator maintains sound mental health, physical stamina, and social prudence necessary to perform the duties of any professional assignment.
- The professional educator continues professional growth.
- The professional educator complies with written local school policies and applicable laws and regulations that are not in conflict with this code of ethics.
- 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.
- The professional education honestly accounts for all funds committed to his or her charge.
- 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.

- The professional educator does not reveal confidential information concerning colleagues unless required by law.
- The professional educator does not willfully make false statements about a colleague or the school system.
- The professional educator does not interfere with a colleague's freedom of choice and works to eliminate coercion that forces educators 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.

- The professional educator makes concerted efforts to communicate to parents all information that should be revealed in the interest of the student.
- 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.
- The professional educator manifests a positive and active role in school/community relations.

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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/>).

edTPA – Education Teacher Performance Assessment

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.

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.

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Seminar – The class that supports student teachers' fieldwork, i.e. SED 751 or SED 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 six competencies used to assess candidate teaching performance.