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. Drs Kysh and Horvath, Acting Department Chairs for 2021-22 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 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!
SINGLE SUBJECT CREDENTIAL PROGRAM
New Candidate Orientation

MAY 12, 2021

2PM – 4PM

AGENDA

2:00 PM – 2:30 PM  Welcome and Introductions: General Overview of the Program
Dr. Kysh

2:30 PM – 2:40 PM  edTPA Requirements
Dr. Avani

2:40 PM – 2:45 PM  Intern Program and Student Teaching
Ms. Guilaine Salomon

2:45 PM – 3:05 PM  Professional Expectations
Mr. Brian Lee

3:05 PM – 3:30 PM  Intervention Protocol and Declassification Policy
Questions & Answers
Dr. Kysh & Dr. Horvath
RED TAPE AND PLENTY OF IT

REGISTRATION 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.

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.

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. 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 – 2-semester Credential candidates must follow the 2-semester program outline on page 9. 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 a fee (currently $300) to get the edTPA scored by Pearson in the spring of the final semester. These fees are subject to change.

Internship credentials or emergency credential renewals will incur additional 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." 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.
**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. See p.5.

**Subject Matter Competency Requirement**
See Page 8

**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.
US CONSTITUTION REQUIREMENT

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

1. If you graduated from a CSU campus, you have already met this requirement

2. Show evidence on your official transcript of having taken a course in U.S. government or politics. An AP government course counts if it appears on your college transcript showing 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.

U.S. CONSTITUTION EXAM TEST SITES

<table>
<thead>
<tr>
<th>Notre Dame</th>
<th>Offered once a month only OR online exam</th>
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<tr>
<td>Belmont, CA</td>
<td>(650) 508-3701 OR</td>
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<tr>
<td>Take online exam: <a href="http://www.US">www.US</a> ConstitutionExam.com</td>
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<tr>
<th>CSU Hayward</th>
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<tr>
<td>Hayward, CA</td>
<td>(510) 885-3661</td>
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| San Jose State University Testing and Evaluation Dept. | |
| SJSU | |
| One Washington Square | |
| San Jose, CA 95192-0039 | (408) 924-5980 |

| JFK University | |
| 100 Ellinwood Way | |
| Pleasant Hill, CA 94523 | (925) 969-3957 |

| Dominican University of California | |
| 50 Acacia Avenue | |
| San Rafael, CA 94901-8008 | (415) 458-3712 |
| sbaker@dominican.edu |

| American River College | |
| Namotas Educational Center | |
| 2421 Del Paso Road | |
| Sacramento, CA 95835 | (916) 485-6000 |

*Recommended study guide: 25 Lessons in Citizenship D.L. Henn
[page left intentionally blank due to COVID-related flexibility for fall 2021 cohort]
SINGLE SUBJECT CREDENTIAL
PROGRAM OUTLINE

TWO SEMESTER PROGRAM FOR FULL-TIME STUDENTS

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

FALL SEMESTER (YEAR ONE): 6 COURSES / 18 UNITS

• Curriculum and Instruction I Course – discipline based; Selected from courses below (3 units)
  Art – EDUC 750
  English - ENG 713
  Mathematics - SED 759
  Music - MUS 760
  Physical Education - KIN 750
  Science - SED 759
  Social Science - SED 759
  World Languages - MLL 750

• SED 640 Supervised Observation/Participation in Public Schools (3)

• SED 701 Teaching for Equity in Secondary Schools (3)

• SED 720 Critical and Digital Literacy (3)

• SED 751 Classroom Environment and Management (3)

• SED 800 Adolescent Development (3)
**SPRING SEMESTER (YEAR ONE): 4 COURSES / 18 UNITS**

- Curriculum and Instruction II course-discipline based: Select from courses below (3 units)
  
  Art - EDUC 755  
  English - ENG 714  
  Mathematics - SED 769  
  Music - MUS 761  
  Physical Education - KIN 751  
  Science - SED 769  
  Social Science - SED 769  
  World Languages – MLL 751

- SED 660  **Student Teaching – Single Subject** (9)

- SED 752  **Professional Perspectives and Practices** (3)

- SED 790 Teaching Multilingual Learners (3)

The SFSU Single Subject Credential Program is a one-year, full-time program, which starts in the fall semester.

*Candidates stay with their SED 751 cohort when enrolling in their SED 752 course, by maintaining the same section number.*
<table>
<thead>
<tr>
<th>SENATE BILL 2042 SINGLE SUBJECT CREDENTIAL PROCESS</th>
<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>
<th>Begins with district semester</th>
<th>Ends with district semester</th>
<th>Begins with district semester</th>
<th>Mid semester</th>
<th>Ends with district semester</th>
</tr>
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<tr>
<td><strong>Begin Mid-August</strong></td>
<td><strong>Aug., Sept., &amp; Oct</strong></td>
<td><strong>Nov. &amp; Dec.</strong></td>
<td><strong>January - June</strong></td>
<td><strong>April</strong></td>
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<tr>
<td>Candidates placed with 1 or 2 supervising teacher(s)</td>
<td>Candidates observe and assist their teachers and observe other subject matter teachers in the same school.</td>
<td>Candidates do a 3-day solo teaching lesson. Candidates begin to plan lessons for next semester.</td>
<td>Student teaching: Monday - Friday. 2 classes, 1 or 2 supervising teachers. Not back-to-back classes (preferred) or additional hour onsite during school day. Most teach 10 hours per week plus an additional 5 hours on campus. If block schedule, teach for equivalent hours specified above.</td>
<td>Two (2) weeks, full day (8 periods). Candidate observes and co-teaches with cooperating teacher all day, for 2 full weeks.</td>
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<tr>
<td>Placement by field placement coordinator, in collaboration with vice principal, department chair, and cooperating teacher. Candidates begin first day of classes or teacher preparations days before students arrive.</td>
<td>A structured, gradual process of instruction culminating in a three-day solo and other solo exercises with the cooperating teacher present.</td>
<td></td>
<td>Candidates with one cooperating teacher, spend all day with that teacher. Candidates with 2 cooperating teachers, spend one week with each teacher.</td>
<td>Candidates remain at training site through public school year.</td>
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Same school and supervising teacher(s) for 8-10 hours per week.

Same supervising teacher(s) and school the entire semester.

*SED 660 Student Teaching II is a CREDIT/NO CREDIT course*
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.
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 and email 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. Email communication should meet these same standards.

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 social 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.** 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.**
SINGLE SUBJECT CREDENTIAL PROGRAM POLICIES

Substitute Teaching | Grading in Field Placement Courses | Initial Field Placements | Possible Second Field Placement | Repeating SED 660 | Candidate Support Intervention Policy | Declassification Policy | Teacher Assessment | Dress Code

Program Requirements:
The SF State Single Subject Credential program has four components which student teacher candidates must successfully navigate in order to complete the program and apply to the California Commission on Teacher Credentialing (CCTC) for a Single Subject Credential. They must:

1. Meet all program prerequisites;
2. Complete all academic courses with grade point average of 3.0 or better and no grade lower than a C;
3. Successfully complete student teaching; and;

Substituting During Student Teaching Assignment:
Due to the demands of courses and fieldwork in the credential program, the Department of Secondary Education does not recommend that candidates substitute teach. Student teachers may substitute for their Cooperating Teacher in case of his/her absence for a reasonable number of days in the semester, provided the student holds an emergency permit AND prior approval has been given by the University Supervisor and the Cooperating Teacher. Candidates who hold a 30-day substitute permit may be allowed to substitute and count that time as student teaching only 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 Field Placement Coordinator.
- Substituting during second semester is ONLY permitted with authorization from the Student Placement Coordinator and then only for a limited number of hours per week.
- Student teachers must continue student teaching their regular classes while substituting during the second semester. The cooperating teacher, who will be absent, must make arrangements for another school employee to cover the class if the student teacher teaches in a second cooperating teacher’s classroom.
- If for any reason, the University Supervisor or 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.

Grading in SED 640 / 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.

Any time a student receives a NC in SED 640/660, they will also receive zeros or incompletes on any class assignment related to the field placement.

Field Placement / Practicum
Our Field Placement Coordinator identifies potential field sites/cooperating 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 cooperating 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 or if the candidate does not secure a placement by October 15th, he or she would earn a “no credit” for SED 640: Supervised Observation / Participation in Public Schools and would have to return the next fall and repeat SED 640.

During the following fall, the candidate, who is repeating SED 640, would again be given opportunities to interview at two school sites for a potential Student Teaching field site/placement. If they succeed in obtaining a placement and pass SED 640, they can then move forward to SED 660 in the spring. If, however, they are not successful in obtaining a placement after two interviews by October 15th, they would again earn a “no credit” for SED 640. The student may withdraw or is subject to be disenrolled through the multi-level decategorization process from the Single Subject Credential program.

Possible Second Field Placement/Practicum
In the event that a Student Teacher experiences difficulty with the first placement or if the school (Cooperating Teacher / 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 / Principal) requests the student leave the placement, they do need to document their reasons for doing so.

After being requested to leave a placement, the student will earn a NC in SED 640 or 660. The Department Chair, in consultation with the Field Placement Coordinator, University Supervisor and relevant faculty members (if possible), will make a decision 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 his/her 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.

Repeating SED 660

If a student must take a leave, (because of a family emergency, illness, accident, pregnancy, unexpected lengthy cooperating teacher absence, change in grade level and class assignment, or other equally serious disruption out of the control of the student), during his/her SED 660 semester, the Field Placement Coordinator, and SED Department Chair, in consultation with the university supervisor, will review the circumstances and determine whether the student needs to repeat SED 660 and SED 752 the following year.

In the case of Art, Music, P.E., and specific foreign languages, the program can only offer these small C&I II seminars in the spring semester because enrollment is too low to justify fall and spring course offerings. Consequently, the Department Chair, in consultation with the field placement coordinator and student, will design an individual study plan to accommodate the student’s needs during the interim semester.

Students may petition the Chair to repeat SED 660, in the event that there is a serious disruption out of the control of the student.

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 640/660);
- 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, field placement / 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, 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 Single Subject Credential Program @ SF State Student Teacher Handbook 2019-2020 Department Chair. The student may withdraw or is subject to be disenrolled through the multi-level declassification process. 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 in the Field Placement (Beyond Obtaining the Placement): The faculty member identifying
difficulties will review all Evaluation Reports for Observations and Documents (ERODs) 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 by assessment by an additional University Supervisor 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 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 (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 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, or if the Department Chair denies a second interview opportunity, the student will subsequently earn a NC for SED 640: Supervised Observation / Participation in Public Schools. The student may withdraw or the Chair of the Department of Secondary Education may appoint a three-member faculty panel to consider decertification from the program.

- SED 660 (Student Teaching Semester Alternatives):

1. If a candidate fails to successfully complete SED 660: Student Teaching due to dispositional reasons, failure to communicate well, failure to complete lesson planning, student assessment or any other reason leading to the view of the Cooperating Teacher and University Supervisor that their teaching was not at a passing level, the student will earn a NC in SED 660: Student Teaching. If there is a difference in opinion between the Cooperating Teacher and University Supervisor, an additional University Supervisor will be appointed by the Department Chair to provide an additional assessment to make the determination of pass (CR) or fail (NC). If a candidate is asked to leave a placement due to the candidate’s behavior, they will automatically earn a NC in SED 660. Since success in the credential is based upon student teaching as well as in their academic classes, if the student does not pass student teaching, the student may withdraw from academic classes or is subject to be disenrolled through the multi-level decertification process.

   Students may request to stay and complete SED 790, which may be granted by the Department Chair.

   If there is a difference in opinion between the Cooperating Teacher and University Supervisor(s) including the university supervisor from art, music or physical education, an additional University Supervisor will be appointed by the Department Chair or provide an additional assessment to make the determination of pass (CR) or fail (NC).

2. If, however, the candidate is asked to leave a placement in the spring during SED 660, and it is clear and documented that there were personality differences, or political or organizational issues in the placement, outside of the control of the student, the Department Chair may design an individual study plan to accommodate the student’s needs.

Decertification 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 decertification.

1. Difficulties in Securing a Placement:
   - SFUS 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 decertification 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-certification. 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).
     - If a student has not secured a placement after two interviews, with documentation from the school site, they will receive a NC in SED 640.
     - The student may withdraw
     - The Department Chair may appoint a Decertification Panel, if necessary

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-certified.

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
notification. unfit for the profession. In such cases, disqualification will occur immediately upon notice to t
1) SF State Bulletin, “Administrative/Academic disqualification”:
previously granted by the board of education in the city or city and county.
evident unfitness for teaching, recommend to the city or city and county board of education, th
Each city or city and county board of examination may for immoral and unprofessional conduct, profanity, intemperance, or
Section 44434
the public
The Commission for Teacher Preparation and Licensing shall privately admonish, publicly reprove, revoke or suspend for
Credentialing policies and procedures pertaining to the discipline of professional certificated personnel (applicable section
4. Teaching Difficulties / Difficulties in Field Placement / Practicum:
If a candidate receives a NC in SED 640 or SED 660, the student may withdraw or is subject to be disenrolled through, 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).

Teacher Assessment
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 State for their Single Subject Credential.

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
Single Subject Credential Program @ SF State Student Teacher Handbook 2019-2020 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.

Association of American Educators (AAE)

AAE 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 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.
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Glossary of Acronyms and Commonly Used Terms

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.

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.