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. Maika Watanabe, 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 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

JANUARY 7TH, 2021
2-4PM

AGENDA

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

2:30 PM – 2:45 PM  edTPA Requirements - Dr. Avani
Intern Program- Ms. Salomon

2:45 PM – 3:00 PM  Professional Expectations- Mr. Lee

3:00 PM – 3:30 PM  Intervention Protocol and Declassification Policy
Questions and Answers
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 – 3-semester Credential candidates must follow the 3-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. In addition, students will have to pay an additional fee (currently $300) to get the edTPA scored by Pearson 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.

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. 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 the summer or winter session to avoid any delay in obtaining your credential.

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

*Recommended study guide: 25 Lessons in Citizenship D.L. Hennessey
EDUCATIONAL TECHNOLOGY LEVEL REQUIREMENT
FOR MULTIPLE AND SINGLE SUBJECT CREDENTIALS

A teacher candidate can meet the Level II Educational Technology Requirement required for the Preliminary Multiple or Single Subject Credential in several ways:

1. Pass both subtests of the California Subject Examination for Teachers (CSET) Preliminary Educational Technology Exam:


   AND

   Subtest II (Test Code: 134)- Teaching and Learning Applications of Computer-Based Technology.

   Exams are offered only in September, January, March, and May. Fees: $99 per subtest. Register and get more information at the CSET website, http://www.cset.nesinc.com/. Fees are subject to change.

2. Successfully complete an educational technology course that meets the Level One requirement, such as those listed below.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>COURSE</th>
<th>TITLE</th>
<th>Contact or Online Info (Subject to Change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SF State - College of Extended Learning (CEL)</td>
<td>ITEC 601</td>
<td>Computer Fundamentals for Teachers</td>
<td><a href="http://www.sfsu.edu/online/clssch.htm">http://www.sfsu.edu/online/clssch.htm</a></td>
</tr>
<tr>
<td></td>
<td>(classroom &amp; online courses available)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>UC Berkeley, Extension</td>
<td>EDUX354</td>
<td>Intro to Computers in Education</td>
<td><a href="http://extension.berkeley.edu/">http://extension.berkeley.edu/</a></td>
</tr>
<tr>
<td>UC Los Angeles, Extension</td>
<td>EDUC x333.8a</td>
<td>Educational Tech in the Classroom</td>
<td><a href="https://www.uclaextension.edu/r/default.aspx">https://www.uclaextension.edu/r/default.aspx</a></td>
</tr>
<tr>
<td>UC San Diego, Extension</td>
<td>EDUC 3V150 or EDUC 30150</td>
<td>Integrating Learning Tech in Education K-12</td>
<td><a href="http://extension.ucsd.edu/online/index.cfm">http://extension.ucsd.edu/online/index.cfm</a></td>
</tr>
<tr>
<td>Univ. of San Diego, Extension</td>
<td>EDUC 580A1</td>
<td>Computer for Educators</td>
<td><a href="http://www.usd-online.org/">http://www.usd-online.org/</a></td>
</tr>
</tbody>
</table>

3. A course substitution must be approved for any course taken that is not ITEC 601 or listed above. A course already taken may be substituted for ITEC 601 if the content addresses technology for the purposes of teaching. To request approval, send a course substitution form along with your transcript and syllabus to the Department of ELSIT (Equity, Leadership Studies & Instructional Technologies) in BH 239. A blank course substitution form can be found on the following (or back) page.

NOTE: For those who will begin their program starting Fall 2011, we will no longer accept the following as options: waivers for equivalent experience, SJSU Exam, and Foothill-DeAnza course.
Authorization for Course Substitution

Student Name: ___________________________  Student ID: ___________________________

Credential Name: Multiple
Subject: Single  Preliminary  Professional Clear
Subject: Education  Preliminary  Professional Clear
Specialist:  Preliminary Level I  Professional Clear Level II
Clinical/Rehabilitative Services:
  Preliminary  Professional Clear

<table>
<thead>
<tr>
<th>Substitution Requested</th>
<th>Equivalent Program Requirement / SFSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix &amp; Number</td>
<td>Abbreviated Title</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:
_________________________________________________________________________
_________________________________________________________________________

Department Chair/Designee: ___________________________  Date: ___________________________

Note: For substitutions related to a Master’s degree, obtain appropriate SFSU Graduate form.
DEPARTMENT of SECONDARY EDUCATION
NOTICE REGARDING SUBJECT MATTER COMPETENCY

The following Single Subject Credential Candidate has not demonstrated subject matter competency: ________________________________

Subject matter competency MUST be obtained prior to full time student teaching. Should candidates fail to meet this requirement by December 1st, they will not be allowed to enroll in any further credential course or be allowed to continue with student teaching in the Spring Semester.

Because this candidate has yet to fulfill this requirement and may not be working with you as cooperating teacher in the Spring, you may choose not to work with this candidate in the Fall Semester.

Signing this document indicates that you are aware of the candidate’s situation regarding subject matter competency and that you are willing to still work with the student Fall Semester as a cooperating teacher.

Regards,

Maika Watanabe, Ph.D.
Professor and Department Chair
Secondary Education
Graduate College of Education

_________________________  ___________________  ____________
PRINTED NAME OF CREDENTIAL CANDIDATE  SIGNATURE  DATE

_________________________  ___________________  ____________
PRINTED NAME OF COOPERATING TEACHER  SIGNATURE  DATE
SINGLE SUBJECT CREDENTIAL
PROGRAM OUTLINE
THREE SEMESTER PROGRAM FOR PART-TIME STUDENTS
SUBJECT AREAS: ENGLISH, MATHEMATICS, SCIENCE, SOCIAL SCIENCE MUSIC,
FOREIGN LANGUAGES, ART AND PHYSICAL EDUCATION

FIRST SEMESTER: SPRING OF ADMISSION (2 COURSES / 6 UNITS)

- S ED 701 Teaching for Equity in Secondary Schools (3)
- S ED 790 Second Language Development (3)

In addition, students will observe 80 hours at a middle or high school during the first semester.

SECOND SEMESTER: FALL (5 COURSES / 15 UNITS)

- Curriculum and Instruction I Course – discipline based; Selected from courses below (3 units) Art –
  EDUC 750
  English - ENG 713
  Mathematics - S ED 759
  Music - MUS 760
  Physical Education - KIN 750
  Science - S ED 759
  Social Science - S ED 759
  World Languages – MLL 750
- S ED 640 Supervised Observation/Participation in Public Schools (3) – Remaining 80 hours of observation; 3-day solo
- S ED 720 Literacy Across Content Areas (3)
- S ED 751 Classroom Environment and Management (3)
- S ED 800 Adolescent Development (3)
**Third Semester: Spring (3 courses / 15 units)**

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

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

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

*Candidates stay with their SED 751 cohort when enrolling in their SED 752 course by maintaining the same section number across semesters.*
<table>
<thead>
<tr>
<th>Sen. Bill 2042 SINGLE SUBJECT CREDENTIAL PROCESS</th>
<th>Sen. Bill 2042 SINGLE SUBJECT CREDENTIAL PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Teaching I - SED 640</strong> <em>(Part of SED 751 Seminar)</em></td>
<td><em><em>Student Teaching II - SED 660</em> (also SED 752)</em></td>
</tr>
<tr>
<td>Begins with district semester</td>
<td>Begins with district semester</td>
</tr>
<tr>
<td><strong>Begin Mid-August</strong></td>
<td><strong>January - June</strong></td>
</tr>
<tr>
<td><strong>Ends with district semester</strong></td>
<td><strong>May - June</strong></td>
</tr>
<tr>
<td><strong>Aug., Sept., &amp; Oct.</strong></td>
<td><strong>April</strong></td>
</tr>
<tr>
<td>Candidates placed with 1 or 2 supervising teacher(s)</td>
<td>Two (2) weeks, full day (6 periods), candidate observes and co-teaches with cooperating teacher all day, for 2 full weeks.</td>
</tr>
<tr>
<td>Candidates observe and assist their teachers and observe other subject matter teachers in the same school.</td>
<td>Candidates continue student teaching and undertake other activities. (See below: Last Weeks Options).</td>
</tr>
<tr>
<td>End September:</td>
<td></td>
</tr>
<tr>
<td>Candidates student teach warm-up mini lessons as preparation toward solo and</td>
<td></td>
</tr>
<tr>
<td>spring semester.</td>
<td></td>
</tr>
<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>Candidates with one cooperating teacher, spend all day with that teacher. Candidates with 2 cooperating teachers, spend one week with each teacher.</td>
</tr>
<tr>
<td>A structured, gradual process of instruction culminating in a three-day solo and other solo exercises with the cooperating teacher present.</td>
<td>Candidates remain at their school training site through the end of the public school semester.</td>
</tr>
<tr>
<td>Same school and supervising teacher(s) for 8-10 hours per week.</td>
<td><strong>Evaluate:</strong> One cooperating teacher (CT) EROD*** evaluation from each CT and one from the university field supervisor at the end of semester.</td>
</tr>
<tr>
<td>Evaluation: One cooperating teacher (CT) EROD*** evaluation from each CT and one from the university field supervisor at the end of semester.</td>
<td><strong>2 cooperating teacher EROD evaluations from each CT and 2 from the University Supervisor.</strong></td>
</tr>
</tbody>
</table>

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

***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 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 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. 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.** 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; 4. Pass the State-mandated teacher assessment process (edTPA).

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 Master 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.
- 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/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 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 declassification 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 (Master 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 that affected the request to leave. 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 660: Student Teaching. 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 semester.

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, 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 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 declassification 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 for 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 declassification process.

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

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.

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 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).
- 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 or.
- The Department Chair appoints a Declassification Panel

2. Academic Difficulties:
If a candidate earns a C or below 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), he/she is subject to receiving a NC 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 his/her school site, the student will receive a NC in the class (SED 640/660), be immediately removed from classes at SFSU and the school site, and a decategorization 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 in SED 640 twice or SED 660 twice, the student may withdraw or is subject to be disenrolled through the multi-level declassification process.

**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 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.

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. Dress code is part of grading.

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.

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 (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 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

PROFESSOR AND CHAIR
Dr. Maika Watanabe  
  watanabe@sfsu.edu  
  (415) 338-1622  
  BH 45

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

ACADEMIC OFFICE COORDINATOR
Ms. Marisol Del Rio  
  mgdelrio@sfsu.edu  
  (415) 338-7649  
  BH 43

EdTPA Coordinator
Dr. Nathan 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. Evra Baldinger  
  evrabaldinger@sfsu.edu  
  (415) 405-0317  
  BH 51
Dr. Gilda Bloom  
  gmbloom@sfsu.edu  
  (415) 338-7060  
  BH 253
Dr. Yanan Fan  
  yanan@sfsu.edu  
  (415) 338-1972  
  BH 47
Dr. Brad Fogo  
  bfogo@sfsu.edu  
  (415) 338-1534  
  BH 53
Dr. Larry Horvath  
  lhovath@sfsu.edu  
  (415) 338-2693  
  BH 55
Dr. Judith Kysh  
  jkysh@sfsu.edu  
  (415) 338-2121  
  BH 59

LECTURERS
Dr. Nathan Avani,  
  natalio@sfsu.edu  
  (415) 338-6442  
  BH 57

Mr. Myron Berkman  
  mberkman@sfsu.edu  
  (415) 338-2265  
  BH 49
Mr. Gregg Gomez  
  gwgomez@sfsu.edu  
  (415) 338-2695  
  BH 49
Dr. Judith Kell  
  judithkell@aol.com  
  (415) 338-2695  
  BH 30
Mr. Brian Lee  
  blee@sfsu.edu  
  (415) 338-2667  
  BH 30
Dr. Michelle Sinapuelas  
  msinapuelas@gmail.com  
  (415) 338-2667  
  BH 49
Ms. Frances Valesco  
  franval@sfsu.edu  
  (415) 338-2667  
  BH 309
GCOE CREDENTIAL SERVICES
(415) 405-3594/BH 244
www.sfsu.edu/~credinfo
credinfo@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

CREDENTIAL ADMISSIONS
Jenny Baccay
credntry@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/).

**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.

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 six competencies used to assess candidate teaching performance.