



School of Education and
Counseling Psychology

**Teacher Education Programs
Preliminary Multiple Subject and Single Subject Teaching Credentials**

Teacher Candidate Handbook Catholic/Private School Pathway

2010-2011



Welcome to the Santa Clara University Teacher Education Program.

Becoming a credentialed teacher—one who is ready to meet the diverse learning needs of all school students—will be a journey of transformation. The administrators and course instructors in the SCU Teacher Education Program will be your guides and companions on this challenging and joyous journey. We have created this handbook of program information, policies, and schedules to help you prepare for the coursework, fieldwork, and credentialing requirements you will encounter in the year ahead.

The Teacher Education Program at Santa Clara University is strongly grounded in the Jesuit tradition of scholarly excellence and the mission of social justice. With the help of our valued partners in local schools, we strive to prepare education professionals who are independent thinkers and moral leaders committed to creating just, caring environments in their classrooms, their schools, and in the communities in which they live and work.

This will be a year of tremendous growth and change. We are all looking forward to working with you as you fulfill your professional and personal goals.

Warmly,

Dr. Lisa S. Goldstein
Director of Teacher Education Programs

Note: The information in this handbook is accurate at the time of publication. Changes may be made during the academic year if deemed necessary by Director of Teacher Education Programs or an appointed representative. Teacher candidates will be informed of any changes in a timely manner.

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Note: All SCU teacher candidates are required to read and follow the policies and procedures as written in this Teacher Candidate Handbook

**General Information For All Teacher Candidates In The
Multiple Subject (MS) And Single Subject (SS)
Teaching Credential Programs, Catholic/Private School Pathway**

Mission and Goals of the Department of Education

The mission of the Department of Education is to prepare professionals of competence, conscience, and compassion, who will promote the common good as they transform lives, schools, and communities. Rooted in the Jesuit tradition at Santa Clara University, core values of reflective practice, scholarship, diversity, ethical conduct, social justice, and collaboration guide both theory and practice.

Department of Education goals:

1. To prepare professionals who will work competently with individuals who have a variety of strengths; experiences and challenges, those with diverse backgrounds, and those in greatest need;
2. To develop positive habits of mind, identify and apply best practices in the field, and engage in critical reflection on practice;
3. To demonstrate mastery-level knowledge and skills in teaching and learning; and
4. To become leaders sensitive to the ethical and social consequences of their decisions.

Professional Inquiry and Reflection in Teacher Education

The Department of Education's mission is manifest in the central importance of ongoing professional inquiry and reflection throughout the Teacher Education Program. In their university coursework and their field experiences, SCU teacher candidates develop the skills and dispositions necessary to analyze their own practice with insight and intelligence, to think deeply about the impact of their actions and decision on their students' learning, and to embrace continual improvement as a foundation of their professional ethic.

Teacher Education at Santa Clara University: Programs and Pathways

- **Teacher candidates on the Catholic/Private School pathway at SCU earn preliminary (SB 2042) teaching credentials after completing the preliminary credential program and completing three years of full time teaching in their multiple or single subject area.**

Preliminary teaching credentials are valid for 5 years. During that five-year period, the teacher must earn a clear credential. If an authorized Beginning Teacher Support Assessment (BTSA) induction program is available, the teacher must earn the clear credential using that option. **If BTSA is not available** (for instance, BTSA is not available to Catholic school teachers in The Diocese of San Jose), then the teacher may clear the credential through a university-based program such as the clear credential program offered at Santa Clara University. A clear teaching credential must be renewed every 5 years. Holders of Clear credentials are able to pursue additional teaching credentials such as reading specialist or administrative services.

- **SCU offers two preliminary credential programs: Multiple Subject (MS) and Single Subject (SS).**

The Multiple Subject (MS) credential authorizes teaching multiple subjects in a self-contained classroom or core or team teaching setting wherein the teacher teaches 2 or more subjects in grades K-12. Teacher candidates in SCU's MS credential program typically aspire to teach in elementary schools.

The Single Subject (SS) credential authorizes teaching a single subject in departmentalized classes in grades K-12. Teacher candidates in SCU's SS credential program typically intend to teach their specialized subject in middle or high schools. SS teachers must teach a minimum of 75% of their classes in their specific subject area in order to qualify for a SS credential. SS teacher candidates at SCU can specialize in a wide range of subjects; for further information see <http://www.etc.ca.gov/credentials/leaflets/cl560c.pdf>

- **All SCU MS and SS teacher candidates are enrolled in 1 of 3 distinct pathways to the credential.**

The Catholic-Private pathway (CP) enrolls only individuals who are currently working as full time (at least 75%) teachers of record in local WASC-accredited Catholic or private schools. This handbook describes the Catholic/Private School Pathway.

The Preservice pathway (PS) is the typical route to the MS or SS credential. Teacher candidates on this pathway complete coursework and supervised field experiences in public schools over the course of one calendar year. For more information about this pathway, contact Lisa Goldstein at lsgoldstein@scu.edu.

The Teacher Intern pathway (TI) serves only individuals who have secured employment as teacher interns in public schools, & concurrently take coursework under an intern credential. For more information about this pathway, contact Bob Michels at rmichels@scu.edu.

- **All three SCU credential pathways lead to the same MS and SS credentials.**

Teachers may use the preliminary credential earned in this program to teach in Catholic, private or public educational settings in California.

- **Teacher candidates must take ONLY the courses designated for their program and pathway each quarter.**

Each program and pathway has a unique course sequence expressly designed to support teacher candidates' learning and to ensure their timely progress toward the credential: a teacher candidate's program and pathway are the critical factors in determining the courses that should be taken each quarter.

Registering for Courses

Knowing your program and pathway make course selection and registration easy. To meet the diverse needs of teacher candidates across our two programs and three pathways, we have carefully structured and organized the academic year’s course schedule. Each quarter’s course schedule specifies the courses to be taken by teacher candidates in each pathway and in each program.

How do you know which courses to take?

1. Find the section of the course schedule listing MS/SS Credential Program Courses for the Catholic-Private pathway.
2. Look carefully at the letters that follow the course titles. Courses followed by MS are intended only for Multiple Subject candidates, courses followed by SS are intended only for Single Subject candidates, and courses followed by MS/SS should be taken by candidates in both programs. See the example below:

Choose only courses that are listed for your pathway

Course number and title

Choose only courses that are specified for your program

MS/SS Credential Program Courses or Catholic-Private School Pathway					
253	First & Second Language Acquisition- MS/SS	3	Thursdays	5:00 - 8:00pm	M. Bravo
284	Introduction to the Teaching of Reading- MS	4	Mondays	5:00 - 9:00 pm	M. Bravo
290	Issues in Assessment- SS	3	Wednesdays	5:00 - 8:00pm	C. Gittens

This course schedule excerpt indicates the courses available to single subject teacher candidates in the Catholic-Private pathway are EDUC 253 and 290. The courses available to multiple subject teacher candidates in the Catholic-Private pathway are EDUC 253 and 284.

3. Determine which of the courses available to teacher candidates in your program that you should take by looking at the C-P pathway curriculum chart. Teacher candidates in Year 1 of the C-P pathway should take EDUC 284 (MS) or EDUC 290 (SS); teacher candidates in Year 2 of the C-P pathway should take EDUC 253.

Be sure to register ONLY for the specific courses listed for your credential program and your pathway. Failure to adhere to the appropriate schedule may prevent you from completing your credential requirements in a timely manner.

Academic Advising Overview

A faculty advisor will be assigned to each teacher candidate to provide guidance on issues related to academic preparation, program planning, and progress toward fulfilling the California preliminary teaching credential requirements.

Identifying your academic advisor

An academic advisor is the Catholic/Private School Coordinator.

Suggested advising schedule

Contact your faculty advisor before the start of your first quarter to schedule your initial advising session. In this meeting, you and your advisor will complete a program planning sheet that will be used to plan your course schedule and to track your progress through the program (see the next pages for the program planning sheets and curriculum charts for each program). To ensure teacher candidates are making timely progress toward completing the credential program, subsequent advising sessions should occur as needed throughout the academic year. These meetings are to be scheduled by the teacher candidate.

Maintaining accurate advising files

Your advising file will be maintained by the Credential Analyst. Teacher candidates are responsible for providing the Credential Analyst with accurate and updated information throughout the program. Your file should contain documentation of (1) basic skills competence (passing the CBEST, the CSU Placement Examination, the CSET writing examination (for MS candidates only), or a basic skills test in another state; (2) subject matter competence (passing scores on appropriate CSET exams or approved subject matter waiver); and (3) competence in reading instruction (RICA score, for MS candidates only). Your file will also contain a copy of the program plan document developed at your initial advising session and updates each quarter throughout the program.

Communication

All official SCU email communication from your advisor, the Credential Analyst, the Catholic/Private School Coordinator, faculty and instructors in the Teacher Education Program, will be sent to your SCU email account (the one that contains your lastname@scu.edu). You must check your SCU email frequently and/or set your GroupWise preferences to forward your email to the account you check daily. You will be held accountable for knowledge of all information sent to your scu.edu email address.

Curriculum Chart • Catholic/Private School Pathway

Multiple Subject Credential Program

	Pre-Summer I	Summer I	Fall I	Winter I	Spring I	Pre-Summer II	Summer II	Fall II	Winter II	Spring II
Educational Foundations	Immersion (ED 306)	Social Foundations (ED 250)								
Curriculum & Teaching Practices		Mathematics Methods (ED 261)			Social Studies Methods (ED 263)	Technology for Teachers (ED 271)			Science Methods (ED 262)	
Maximizing learning for all students		Classroom Management (ED 275)					Psychological Foundations (ED 251)			Inclusive Educational Practices (ED 323)
Languages & Literacies			Introduction to Teaching Reading (ED284)	Lang. Arts Methods (ED 260)			Literature across the Curriculum (ED 285)	1 st & 2 nd Language Acquisition (ED 253)		

Single Subject Credential Program

	Pre-Summer I	Summer I	Fall I	Winter I	Spring I	Pre-Summer II	Summer II	Fall II	Winter II	Spring II
Educational Foundations	Immersion (ED 306)	Social Foundations (ED 250)	Assessment (ED 290)							
Curriculum & Teaching Practices		Teaching in Secondary Schools (ED 252)		Content-Specific Methods (ED 256/256L)		Technology for Teachers (ED 271)				
Maximizing learning for all students		Classroom Management (ED 275)			Inclusive Educational Practices (ED 323)		Psychological Foundations (ED 251)		Tchg Non-conventional Youth (ED 276)	
Languages & Literacies							Literacy Development in Secondary Schools (ED 283)	1 st & 2 nd Language Acquisition (ED 253)		Reading in the Content Areas (ED 287)

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY



Multiple Subject Preliminary Credential Program Plan - Catholic / Private School Emphasis

Candidate: _____
 Student ID: _____ Phone: _____
 Email: _____

Advisor/Coordinator: _____
 Date Admitted: _____ Projected Completion Date: _____
 BA/BS _____ from _____

CREDENTIAL REQUIREMENTS:				
CBEST: (issuance _____)	US Constitution requirer	yes	no	Letter of Authenticity: _____
CSET: (issuance c _____)	Cert. of Clearance:	yes	no	Currently teaching at: _____
RICA: (issuance d _____)	3-5 yrs teaching experi	yes	no	
CPR: (exp. date) _____	Basic Computer Compet	yes	no	

Course	Title	Units	Qtr Planned	Qtr Completed	Initial	Course Substitute/Univ & Units*
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PREREQUISITE COURSES:						
EDUC 250	Social Foundations in Education	3				
EDUC 251	Psychological Foundations of Educations	3				
EDUC 270	Health Education for K-12 Teachers**					

REQUIRED COURSES:						
EDUC 253	First-and Second-Language Acquisition	3				
EDUC 260	Language Arts Methods	3				
EDUC 261	Mathematics Foundations and Methods	3				
EDUC 262	Science Foundations and Methods	3				
EDUC 263	Social Studies Foundations and Methods	3				
EDUC 271	Instructional Technology for Teachers	2				
EDUC 275	Managing the Classroom Environment	3				
EDUC 284	Intro to the Teaching of Reading	4				
EDUC 285	Literature Across the Curriculum	3				
EDUC 306	Immersion	2				
EDUC 323	Inclusive Educational Practices	3				
	Total Units	/40				

*Transcripts and Waiver Form required for approval. **Course offered through Center for Professional Development. www.scu.edu/cpd

Additional Requirements:

_____ Teachers seeking a multiple subject credential must teach FULL-TIME in a WASC accredited Catholic/private school for 3 years before filing for a credential.

_____ Teachers seeking a multiple subject credential must teach a minimum of two subjects in each of the three years prior to filing for a credential. Subjects must be in different disciplines. For example, teachers could not consider teaching life science and earth science as different subjects. These are both science courses. Rather, the teacher could teach science and another subject such as math or social studies to meet this requirement of the CTC.

_____ Two different subject areas proposed are: _____ and _____

The undersigned approve the above proposed Program Plan:	
Credential Candidate: _____	Date: _____
Academic Advisor: _____	Date: _____
Program Coordinator: _____	Date: _____
Credential Analyst:(upon program completion)	Date: _____

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY



Single Subject Preliminary Credential Program Plan - Catholic / Private School Emphasis

Candidate: _____
 Student ID: _____ Phone: _____
 Email: _____

Advisor/Coordinator: _____
 Date Admitted: _____ Projected Completion Date: _____
 BA/BS _____ from _____

CREDENTIAL REQUIREMENTS:					
CBEST: (issuance) _____	US Constitution requirer	yes	no	Letter of Authenticity: _____	
CSET: (issuance) _____	Cert. of Clearance:	yes	no	Currently teaching at: _____	
RICA: (issuance) _____	3-5 yrs teaching experie	yes	no		
CPR: (exp. date) _____	Basic Computer Compet	yes	no		

Course	Title	Units	Qtr Planned	Qtr Completed	Initial	Course Substitute/Univ & Units*
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PREREQUISITE COURSES:						
EDUC 250	Social Foundations in Education	3				
EDUC 251	Psychological Foundations of Education	3				
EDUC 270	Health Education for K-12 Teachers**					

REQUIRED COURSES:						
EDUC 252	Intro to Teaching in the Secondary School	3				
EDUC 253	First- and Second- Language Acquisition	3				
EDUC 256/256L	Content Specific Methods/Methods Lab	4				
EDUC 271	Instructional Technology for Teachers	2				
EDUC 275	Managing the Classroom Environment	3				
EDUC 276	Teaching Nonconventional Youth	3				
EDUC 283	Literacy Development in the Secondary School	3				
EDUC 287	Reading in the Content Areas	3				
EDUC 290	Issues in Assessment	3				
EDUC 306	Immersion	2				
EDUC 323	Inclusive Educational Practices	3				
	Total Units	/41				

*Transcripts and Waiver Form required for approval. **Course offered through Center for Professional Development. www.scu.edu/cpd

Additional Requirements:

- _____ Teachers seeking a single subject credential must teach FULL-TIME in a WASC accredited Catholic/private school for 3 years before filing for a credential.
- _____ Teachers seeking a single subject credential must teach in their single subject field (the field in which they completed their Subject Matter Competency) at least 75% of the time for all three years of their teaching experience before filing for a credential.
- _____ Single Subject chosen to teach a minimum of 75% of the day: _____

The undersigned approve the above proposed Program Plan:	
Credential Candidate: _____	Date: _____
Academic Advisor: _____	Date: _____
Program Coordinator: _____	Date: _____
Credential Analyst:(upon program completion)	Date: _____

TEACHING PERFORMANCE EXPECTATIONS (TPEs)

The TPEs are the knowledge and skills that are the essential foundation of effective teaching; they are also the competencies taught in SCU's MS/SS credential program. Teacher candidates will learn, practice, and reflect on these professional expectations in many different ways in their courses and their K-12 classrooms.

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

1. Specific Pedagogical Skills for Subject Matter Instruction

ASSESSING STUDENT LEARNING

2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
 - *Developmentally Appropriate Practices in Grades K-3*
 - *Developmentally Appropriate Practices in Grades 4-8*
 - *Developmentally Appropriate Practices in Grades 9-12*
7. Teaching English Learners

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

8. Learning About Students
9. Instructional Planning

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

10. Instructional Time
11. Social Environment

DEVELOPING AS A PROFESSIONAL EDUCATOR

12. Professional, Legal, and Ethical Obligations
13. Professional Growth

Standards for Continued Enrollment in the MS/SS Credential Programs

Santa Clara University teacher candidates are required to demonstrate competence in four areas:

1. academic performance
2. knowledge of subject matter
3. instruction in classroom settings
4. professional conduct expected of a responsible educator

Failure to demonstrate competence in any one of these areas may result in dismissal from the program.

1. Academic performance

Teacher candidates must maintain an overall grade point average of B or better in all coursework, and may not earn a grade of D or F in any one course. Candidates who do not meet these academic requirements are either counseled out of the program or put on an Academic Action Plan (AAP).

The AAP is used to provide support to teacher candidates who are underperforming in their program coursework (this includes deficiencies in oral and written English) and/or who are failing to demonstrate the professional attitudes and conduct expected of teachers in their courses. An AAP should include (1) a description and evidence of the performance issue and of the efforts already made by the course instructor to support the teacher candidate in improving his/her performance; (2) clearly stated expectations for acceptable performance; (3) a description of the steps the course instructor will take to support the teacher candidate in meeting the expectations; (4) target dates by which the expected level of performance must be achieved; and (5) an unequivocal statement of the consequences for failure to meet the stated expectations for improved performance. Failure to achieve the goals of an Academic Action Plan could result in dismissal from the credential program.

The University is committed to academic excellence and integrity. Teacher candidates are expected to do their own work and to cite any sources they use. A teacher candidate who is guilty of dishonest acts in an examination, paper, or other required work for a course, or who assists others in such acts, will receive a grade of F for the course. In addition, a teacher candidate guilty of dishonest acts will be immediately dismissed from the University. Teacher candidates who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action.

2. Knowledge of subject matter

The California Commission on Teacher Credentialing mandates teacher candidates must demonstrate three dimensions of their knowledge of subject matter.

Basic Skills Requirement (BSR): This requirement can be satisfied in several ways: (1) pass the California Basic Education Skills Test (CBEST) (information available at www.cbest.nesinc.com); (2) pass the CSU Early Assessment Program or the CSU Placement Examinations (information available at www.ets.org/csu); (3) pass the CSET Writing Skills examination in addition to the three CSET (California Subject

Examinations for Teachers) multiple subjects examinations (this option is only available to Multiple Subject credential candidates: information available at www.cset.nesinc.com); or (4) pass a basic skills examination from another state.

U. S. Constitution requirement: This requirement can be satisfied by (1) transcript showing evidence of passing a college-level course in U.S. government or politics; (2) completing a course (2 semester units or 3 quarter units) in the provisions and principles of the U. S. Constitution; or (3) passing an examination. Information about the U. S. Constitution examination offered by the Santa Clara Local Education Agency is available at <http://www.leeclark.org/>. Information about an online U. S. Constitution examination is available at <http://www.usconstitutionexam.com/>

Subject Matter Competence: Multiple Subject credential candidates must pass all three subtests of the CSET (California Subject Examinations for Teachers) Multiple Subjects exam (information available at www.cset.nesinc.com). Single Subject credential candidates must pass all the necessary subtests of the CSET (California Subject Examinations for Teachers) examination in their specialized content area (information available at www.cset.nesinc.com) or provide evidence of successful completion of an approved subject matter preparation program at their undergraduate institution (contact the Credential Analyst for more information about subject matter preparation programs).

CSET test dates, 2010-11

Test date	MS score report available	SS score report available
7/10/10	8/2/10	8/9/10
9/11/10	10/4/10	10/12/10
11/6/10	11/29/10	12/6/10
1/8/11	1/31/11	2/7/11
3/12/11	4/4/11	4/11/11
5/7/11	5/31/11	6/6/11
7/9/11	8/1/11	8/8/11

The California Commission on Teacher Credentialing mandates teacher candidates must demonstrate subject matter competence before filing for a preliminary credential. Please note that CSET scores are only valid for five (5) years.

3. Instruction in classroom settings

Teachers in the Catholic/Private School pathway must demonstrate their ability to provide effective instruction by submitting a photocopy of rigorous performance evaluations on which they were rated “satisfactory” or better for at least two school years. One evaluation must have been conducted within the last two years of the verified teaching experiences. The teaching effectiveness areas on the performance evaluation MUST include, but are not limited to, the following:

- The use of teaching strategies that motivate all students to engage in the learning process
- The ability to establish and maintain high standards for student behavior

- A demonstration of deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding
- An ability to plan and implement a sequence of appropriate instructional activities
- An ability to evaluate and assess student achievement
- An ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students

Teachers pursuing a Multiple Subject credential must also demonstrate their instructional skills by passing the Reading Instruction Competence Assessment (RICA) examination before applying for a credential (see “Steps to Multiple Subject Teacher Credential” in this Handbook).

4. Professional conduct

Teacher candidates must be able to cope with the demands and responsibilities of teaching and must consistently display conduct befitting the profession. For the purposes of SCU’s MS/SS teaching credential programs, this includes (but is not limited to): meeting all university and program requirements and deadlines, including placement school expectations during teaching experiences; planning ahead to anticipate and respond to potential student teaching problems; adapting to institutional and/or professional expectations and policies; relating appropriately to students, parents, and school staff; demonstrating sensitivity to the social, cultural, economic, and linguistic context of the placement school environment; and adhering to school expectations for dress, appearance, and personal hygiene. Candidates whose professional behavior does not meet these minimal standards may be put on an improvement plan or recommended for dismissal from the credential program.

Conflict Resolution Processes

Resolution of conflicts between teacher candidates

Teacher candidates are expected to resolve interpersonal conflicts through respectful, open dialogue between the concerned parties. If this proves impossible, a faculty member should be consulted for assistance.

Resolution of conflicts between teacher candidates and SCU faculty members

Conflicts between a teacher candidate and a faculty member or field supervisor are handled in a manner consistent with the University-wide policy detailed in the graduate catalogue of the School of Education and Counseling Psychology.

In the event of a grievance or dispute related to an academic course, the teacher candidate should first speak directly with the course instructor. If the problem is not resolved, the teacher candidate should submit the concern in writing to the Director of MS/SS Teacher Education who will assist the teacher candidate and faculty member in resolving the problem. The decision of the Director may be appealed to the Dean.

Additional Assistance Available

The faculty and staff of the Teacher Education Program are dedicated to supporting teacher candidates who are experiencing academic and non-academic difficulty during their professional preparation. If necessary, counseling services can be arranged for teacher candidates in crisis.

Dismissal/Withdrawal from the Credential Program

A course instructor, school principal, or the Director of MS/SS Teacher Education may make a recommendation that a teacher candidate be withdrawn from the program. Only the Dean may issue the decision to dismiss a teacher candidate.

MS/SS Credential Program Time Limits

Candidates must complete all the credential program requirements within three (3) years of beginning the program, including leaves of absences and any other breaks in attendance.

Limits of SCU's Authority

SCU's policy is to recommend all candidates who successfully complete all the requirements of our teacher education programs for the appropriate California Preliminary Teaching Credential. This recommendation is made by Teacher Education Program faculty and staff with the approval of the Dean. However, SCU neither issues nor guarantees issuance of the credential; that right is reserved to the California Commission on Teacher Credentialing.

Career Center Services for Graduate Students in Education

The SCU Career Center offers a variety of resources for teacher candidates. Their website (www.scu.edu/careercenter) offers detailed information about their services, such as BroncoLink, an online resource for campus employment and off-campus jobs, online publications on all aspects of the job search, and links to useful web sites for finding jobs in education. The Career Center also offers one-on-one counseling; this can be arranged by calling 554-4421 to make an appointment or secure a 15-minute Same Day session.

The Career Center also hosts On-Campus Interviews (OCI) for teaching positions in early March. The Assistant Director will visit your Directed Teaching class to present material on successful resumes and to provide step-by-step instructions for signing up for OCI via BroncoLink. Public school districts, charter schools, Catholic schools, and private schools participate in OCI seeking to hire elementary, middle, and high school teachers.

Santa Clara University Lesson Plan Format

Teacher candidates are expected to use only the official SCU lesson plan format in their academic courses. An electronic version of this template is available on the Department of Education website or via email from Dr. Lisa Goldstein (lsgoldstein@scu.edu).

SCU Teacher Education Program Lesson Plan

Lesson Subject/Title:

Date:

Grade Level:

Student
Learning
Objectives:

Standards:

Materials:

Anticipatory Set/Introduction:

Procedures (How will you conduct the lesson?):

Strategies/Accommodations for Students with Special Needs:

Strategies/Accommodations for English Language Learners:

Closure:

Assessment Strategies:

Reflections:

How's your lesson? Evaluate it using a rubric linked to the SCU Lesson Plan Format!

	Unacceptable	Making Progress	Meets Expectations	Outstanding
Student Learning Objectives	Student learning objectives are missing, unclear, or unrelated to standards.	Student learning objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Few objectives are related to standards.	Student learning objectives provide a general sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to standards.	Student learning objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are closely related to standards.
Standards	No standards are mentioned. Lesson is not related to standards.	Standards are alluded to in lesson. Lesson is related to standards.	Relevant standards are referenced and clearly influence lesson.	Key standards are referenced. Lesson is guided by standards.
Materials	No materials are mentioned or included.	Some materials are included in the plan. Materials provided do not enhance lesson.	Materials needed are clear, complete, and included. Materials enhance lesson.	Materials are clear, complete, and greatly enhance lesson; includes notes about locating guests, additional resources.
Anticipatory Set/ Introduction	No anticipatory set or introduction included.	Anticipatory set consists of stating the objectives to the class.	Anticipatory set revisits earlier learning and raises questions answered in lesson.	Anticipatory set engages students' attention/curiosity, motivates them to participate.
Procedures	Procedures are not clearly described. Procedures are unrelated to objectives.	Procedures are briefly described. Procedures relate peripherally to objectives.	Procedures are clearly described and linked to objectives.	Procedures are described in detail and provide a logical path to meeting objectives.
Strategies/Accommodations for Students with Special Needs	No adaptations are planned.	Plan includes adaptations only for students with identified special needs.	Plan includes adaptations for students with identified special needs and those who pose other challenges.	Plan includes differentiation opportunities for students at all levels.
Strategies/Accommodations for English Language Learners (ELLs)	No adaptations are planned for ELLs.	Plan includes basic adaptations for ELLs.	Plan includes adaptations that support ELLs' English language development.	Plan includes adaptations that support development of ELLs' English language skills and their knowledge of academic content.
Closure	No closure is included.	Closure is perfunctory; teacher restates lesson objectives to the class.	Teacher elicits closure by asking students to recount what they learned or connect learning to lesson objectives.	Closure requires students to synthesize or apply their new knowledge/skill in a meaningful, relevant way.
Assessment strategies	No assessment of student learning. Assessment is unrelated to objectives/standards.	Assessment is related to objectives/standards, but provides little useful information for evaluating student learning and planning further instruction.	Assessment is related to objectives/standards. Assessment provides useful information for evaluating student learning and planning further instruction for some students.	Assessment is directly related to objectives/standards. Assessment provides useful information for evaluating student learning and planning further instruction for all students.
Reflection	No reflection is included.	Reflection is superficial, describes what went well and what went poorly during lesson.	Reflection describes what went well/poorly, but also considers teacher's role in student success/difficulty.	Reflection focuses on student learning and on strategies for increasing instructional effectiveness.

TEACHING PERFORMANCE EXPECTATIONS (TPEs)

The TPEs are the knowledge and skills that are the essential foundation of effective teaching; they are also the competencies taught in SCU's MS/SS credential program. Teacher candidates will learn, practice, and reflect on these professional expectations in many different ways in their courses and their K-12 classrooms.

MAKING SUBJECT MATTER COMPREHENSIBLE TO STUDENTS

1. Specific Pedagogical Skills for Subject Matter Instruction

ASSESSING STUDENT LEARNING

2. Monitoring Student Learning During Instruction
3. Interpretation and Use of Assessments

ENGAGING AND SUPPORTING STUDENTS IN LEARNING

4. Making Content Accessible
5. Student Engagement
6. Developmentally Appropriate Teaching Practices
 - *Developmentally Appropriate Practices in Grades K-3*
 - *Developmentally Appropriate Practices in Grades 4-8*
 - *Developmentally Appropriate Practices in Grades 9-12*
7. Teaching English Learners

PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR STUDENTS

8. Learning About Students
9. Instructional Planning

CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR STUDENT LEARNING

10. Instructional Time
11. Social Environment

DEVELOPING AS A PROFESSIONAL EDUCATOR

12. Professional, Legal, and Ethical Obligations
13. Professional Growth

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (2009)

The California Commission on Teacher Credentialing (CCTC) established these professional standards to support educators in fulfilling their professional roles and responsibilities throughout their careers. The standards are not intended to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice.

<p>1. Engaging and supporting all students in learning by:</p> <ul style="list-style-type: none"> ■ Using knowledge of students to engage them in learning; ■ Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests; ■ Connecting subject matter to meaningful, real-life contexts; ■ Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs; ■ Promoting critical thinking through inquiry, problems solving, and reflection; and ■ Monitoring student learning and adjusting instruction while teaching. 	<p>4. Planning instruction and designing learning experiences for all students by:</p> <ul style="list-style-type: none"> ■ Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction; ■ Establishing and articulating goals for student learning; ■ Developing and sequencing long-term and short-term instructional plans to support student learning; ■ Planning instruction that incorporates appropriate strategies to meet the learning needs of all students; and ■ Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.
<p>2. Creating and maintaining effective environments for student learning by:</p> <ul style="list-style-type: none"> ■ Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully; ■ Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students; ■ Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe; ■ Creating a rigorous learning environment with high expectations and appropriate support for all students; ■ Developing, communicating, and maintaining high standards for individual and group behavior; ■ Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn; and ■ Using instructional time to optimize learning. 	<p>5. Assessing student learning by:</p> <ul style="list-style-type: none"> ■ Applying knowledge of the purposes, characteristics, and uses of different types of assessments; ■ Collecting and analyzing assessment data from a variety of sources to inform instruction; ■ Reviewing data, both individually and with colleagues, to monitor student learning; ■ Using assessment data to establish learning goals and to plan, differentiate, and modify instruction; ■ Involving all students in self-assessment, goal setting, and monitoring progress; ■ Using available technologies to assist in assessment, analysis, and communication of student learning; and ■ Using assessment information to share timely and comprehensible feedback with students and their families.
<p>3. Understanding and organizing subject matter for student learning by:</p> <ul style="list-style-type: none"> ■ Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks; ■ Applying knowledge of student development and proficiencies to ensure student understanding of subject matter; 	<p>6. Developing as a professional educator by:</p> <ul style="list-style-type: none"> ■ Reflecting on teaching practice in support of student learning; ■ Establishing professional goals and engaging in continuous and purposeful professional growth and development; ■ Collaborating with colleagues and the broader professional community to support teacher and

<ul style="list-style-type: none"> ■ Organizing curriculum to facilitate student understanding of the subject matter; ■ Utilizing instructional strategies that are appropriate to the subject matter; ■ Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students; and ■ Addressing the needs of English learners and students with special needs to provide equitable access to the content. 	<p>student learning;</p> <ul style="list-style-type: none"> ■ Working with families to support student learning; ■ Engaging local communities in support of the instructional program; ■ Managing professional responsibilities to maintain motivation and commitment to all students; and ■ Demonstrating professional responsibility, integrity, and ethical conduct.
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In this document, the phrase “all students” is defined as “students who are diverse in culture, race, ethnicity, language, gender, sexual orientation, socio-economic background, religion, learning abilities, and learning styles.

Information for Multiple Subject (MS) Credential Candidates

Steps to the Preliminary Multiple Subject Teaching Credential

Must be completed BEFORE issuance of Preliminary Credential:

Have employment in a Catholic or private school that is accredited by the Western Association of Schools and Colleges (WASC)

Have completed a minimum of 3 years of full time teaching in a Catholic/private school
This teaching **MUST** be in the subject area of the credential (i.e., multiple subject credential candidates must teach at least two different subjects).

Satisfy basic skills requirement

This requirement may be met by (a) passing the CBEST examination; (b) pass the CSET Writing Skills examination in addition to the three CSET Multiple Subject examinations; (c) passing a basic skills examination in another state; or (d) passing the CSU Early Assessment Program or CSU Placement Examinations. More information about the CBEST exam is available at www.cbest.nesinc.com. Information about the CSET + Writing Skills is available at www.cset.nesinc.com.

Demonstrate subject matter competence

Multiple subject credential candidates must pass all three subtests of the CSET Multiple Subjects examination. CSET information is available at www.cset.nesinc.com.

Pass the RICA (Reading Instruction Competence Assessment)

Take this examination after completing EDUC 284- Introduction to the Teaching of Reading. Information and exam dates are available at www.rica.nesinc.com.

Earn CPR certification (Infant, Child, & Adult)

This requirement will be satisfied by completing the prerequisite course, EDUC 270-Health Education for Teachers also listed through the SCU Center for Professional Development as EDUC x601- Health Education. To register for EDUC x601, go to scu.edu/cpd. This workshop/class, offered a few times each year, meets Friday afternoon and evening and all day Saturday.

Satisfy the U. S. Constitution requirement

This requirement can be satisfied by (1) showing evidence on your transcript of successfully passing a college-level course on the provisions and principles of the U.S. Constitution or on U.S. government or politics; or (2) passing an examination. Contact the Credential Analyst to determine if you have already taken a course that satisfies this requirement. A pencil-and-paper U. S. Constitution exam is offered by the Santa Clara Local Education Agency; for more information, see <http://www.leeclark.org/>. An online U. S. constitution exam is offered by Notre Dame de Namur University; information is available at <http://www.usconstitutionexam.com/>.

Complete all courses required by the University to prepare for the preliminary multiple subject credential.

Multiple Subject Preliminary Credential

Recommended Course Sequence - Catholic / Private School Pathway

Courses	Title	Units	Year 1					Year 2				
			Pre Sum	Sum	Fall	Win	Spr	Pre Sum	Sum	Fall	Win	Spr
PREREQUISITE COURSES:												
EDUC 250	Social Foundations in Education	3		x								
EDUC 251	Psychological Foundations of Education	3							x			
EDUC 270	Health Education for K-12 Teachers*	3										
REQUIRED COURSES:												
EDUC 253	First-and Second-Language Acquisition	3								x		
EDUC 260	Language Arts Methods	3				x						
EDUC 261	Mathematics Foundations and Methods	3		x								
EDUC 262	Science Foundations and Methods	3									x	
EDUC 263	Social Studies Foundations and Methods	3					x					
EDUC 271	Instructional Technology for Teachers	2						x				
EDUC 275	Managing the Classroom Environment	3		x								
EDUC 284	Intro to the Teaching of Reading	4			x							
EDUC 285	Literature Across the Curriculum	3							x			
EDUC 306	Immersion	2	x									
EDUC 323	Inclusive Educational Practices	3										x

* Course offered through Center for Professional Development. Contact www.scu.edu/cpd or 408.554.1981

Projected MS Course Schedule, 2009-11 • Catholic-Private Pathway

Course	Day	Time
Fall '10 (September 20 - December 3)		
<i>Year 1 Candidates</i> 284- Intro to the Teaching of Reading	Thursday	5-9
<i>Year 2 Candidates</i> 253- 1 st and 2 nd Language Acquisition	Monday	5-8
Winter '11 (January 3 – March 11)		
<i>Year 1 Candidates</i> 260- Language Arts Methods	Wednesday	5-8
<i>Year 2 Candidates</i> 262- Science Methods	Tuesday	5-8
Spring '11 (March 28 – June 3)		
<i>Year 1 Candidates</i> 263- Social Studies Methods	Monday	5-8
<i>Year 2 Candidates</i> 323- Inclusive Classroom Environments	Wednesday	5-8
Summer PreSession '11 (June 13 - June 17)		
<i>Year 1 Candidates</i> 306A- Immersion	Mon-Fri	8-12 or 1-5
<i>Year 2 Candidates</i> 271- Technology for Teachers	Mon-Fri	8-12 or 1-5
Summer '11 (June 20 - July 22)		
<i>Year 1 Candidates</i> 250- Social Foundations in Education 261- Mathematics Foundations and Methods 275- Classroom Management	Tue & Thu Mon & We Mon & We	5-8 1-4 9-12
<i>Year 2 Candidates</i> 251- Psychological Foundations of Education 285- Literature Across the Curriculum	Tue & Thu Tue & Thu	1-4 9-12

Please note: This information is accurate at the time of publication. All efforts will be made to adhere to this schedule, however changes may be unavoidable. Candidates will be informed of any changes in a timely manner.



Multiple Subject Teaching Credential Based on Private School Experience

What will this authorize me to do?

Online Direct Application Requirements Checklist:

Submit this checklist and the required supporting materials listed below within thirty (30) calendar days of completing the online portion of your application for the Multiple Subject Teaching Credential based on private school experience. Late submission of supporting materials will result in the application being denied (5 California Code of Regulations section 80487).

Print and mail this checklist, the Online Direct Application Coversheet, and all supporting materials to:

Commission on Teacher Credentialing
Attn: Online Direct Applications
PO Box 944270
Sacramento, CA 94244-2700

Requirements checklist for all teachers qualifying for the preliminary Multiple Subject Teaching Credential based on private school experience:

- Include this checklist;
- Online direct application coversheet (this will be available for printing after you complete Step 2 of the online Direct Application process);
- Official (original) transcripts showing an earned bachelor's or higher degree from a U.S. [regionally accredited](#) college or university **or** an original [foreign transcript evaluation](#) showing completion of a degree that has been deemed to be equivalent to a bachelor's degree or higher earned at a [regionally-accredited](#) institution in the United States;
- Verification of subject-matter competence by submitting
(1) a photocopy of your CSET: Multiple Subject exam (subtests I, II, and III) score report **or**
(2) a letter, signed by a person authorized to formally recommend individuals for certification, from a California college/university with a Commission-approved Multiple Subject subject-matter program stating that your coursework meets their approved program prior to July 1, 2004;
- Photocopy of the passing [RICA](#) exam score report;

- Official (original) transcripts and the official course description of a course in developing English language skills, including reading, from a [regionally accredited](#) college (completed with a grade of “C” or better). Include official course description;
- Verification of satisfaction of the U.S. Constitution requirement by either:
 - (1) official transcripts showing completion of a two semester units course in the provisions and principles of the U.S. Constitution from a [regionally accredited](#) college; include the official course description, **or**
 - (2) a letter verifying passage of an examination in the provisions and principles of the U.S. Constitution given by a [regionally-accredited](#) college or university. A bachelor’s degree completed at a California State University (CSU) satisfies this requirement;
- Verification of satisfaction of the Computer Education requirement by either:
 - (1) official (original) transcripts showing completion of a course in foundational skills in the use of computers in educational settings from a [regionally accredited](#) college; include the official course description), **or**
 - (2) a photocopy of the Preliminary Education Test (PET) passing score report;
- Evidence of [regional accreditation](#) for the private school such as a photocopy of the regional accreditation agency Certificate or letter to the private school verifying regional accreditation during all of your years of experience;
- Photocopy of passing scores to satisfy the California Basic Skills Requirement ([BSR](#));
- Photocopy of rigorous performance evaluations rated satisfactory or better for at least two school years. One evaluation must be within the last two years of the verified teaching experience. The teaching effectiveness areas on the performance evaluation **MUST** include, but are not limited to, the following:
 - The use of teaching strategies that motivates all students to engage in the learning process
 - The ability to establish and maintain high standards for student behavior
 - A demonstration of deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding
 - An ability to plan and implement a sequence of appropriate instructional activities
 - An ability to evaluate and assess student achievement
 - An ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students

- Include original, written verification of the authenticity of the evaluations by a personnel officer in the school where the evaluations took place;

Indicate how you will or did meet the [fingerprint](#) clearance requirement:

- First-time applicants: submit form [41-LS](#), or
- Previously applied for California credential, certificate or permit and have completed the Commission fingerprint requirement;

- Applicable documentation as required for [Personal and Professional Fitness questions](#) (*pdf*) (these questions will be displayed as part of Step 2 of the Online Direct Application Process);

- In addition to **all** of the requirements above, applicants must satisfy either A **or** B below:

A. Additional Requirements for individuals qualifying for the Multiple Subject Teaching Credential Based on THREE TO FIVE YEARS of Teaching Experience at a Private School:

- An original, official letter on school letterhead and signed by the director of personnel where the teacher was employed verifying three to five years of **full-time** teaching in a self-contained classroom setting at a regionally-accredited private school; and

- Original verification on official university letterhead from the Dean of Education (or equivalent) of completion of a professional teacher preparation program in elementary education excluding student teaching, at a regionally-accredited college or university; **or**

B. Additional Requirements for individuals qualifying for the Multiple Subject Teaching Credential Based on SIX OR MORE YEARS of Teaching Experience at a Private School:

- An original, official letter on school letterhead and signed by the director of personnel where the teacher was employed verifying six or more years of **full-time** teaching in a self-contained classroom setting at a regionally-accredited private school.

Certification

I verify I have met the requirements, have printed this checklist and am ready to complete the online direct application process, which will require me to make a nonrefundable payment via Visa or MasterCard.

At the conclusion of the online application process, print the online direct application coversheet.



Continue to
Online Direct
Application

Authorization

The Multiple Subject Teaching Credential authorizes the holder to teach in a self-contained classroom such as the classrooms in most elementary schools. However, a teacher authorized for multiple subject instruction may be assigned to teach in any self-contained classroom (preschool, K–12, or in classes organized primarily for adults). In addition, the holder of a Multiple Subject Teaching Credential may serve in a core or team teaching setting.

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Information for Single Subject (SS) Credential Candidates

Steps to the Preliminary Single Subject Teaching Credential

Must be completed BEFORE issuance of Preliminary Credential:

Have employment in a Catholic or private school that is accredited by the Western Association of Schools and Colleges (WASC)

Have completed a minimum of 3 years of full time teaching in a Catholic/private school
This teaching **MUST** be in the subject area of the credential (i.e., teacher is teaching in the single subject area at least 75% of the teaching day).

Satisfy basic skills requirement

This requirement may be met by (a) passing the CBEST examination; (b) passing a basic skills examination in another state; or (c) passing the CSU Early Assessment Program or CSU Placement Examinations. More information about the CBEST exam is available at www.cbest.nesinc.com.

Demonstrate subject matter competence

Single subject credential candidates must pass all subtests of the California Subject Examinations for Teachers (CSET) examination in their specialized content area or provide evidence of successful completion of an approved subject matter preparation program at their undergraduate institution. Contact the Credential Analyst for more information about eligibility for CTC-approved subject matter waivers. CSET information is available at www.cset.nesinc.com.

Earn CPR certification (Infant, Child, & Adult)

This requirement will be satisfied by completing the prerequisite course, EDUC 270-Health Education for Teachers also listed through the SCU Center for Professional Development as EDUC x601- Health Education. To register for EDUC x601, go to scu.edu/cpd. This workshop/class, offered a few times each year, meets Friday afternoon and evening and all day Saturday.

Satisfy the U. S. Constitution requirement

This requirement can be satisfied by (1) showing evidence on your transcript of successfully passing a college-level course on the provisions and principles of the U.S. Constitution or on U.S. government or politics; or (2) passing an examination. Contact the Credential Analyst to determine if you have already taken a course that satisfies this requirement. A pencil-and-paper U. S. Constitution exam is offered by the Santa Clara Local Education Agency; for more information, see <http://www.leeclark.org/>. An online U. S. constitution exam is offered by Notre Dame de Namur University; information is available at <http://www.usconstitutionexam.com/>.

Complete all courses required by the University to prepare for the preliminary single subject credential.

SCHOOL OF EDUCATION AND COUNSELING PSYCHOLOGY



Single Subject Preliminary Credential

Recommended Course Sequence - Catholic / Private School Pathway

Courses	Title	Units	Year 1					Year 2				
			Pre Sum	Sum	Fall	Win	Spr	Pre Sum	Sum	Fall	Win	Spr
PREREQUISITE COURSES:												
EDUC 250	Social Foundations in Education	3		x								
EDUC 251	Psychological Foundations if Education	3							x			
EDUC 270	Health Education for K-12 Teachers*	3										
REQUIRED COURSES:												
EDUC 252	Intro to Teaching in the Secondary School	3		x								
EDUC 253	First- and Second- Language Acquisition	3								x		
EDUC 256	Content Specific Methods	2				x						
EDUC 256L	Content Specific Methods - Lab	2				x						
EDUC 271	Instructional Technology for Teachers	2						x				
EDUC 275	Managing the Classroom Environment	3		x								
EDUC 276	Teaching Nonconventional Youth	3									x	
EDUC 283	Literacy Development in the Secondary School	3							x			
EDUC 287	Reading in the Content Areas	3										x
EDUC 290	Issues in Assessment	3			x							
EDUC 306	Immersion	2	x									
EDUC 323	Inclusive Educational Practices	3						x				

* Course offered through Center for Professional Development. Contact www.scu.edu/cpd or 408.554.1981

Projected SS Course Schedule, 2009-11 • Catholic-Private Pathway

Course	Day	Time
Fall '10 (September 20 - December 3)		
<i>Year 1 Candidates</i>		
290- Issues in Assessment	Wednesday	5-8
<i>Year 2 Candidates</i>		
253- 1 st and 2 nd Language Acquisition	Thursday	5-8
Winter '11 (January 3 – March 11)		
<i>Year 1 Candidates</i>		
256- Content Specific Methods	Wednesday	5-7
256L- Content Specific Methods Lab	Wednesday	7-9
<i>Year 2 Candidates</i>		
276- Teaching Nonconventional Youth	Thursday	5-8
Spring '11 (March 28 – June 3)		
<i>Year 1 Candidates</i>		
323- Inclusive Classroom Environments	Wednesday	5-8
<i>Year 2 Candidates</i>		
287- Reading in the Content Areas	Monday	5-8
Summer PreSession '11 (June 13 - June 17)		
<i>Year 1 Candidates</i>		
306- Immersion	Mon-Fri	8-12 or 1-5
<i>Year 2 Candidates</i>		
271- Technology for Teachers	Mon-Fri	8-12 or 1-5
Summer '11 (June 20 - July 22)		
<i>Year 1 Candidates</i>		
250- Social Foundations in Education	Tue & Thu	5-8
252- Intro to Teaching in Secondary Schools	Mon & Wed	1-4
275- Classroom Management	Mon & Wed	9-12
<i>Year 2 Candidates</i>		
251- Psychological Foundations of Education	Tue & Thu	1-4
283- Literacy Development in Secondary Schools	Tue & Thu	9-12

Please note: This information is accurate at the time of publication. All efforts will be made to adhere to this schedule, however changes may be unavoidable. Candidates will be informed of any changes in a timely manner.



Single Subject Teaching Credential Private School Experience

What will this authorize me to do?

Online Direct Application Requirements Checklist:

Submit this checklist and the required supporting materials listed below within thirty (30) calendar days of completing the online portion of your application for the Single Subject Teaching Credential based on private school experience. Late submission of supporting materials will result in the application being denied (5 California Code of Regulations section 80487).

Print and mail this checklist, the Online Direct Application Coversheet, and all supporting materials to:

Commission on Teacher Credentialing
Attn: Online Direct Applications
PO Box 944270
Sacramento, CA 94244-2700

Statutory Subjects Available for the California Single Subject Teaching Credential:

Agriculture	Industrial and Technology Education
Art	Languages other than English (specify)
Biological Sciences (Specialized)	Mathematics
Business	Music
Chemistry (Specialized)	Physical Education
English	Physics (Specialized)
Foundational-Level General Science	Science: Biological Sciences
Foundational-Level Mathematics	Science: Chemistry
Geosciences (Specialized)	Science: Geosciences
Health Science	Science: Physics
Home Economics	Social Science

Requirements for all teachers qualifying for the preliminary Single Subject Teaching Credential based on private school experience:

- Include this checklist;
- Online direct application coversheet (this will be available for printing after you complete Step 2 of the online Direct Application process);
- Official (original) transcripts showing an earned bachelor's or higher degree from a U.S. [regionally accredited](#) college or university or an original foreign transcript evaluation showing completion of a degree that has been deemed to be equivalent to a bachelor's degree or higher earned at a [regionally-accredited](#) institution in the United States. See leaflet [CL-635](#) for foreign transcript evaluation information;
- Photocopy of passing scores to satisfy the California Basic Skills Requirement ([BSR](#));
- Verification of subject-matter competence in the requested subject by submitting (1) a photocopy of your CSET score report **or** (2) a letter, signed by a person authorized to formally recommend individuals for certification, from a California college/university with a Commission-approved Single Subject subject-matter program stating that your coursework meets their approved program. *For Specialized Science subjects only*, individuals may take and pass all appropriate subject matter examinations or obtain verification of completion of subject-matter coursework from the Commission on Teacher Credentialing. Requirements and procedures are outlined in [Coded Correspondence 03-0010](#);
- Official (original) transcripts and the official course description of a course in Developing English Language Skills, including Reading, from a [regionally accredited](#) college (completed with a grade of "C" or better);
- Verification of satisfaction of the U.S. Constitution requirement by either (1) official (original) transcripts showing completion of a two semester units course in the provisions and principles of the U.S. Constitution from a [regionally accredited](#) college; submit the copy of the course description, **or** (2) a letter verifying passage of an examination in the provisions and principles of the U.S. Constitution given by a regionally-accredited college or university. A bachelor's degree from a California State University (CSU) satisfies this requirement;
- Verification of satisfaction of the Computer Education requirement by either (1) official (original) transcripts showing completion of a course in foundational skills in the use of computers in educational settings from a [regionally accredited](#) college (completed with a grade of "C" or better);

include official course description), **or** (2) a photocopy of the Preliminary Education Test (PET) passing score report;

- Evidence of [regional accreditation](#) for the private school such as a photocopy of the regional accreditation agency Certificate or letter to the private school verifying regional accreditation during all of your years of experience;
- Photocopy of rigorous performance evaluations rated satisfactory or better for at least two school years. One evaluation must be within the last two years of the verified teaching experience. The teaching effectiveness areas on the performance evaluation **MUST** include, but are not limited to, the following:
 - The use of teaching strategies that motivate all students to engage in the learning process
 - The ability to establish and maintain high standards for student behavior
 - A demonstration of deep knowledge of the subject taught and the use of appropriate instructional strategies that promote student understanding
 - An ability to plan and implement a sequence of appropriate instructional activities
 - An ability to evaluate and assess student achievement
 - An ability to communicate effectively by presenting ideas and instructions clearly and meaningfully to all students;
- Include original, written verification of the authenticity of the evaluations by a personnel officer in the school where the evaluations took place;

Indicate how you will or did meet the [fingerprint](#) clearance requirement:

- First-time applicants: submit form [41-LS](#), or
- Previously applied for California credential, certificate or permit and have completed the Commission fingerprint requirement;
- Applicable documentation as required for [Personal and Professional Fitness questions](#) (*pdf*) (these questions will be displayed as part of Step 2 of the Online Direct Application Process); and

In addition to **all** of the requirements above, applicants must satisfy either A **or** B below:

A. Additional Requirements for individuals qualifying for the Single Subject Teaching Credential Based on THREE TO FIVE YEARS of Teaching Experience at a Private School:

- An original, official letter on school letterhead and signed by the director of personnel where the teacher was employed verifying three to five years of full-time teaching in the subject of the credential sought at a regionally-accredited private school; and

- Original verification on official university letterhead from the Dean of Education (or equivalent) of completion of a professional teacher preparation program in secondary education excluding student teaching, at a regionally-accredited college or university; **or**

B. Additional Requirements for individuals qualifying for the Single Subject Teaching Credential Based on SIX OR MORE YEARS of Teaching Experience at a Private School:

- An original, official letter on school letterhead and signed by the director of personnel where the teacher was employed verifying six or more years of full-time teaching in the subject of the credential sought at a regionally-accredited private school.

Certification

I verify I have met the requirements, have printed this checklist and am ready to complete the online direct application process, which will require me to make a nonrefundable payment via Visa or MasterCard.

At the conclusion of the online direct application process, print the online direct application coversheet.



Authorization

The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K–12, or in classes organized primarily for adult).

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Santa Clara University MS/SS Teacher Education Programs

Preliminary Multiple or Single Subject Credential, Abbreviated Route

The abbreviated route to the Preliminary Multiple or Single Subject Credential is appropriate only for individuals with six or more years of full time teaching experience in a regionally accredited Catholic or private school.

To qualify for the abbreviated route to the Preliminary Multiple or Single Subject credential, candidates must satisfy the following requirements:

1. Possess a Bachelor’s degree from an accredited college or university
2. Satisfy the basic skills requirement*
3. Demonstrate subject matter competence*
4. Pass the Reading Instruction Competence Assessment* (Multiple Subject candidates only)
5. Satisfy the U. S. Constitution requirement*

* Detailed information about requirements 2-5 is available on the California Commission for Teacher Credentialing web site at <http://www.ctc.ca.gov/credentials/leaflets/c1834.pdf>

6. Provide evidence of earning ratings of “satisfactory” or better on rigorous performance evaluations completed by your school principal in two different academic years

7. Complete the three courses indicated below for the credential you are seeking

Preliminary MS/SS Teaching Credential, Abbreviated Route Course Schedule

MUTIPLE SUBJECT	Summer	Fall	Winter	Spring
EDUC 253 First and Second Language Acquisition	X	X		
EDUC 271- Technology for Teachers	X	X		
Choose ONE of the following courses:				
EDUC 285- Literature Across the Curriculum	X		X	
EDUC 284- Introduction to the Teaching of Reading		X		

SINGLE SUBJECT	Summer	Fall	Winter	Spring
EDUC 253 First and Second Language Acquisition	X	X		
EDUC 271- Technology for Teachers	X	X		
Choose ONE of the following courses:				
EDUC 283- Literacy Development in Secondary Sch.	X		X	
EDUC 287- Reading in the Content Areas				X

These courses are typically offered during the day in summer quarter and in the evening during the academic year.

Clearing Your Credential For Catholic/Private School Teachers

The state of California requires that teachers holding a preliminary multiple subject or single subject credential must clear the credential within five years of receiving the preliminary credential. All public school teachers must clear their credential through the designated induction program (BTSA) provided by their school districts.

Catholic and private school teachers must also clear their credentials through the California state-funded Beginning Teacher Support and Assessment program (BTSA) if one is available to them. Each teacher must check with the building administrator to know if a BTSA program is available. In most cases, this induction program is not available.

Santa Clara University offers a program that enables Catholic and private school teachers to clear their preliminary multiple subject or single subject credential. Contact the Catholic/Private school pathway coordinator for more information about the clear multiple and single subject teaching credential program.

Handy Information for Everyone

Glossary of Acronyms and Teacher Education Terminology

AAP- Academic Action Plan; document created to provide support to teacher candidates who are underperforming in their program coursework (this includes deficiencies in oral and written English) and/or who are failing to demonstrate the professional attitudes and conduct expected of teachers in their courses. More information on the AAP is available in the section of this Handbook entitled “Standards for continued enrollment in the MS/SS Credential programs.”

Academic advisor- An SCU faculty member who helps guide you through the teacher education program. Check eCampus to find out the name of your advisor.

CBEST- California Basic Educational Skills Test. Your scores on this examination are valid for life.

CLAD- Crosscultural, Language, and Academic Development certificate that authorizes a credentialed teacher to provide instruction to English learners. Effective July 1, 2009, the CLAD certificate will be replaced by an English Learner authorization.

CSET- California Subject Examinations for Teachers. Your scores on this examination are valid for five years.

CTC- California Commission for Teacher Credentialing

BTSA- Beginning Teacher Support and Assessment; induction program designed to support the professional development of newly-credentialed, beginning teachers and to fulfill the requirements for the Clear credential. Teachers must participate in the BTSA program if it is available to them. For teachers who **do not** have access to a state approved BTSA program, the state allows a clear credential program. SCU has a state-approved clear credential program to meet the needs of Catholic/Private school teachers for whom a BTSA is not available.

ECP- Education and Counseling Psychology; the full name of the SCU School that houses the Education department and the teaching credential programs

ELs- English learners; this refers to students who speak a language other than English at home

ELLs- English language learners; see above

GSO- Graduate Services Office; support staff who assist teacher candidates and faculty with the smooth operation of our credential programs

IEP- Individual Educational Plan; the document specifying the accommodations and modifications that must be made for a student receiving special education services

Inquiry- a Jesuit “habit of mind” that (along with reflection) is central to the professional preparation provided by SCU’s Teacher Education Program

MS- Multiple Subject teaching credential

Pathway- a carefully organized set of courses and field experiences designed to lead to a teaching credential.

Preservice- the period during which teacher candidates are enrolled in a teacher education program and working toward a credential; at SCU “preservice” is also the name of one pathway to the credential

Catholic/Private - the pathway followed by teachers in Catholic and Private schools who are already fulltime teachers and are pursuing a preliminary credential. This pathway includes two years of coursework as well as three years of fulltime classroom experience and does not include the 18 units of directed teaching.

Reflection- a Jesuit “habit of mind” that (along with inquiry) is central to the professional preparation provided by SCU’s Teacher Education Program

RICA- Reading Instruction Competence Assessment; an exam taken by MS credential candidates only

SS- Single Subject teaching credential

Summative evaluation- evaluation that takes place when learning is completed and assesses student mastery of the knowledge and skills taught

TPA- Teaching Performance Assessment, a performance-based evaluation of teacher candidates’ competencies consisting of 4 separate tasks that must be successfully accomplished in order to earn the preliminary teaching credential. The TPA assesses teacher candidates’ mastery of the TPEs. TPAs are not required of Catholic/Private School credential candidates.

TPE- Teaching Performance Expectations, the professional skills credentialed teachers are expected to demonstrate.



PROGRAM SPONSOR ALERT

Date: April 7, 2009

Number: 09-03

Subject: The Teaching Performance Assessment Requirement for Candidates with 3-5 Years of Private School Teaching Experience

Summary:

2008-09 is the first year of mandated implementation of the Teaching Performance Assessment (TPA) requirement. The requirement applies to all California-trained multiple and single subject candidates who began their teacher preparation program on or after July 1, 2008.

Candidates with 3-5 years of private school teaching experience seeking a multiple or single subject credential (SB 57) have to verify the completion of a professional teacher preparation program in elementary or secondary education, excluding student teaching, at a regionally-accredited college or university. The teaching performance assessment requirement does not apply to these candidates.

Key Provisions:

Candidates with 3-5 years of private school teaching experience (SB 57) are not subject to the teaching performance assessment requirement.

Background:

Commission Leaflet CL-834 previously stated that candidates with 3-5 years of private school teaching experience had to “verify the completion of a professional teacher preparation program in elementary or secondary education, including the passage of the Teaching Performance Assessment (TPA), but excluding student teaching, at a regionally-accredited college or university.” The TPA was designed to be integrated into a teacher preparation program including the student teaching experience. Since candidates with private school teaching experience are not required to do student teaching as part of their professional preparation, it is not feasible for them to be subject to the teaching performance assessment requirement. Commission Leaflet CL-834 has been amended accordingly to remove the reference to the teaching performance assessment requirement for private school candidates with 3-5 years of teaching experience.

Important Teacher Education Contact Information

For assistance with...	Contact...
Registration, schedules, transcripts, credential requirements	Minh Virasak- 554-2134 mvirasak@scu.edu
Financial aid	Paul Somoff- 554-7884 psomoff@scu.edu
Academic advising, program expectations and requirements	Catholic/Private School Program Coordinator
Catholic School Leadership Program and/or Administrative Services Credential	Marian Stuckey- 551-3000, ext. 6778 mstuckey@scu.edu
All other issues and questions pertaining to the MS/SS Teaching Credential Programs at Santa Clara University	Lisa S. Goldstein- 551-1611 lsgoldstein@scu.edu