Santa Clara
School of Education and
Counseling Psychology

Department of Education
Teacher Education Programs

MATTC Program
Credential Candidate Handbook

Master of Arts in Teaching +
California Preliminary Multiple Subject or Single Subject
Teaching Credentials

2026-2027

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Santa Clara
School of Education and
Counseling Psychology

Welcome Letter from Director of Teacher Education

September 2026

Welcome to Santa Clara University's **M**aster of **A**rts in **T**eaching + Preliminary **T**eaching **Cr**edential Program or what we call MATTC. When MATTC is said aloud, it sounds like "mattsie."

Becoming a beginning teacher— who is ready to meet the diverse learning needs of all California students—will be a journey of transformation. The faculty, staff, course instructors, field supervisors, and cooperating teachers associated with MATTC will be your guides and companions on this challenging and joyful journey. We have filled this handbook with program information, policies, and documents that will help you prepare for the coursework, fieldwork, and credentialing requirements you will encounter in the year(s) ahead.

The teacher education program at Santa Clara University is grounded in asset-based and Ignatian pedagogy with a strong emphasis on critical reflection, care for the whole person (cura personalis), and transformation. With the help of our valued partners in local public, private and Catholic schools, we strive to prepare education professionals to be focused on effective teaching, maximizing learning for every student, and creating equitable and caring learning environments in the classrooms, schools, and communities in which they live and serve.

This will be a year (or two) of tremendous growth and change. We look forward to working with you as you fulfill your professional and personal goals.

Warmly,

Kathy Stoehr

Kathy Stoehr, Ph. D.
Director of Teacher Education

NOTES:
1. The information in this handbook is accurate at the time of publication. Changes may be made during the academic year if deemed necessary by the Director of Teacher Education, the Chair of the Department of Education, the Dean of the School of Education and Counseling Psychology, or an appointed representative. Credential candidates will be informed of any changes in a timely manner.

2. As stated in the School of Education and Counseling Psychology's most recent Graduate Bulletin, all MATTC candidates are responsible for reading, understanding, and abiding by the policies and procedures presented in this program handbook.

MATTC Program Cornerstones

Department of Education Vision & Mission

Our vision is to develop competent, compassionate, and critically reflective educators and leaders in a collaborative environment to transform the larger community through equity-oriented research, practice, and service that inspires hope. 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.

We are a School of Education whose mission is rooted in equity, justice, reflection, and service. Together we strive to:

- Disrupt and transform inequitable educational structures,
- Shape reflective, equitable practice and policy, and
- Engage in community partnerships where we learn with and from each other.

Engagement in the Planning-Implementation-Reflection Cycle in Professional Learning Communities

The Department of Education's mission and goals are manifest in MATTC's emphasis on credential candidates' continuous, collaborative engagement in a cycle of planning, implementation, and reflection. In their university coursework and their field experiences, MATTC candidates work together to 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 decisions on their students' learning, and to embrace continual improvement as a foundation of their professional ethic.

MATTC Program Learning Goals (PLGs - Updated June 2025)

Beginning teachers prepared in SCU's MATTC programs graduate ready to:

1. Engage and Support All Students in Learning. By setting rigorous learning goals; designing accessible, relevant, and equitable learning experiences; and providing appropriate support as needed, MATTC candidates strive to ensure academic success for every student. They

- Recognize that learning and development patterns vary individually and adjust curriculum and materials to meet student needs
- Develop and provide access to meaningful academic content for every student
- Engage in asset-based pedagogies by intentionally learning about, honoring, expanding on and leveraging student assets, especially their funds of knowledge, for further culturally relevant and sustaining learning
- Plan instruction that connects curriculum to students' prior knowledge, lived experiences, and interests
- Use a variety of teaching strategies, activities, and assessments to provide multiple means of engagement, representation, and expression (e.g., UDL).

2. Create productive, supportive learning environments. Candidates leave MATTC prepared to create collaborative and safe classroom communities that encourage active engagement in learning and develop respect for individual differences. They

- Establish and maintain a physically and socio-emotionally safe setting
- Establish a classroom environment where students take intellectual risks, approach problems in multiple ways, and learn from mistakes.
- Encourage students' use of creativity, flexibility and persistence for academic growth
- Create ways for parents and families to become involved in supporting student learning
- Advocate for students with the understanding of how inequitable systems impact learning trajectories and opportunities.
- Support the development of classroom norms focused on honoring individual differences, and fostering shared responsibility for maintaining an inclusive and collaborative learning environment
- Create spaces for student-driven learning that centers socio-emotional well being, empathy, compassion, non-violent communication, and transformative conflict resolution practices.

3. Teach for student understanding. Drawing on deep knowledge of the subject matter they teach, a wide range of instructional techniques and an understanding of students' individual needs, MATTC teachers design learning experiences that enable all students to develop a strong grasp of the content specified in the Common Core and California State content standards. They

- Establish coherent connections between student learning goals, learning activities, and assessment of individual and whole-class progress
- Encourage students to explore multiple ways to approach tasks, to solve problems, and to assess their own understandings of the concepts being taught
- Create opportunities for students to explain their thinking, critique ideas, discuss their ideas, and consider the subject matter in innovative ways
- Create opportunities for students to apply their learning to real world problems that inspire agency and transformation

4. Make evidence-based instructional decisions informed by student assessment data
MATTC teachers integrate assessment, planning, teaching, and reflection in systematic and deliberate ways. Engagement in this instructional cycle facilitates their informed decision making and ongoing refinement of lessons and student assignments. They

- Understand the purposes and value of assessments of, for, and as learning
- Employ formal and informal assessment to document student learning and inform future teaching practices
- Interpret and use multiple sources of student assessment data to guide short and long-range planning
- Document both the progress of the individual students and of the whole class
- Recognize the affordances and limitations of standardized assessment and broaden the suite of assessment tools to allow students' brilliance to shine.
- Engage in collaborative critical self-reflection around the impact of their teaching practices on student engagement, well-being, and learning.

5. Improve their practice through critical reflection and collaboration.

MATTC prepares teachers who are dedicated to thoughtful engagement with their colleagues and with the development of their own practice. They

- Prioritize reflection and collaboration aimed at improving student learning outcomes
- Continue to develop new skills, strive toward expert knowledge, and deepen their professional capabilities through collaboration with colleagues
- Evaluate their efficacy by using professional judgment, knowledge of learning theories and educational research findings, and consultation with colleagues
- Engage in critical self-reflection, examining problems of practice as opportunities for their own professional growth rather than evidence of student deficiencies
- Examine how their own values and implicit and explicit biases may positively and negatively affect teaching and learning for equity and transformation at the classroom, school, and societal levels.

6. Apply moral, ethical, and legal principles in their professional practices.

MATTC teachers actively engage in moral, ethical, and legal practices in their work with students, families, colleagues, and the community. They

- Recognize the dignity of students through a commitment to *cura personalis,* the support of students' growth across all developmental domains (e.g., social, emotional, cognitive, physical, spiritual)
- Exhibit positive dispositions of caring, support, acceptance, and fairness
- Conduct themselves with integrity and professionalism
- Employ collaborative practices with colleagues, families, students, and communities to disrupt inequitable learning and limited future educational opportunities for students from historically marginalized communities
- Engage in continuing professional development as an legal and ethical responsibility
- Walk alongside students and communities in the humanizing and reciprocal act of teaching and learning

California Teaching Performance Expectations (2016)

The 2016 California Commission on Teacher Credentialing's Teaching Performance Expectations (TPEs) delineate the knowledge and skills that are the essential foundation of effective teaching and that must be mastered in order to earn a preliminary teaching credential. They are directly aligned with the *California Standards for the Teaching Profession* (2009). Candidates must demonstrate mastery of all TPEs to be recommended for a California preliminary multiple subject/single subject teaching credential at the conclusion of the MATTC program **http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf**

TPE 1: Engaging and Supporting all Students in Learning

1. Apply knowledge of students, including their prior experiences, interests, and social- emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student- to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction and Designing Learning Experiences for all Students

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning Opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: appropriate use of instructional technology, including assistive technology; applying principles of UDL and MTSS; use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; appropriate modifications for students with disabilities in the general education classroom; opportunities for students to support each other in learning; and use of community resources and services as applicable.
5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)
6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.
8. Engage students in learning, promote digital literacy, and offer students multiple means to Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students/families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.

8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

TPE 7: Effective Literacy Instruction for All Students

1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
3. Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.
4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.
5. ***Foundational Skills. Multiple Subject Candidates:*** Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.
6. ***Meaning Making.*** Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7. ***Language Development.*** Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.
8. ***Effective Expression.*** Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.
9. ***Content Knowledge.*** Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.
10. ***Multiple Subject and Single Subject English Candidates:*** Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.8 Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.
11. ***Multiple Subject and Single Subject Candidates:*** Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

MATTC General Academic Information and Policies

Teacher Education at Santa Clara University

A Closer Look at the "MAT" and the "TC" in MATTC

The MATTC program's coursework and clinical practice field experiences lead successful candidates to a recommendation for a California preliminary multiple subject or single subject teaching credential and the award of Master of Arts in Teaching (MAT) degree. However, from the administrative and regulatory perspectives, the two outcomes— the MAT degree and the preliminary teaching credential—are very distinct.

The MAT degree comes from Santa Clara University. The Master of Arts in Teaching is a graduate degree awarded by the Trustees of Santa Clara University to individuals who satisfy all the MATTC program requirements. Satisfying all the MATTC program requirements involves (1) the successful completion of all coursework and clinical practice field experiences and (2) the fulfillment of all of the California Commission on Teacher Credentialing's requirements for the preliminary multiple or single subject credential.

The California preliminary teaching credential comes from the California Commission on Teacher Credentialing (CTC). Preliminary teaching credentials are not awarded by Santa Clara University. Only the California Commission on Teacher Credentialing (CTC) has the power to grant educator credentials in California. When candidates complete the MATTC program, the Credential Analyst reviews their documentation and, if everything is in order, recommends them to CTC for their preliminary teaching credentials. More information about California teaching credentials follows below:

• **Our teaching credential programs are fully accredited by the California Commission on Teacher Credentialing (CTC).** The CTC is the state agency that establishes and regulates the policies that shape the working lives of every credentialed educator in California. We must follow all CTC requirements without exception.

• **MATTC program completers earn preliminary (SB 2042) teaching credentials.**
A preliminary 2042 credential includes English Learner Authorization (ELA). Preliminary 2042 teaching credentials are valid for 5 years from initial issuance and must be cleared within that period.

• **Preliminary credentials are cleared through teaching and participation in a CTC-authorized induction program.** In order to receive a recommendation for a California Clear Teaching Credential, beginning teachers must successfully complete two full years of public-school teaching or three or more years of teaching at a WASC accredited private school. and an authorized Beginning Teacher Support Assessment (BTSA) induction program. The employing district recommends its teachers to CTC for their clear teaching credentials. Once awarded, a clear teaching credential must be renewed every 10 years.

Programs

MATTC comprises two preliminary teaching credential programs: Multiple Subject (MS) and Single Subject (SS).

The ***multiple subject credential*** authorizes individuals to teach multiple subjects in a self-contained classroom in grades TK-12. Typically, MS credential candidates intend to teach in elementary or middle schools. Our MS program enrolls prospective public elementary school teachers and currently employed Catholic school teachers who work in TK-8 elementary schools.

The ***Single Subject (SS) credential*** authorizes individuals to teach a single academic subject in departmentalized classes in grades TK-12. Typically, SS credential candidates intend to teach their specialized subject in middle or high schools. SCU offers SS teaching credentials in English, mathematics, science (chemistry, biology, general science, and physics), social science, and world languages (Spanish only). Our SS program enrolls prospective public middle and high school teachers and currently employed Catholic school teachers working in high schools (or, for some specific content areas, in K-8 elementary schools).

• Preliminary teaching credential candidates are enrolled in one of the following distinct pathways: Student Teaching, CatMAT, ExCEL, or Intern, and can also concurrently enroll in our Bilingual Authorization pathway.

Pathways

The ***student teaching pathway*** is the typical route to the MS or SS credential. Credential candidates on this pathway complete coursework and supervised field experiences in public schools over the course of one or two calendar years.

The ***Catholic school pathways*** enroll individuals who are employed as full-time teachers of record in local Catholic schools. There are two primary options for credentialing of Catholic school teachers. Candidates in ***CatMAT*** are full-time Catholic school teachers, who take a full course of study, receive scholarship, and earn an MAT & preliminary teaching credential. Candidates in ***ExCEL*** are recent college graduates, who take a full course of study, live with each other in intentional community, and commit to developing in their spiritual practices. ExCEL members receive a full scholarship to earn their MAT & preliminary teaching credential. Catholic school pathway candidates follow a slightly different course sequence and performance assessment process than public school candidates (see Catholic School MATTC Handbook for additional information). Candidates interested in any of the Catholic school pathways should contact Dr. John Beltramo (jbeltramo@scu.edu).

The ***private school pathway*** enrolls individuals who are employed as full-time teachers of record in local WASC accredited private schools. Private school pathway candidates follow a slightly different course sequence and performance assessment process than public school candidates (see Private School MATTC Handbook for additional information). Private school pathway candidates must be subject matter competent at the time of petitioning for their preliminary credential. Candidates interested in the private school pathway should contact Dr. Cheryl Bowen (cbowen@scu.edu).

Teachers in the ***intern pathway*** find their own full-time teaching position in a local public elementary, middle, or high school. In order to be eligible for the intern pathway, candidates must meet all intern pathway prerequisites including, meeting subject matter competence and completing specified courses. At the end of the Intern Program, intern candidates earn a preliminary MS or SS teaching credential. The intern pathway is a very challenging way to earn a teaching credential,

however, for credential candidates who would like to earn a salary and have the stamina to work hard, it is a great option. Interested candidates should contact Dr. Melina Johnson (mrjohnson@scu.edu) for intern eligibility requirements.

Intern candidates who qualify for the intern pathway may choose an early program completion option, culminating in a five year preliminary teaching credential. The requirements for the early completion option are:

1. Pass a written assessment adopted by the commission that assesses knowledge of teaching foundations as well as all of the following:
    - Human development as it relates to teaching and learning aligned with the state content and performance standards for K-12 students
    - Techniques to address learning differences, including working with students with special needs
    - Techniques to address working with English learners to provide access to the curriculum
    - Reading instruction in accordance with state standards
    - Assessment of student progress based on the state content and performance standards
    - Classroom management techniques
    - Methods of teaching the subject fields
2. Pass the teaching performance assessment. This assessment may be taken only one time by an intern participating in the early completion option.
    - Pass the Reading Instruction Competence Assessment (RICA) (Multiple Subject Credential only).
3. Meet the requirements for teacher fitness.

An intern who chooses the early completion option but is not successful in passing the assessment may complete his or her full internship program.

Our bilingual authorization pathway—***BMATTC***— enables successful Spanish-English bilingual teaching credential candidates to teach and work in bilingual settings. If you are a fluent Spanish speaker who is interested in this option, please contact our Bilingual Coordinator, Dr. Karla Lomeli (klomeli@scu.edu).

Modalities

There are two modalities for the MATTC program. The first option is our ***Online MATTC (OMATTC)*** program, where all courses are taken in an online format with both synchronous and asynchronous online components. In addition to the online courses, OMATTC candidates are required to participate in two weekend residencies – the first at the beginning of the program and the second midway through their program. The second option is our ***in person MATTC,*** in which all courses are expected to be taken in person at either our main campus or our East San Jose campus. In-person MATTC candidates may have an option to take an online course only if (1) an online course is offered during the same quarter they would have taken the course in-person according to their program plan, (2) there is space available in the online section, and (3) the candidate has received permission to enroll in an online section as outlined below.

If space is available, the MATTC Director will email all eligible in-person students to complete a form requesting enrollment in the online section. *Note: Submitting this request form does not

guarantee a spot in the online class. If more candidates express interest in taking the online section than spots allow, we will select a limited number of candidates. In subsequent online offerings we will prioritize people who have not yet had the opportunity to take an online course. Please note: on occasion, enrollment numbers require the program to move an in-person MATTC course section online.

All candidates will have a one time opportunity to make a programmatic switch from the online program to the in person program or vice versa.

Teaching credential candidates must take the courses designated for their program, pathway, and modality each quarter.

Each program and pathway has a unique course sequence expressly designed to support credential candidates' learning and to ensure their timely progress toward their credential. A candidate's credential program (MS or SS), pathway (preservice, Catholic school, ExCEL, intern, or B-MATTC), and modality (in person or online) are the critical factors in determining the courses that should be taken each quarter. If you are unsure about your program, pathway, or about the courses you should take, please contact Dr. Kathy Stoehr, Director of Teacher Education (kstoehr@scu.edu) for assistance.

MATTC Program Time Limits[1]

Candidates must complete all the credential program requirements—coursework, field experience, and the California Teaching Performance Assessments (TPAs)—within six (6) years of admission, including leaves of absences and any other breaks in attendance.

[1]For a complete presentation of all Education Department and the School of Education and Counseling Psychology policies and procedures, please see the most recent ECP Graduate Bulletin.

Credential Office

The Credential Office provides all credential information and serves as a resource for departments and students. The Credential Analyst will advise you on all credential requirements, monitor your progress toward obtaining your credential, verify credential program completion, and make the final credential recommendation to the Commission on Teacher Credentialing (CTC). If you have any questions regarding credentials please email: credentials@scu.edu or look at all of the informative information they have on the web:
https://www.scu.edu/ecp/current-students/credential-services/.

Credential Checklists

Credential Candidates should select the appropriate checklist (see: https://www.scu.edu/ecp/current-students/credential-services/) for the program you have completed and submit all required documents on the checklist. Please submit all documents as a packet to credentials@scu.edu.

Academic Advising Overview

Initial program advising session

MATTC candidates are assigned their academic advisor by the end of the first two weeks of their first academic quarter. Candidates are expected to contact their advisor to schedule their first

academic advising appointment to review their academic program requirements and create their initial program plan.

Your academic advisor
Your academic advisor is a faculty member who provides guidance on issues related to academic preparation, program requirements, and progress toward fulfilling your program plan. To ensure credential candidates are making timely progress toward completing the program, academic advising sessions should occur at least once per quarter throughout the program. These meetings may be scheduled by the credential candidate or the advisor.

Communication
All official communications from the University, school, and departments are sent to the student's Santa Clara University email address. University and school officials will assume that all email sent to the Santa Clara University address will have been received and read by the student. Email sent by a student using their Santa Clara email address will be considered a formal communication. The use of this password-protected account will constitute an electronic signature by the student.

Locating and Accessing MATTC Program Information and Resources

Program-level information and resources are available online at
https://www.scu.edu/ecp/programs/teaching-program/

1. The School of Education and Counseling Psychology website
The SCU Teacher Education Program webpage provides access to the academic calendar, the most recent Graduate Bulletin and Handbooks, financial aid and scholarship information, course descriptions and schedules, and other handy resources including the Student Forms section.

2. The MATTC Candidate Handbook
This is the official document that guides and shapes the MATTC program. You will find answers to virtually all of your general, programmatic questions in the Handbook.

3. Your Academic Advisor
Your academic advisor has access to program planning forms, course sequence documents, lists of requirements, information about dates and deadlines, and other resources.

4. Dr. Kathy Stoehr, Director of Teacher Education
Dr. Stoehr (kstoehr@scu.edu) can answer questions related to MATTC MS and SS.

Locating and Accessing Information and Resources for Specific MATTC Courses

1. Camino
Camino is SCU's Learning Management System. It works just like Canvas. Every section of every course has its own Camino site and that's where you can access course syllabi, slide presentations, assignments, readings, and so on. Please note that you can only access the Camino site of courses in which you are enrolled.

2. Directly from your course instructors

If you are seeking a copy of a syllabus for a course that you aren't taking just email the instructor and ask if you can have a copy of the syllabus. All faculty are open, easily accessible, and happy to talk with candidates…. especially candidates who are interested in their courses!

Registering for MATTC Courses

Knowing your program (MS/SS-1 year or MS/SS-2 year), pathway (Preservice, Intern, Catholic school, ExCEL, or B-MATTC), and modality (online or in person) is important for course selection and registration. To meet the diverse needs of teaching credential candidates across our programs and 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 credential candidates in each pathway and in each program.

How do I know which courses to take?

1. Look at the program plan document that was completed during your initial academic advising meeting or at the course sequence document you received at the advising meeting.

2. Find the section of the course schedule listing MS/SS Credential Program Courses for MATTC/Preservice pathway and modality.

3. Look carefully at the course numbers and the course titles. Some MS and SS courses have identical titles but different course numbers; other MS and SS courses have similar titles but different course numbers.

4. You can verify your course selections using the MS and SS Course Sequence Charts on the following pages.

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

Credential candidates may not attend a course unless they have registered for that course. This is particularly important in relation to the Ethical Reflective Practicum courses (EDUC 231A, 231B, 231C, and 231D for MS, and EDUC 230A, 230B, 230C, and 230D for SS). A candidate who is not enrolled in the appropriate Ethical Reflective Practicum course before the start of each quarter is not considered an SCU student teacher. A candidate must not engage in activities at any placement school until the candidate has registered for the appropriate Clinical Practicum course.

NOTE: Students are responsible for registering for all courses during their registration appointment window. Failure to register can lead to course closures or classes reaching capacity. Enrollment after the registration window has closed is prohibited.

Assessment of MATTC Candidate Performance

California's teacher credentialing programs are standards-based. The California Commission on Teacher Credentialing (CTC) established the Teaching Performance Expectations (TPEs) as the standards every prospective teacher must meet in order to be recommended for a preliminary MS or SS teaching credential. Every teaching credential program in the state is required to evaluate candidates' performance in relation to their mastery of the TPEs across all dimensions of the program (i.e., Teaching Performance Assessments (TPA), clinical practice field experience, and coursework) and to use that information to determine whether or not to recommend each candidate for a credential. Note: MATTC candidates in the CatMAT or ExCEL pathways do not need to complete TPAs.

CTC has established a 4-point scale to assess candidate performance on the TPA

1 = Far below expectations
2 = Approaching expectations
3 = Meets expectations
4 = Exceeds expectations

In this rating scale, 3 or 4 is a passing score and 2 or 1 is not a passing score.

To ensure that assessment of MATTC candidate teaching proficiency is internally consistent and coherent, we use this same rating scale for evaluating credential candidates' performance in their student teaching placements and on their TPAs.

For both the TPA and student teaching, candidates' performance receives a numerical rating of 1-4, with a score of 3 indicating that all expectations have been met.

A candidate earns a 3 when the candidate has fulfilled every requirement and met every expectation.

In order to earn a 4, a candidate must consistently surpass the expectations presented in the TPEs in ways that

- Reflect exceptionally thoughtful analysis, interpretation, and insight (for the TPAs)
- Demonstrate levels of professional skill beyond what would be expected for a typical beginning teacher (for student teaching)

Please note: The California Commission on Teacher Credentialing has the right to make changes to the Preliminary MS and SS Teaching Credential Program standards at any time. These changes may have an impact on the specific skills and practices included on the formative and summative evaluation forms we use to assess your student teaching performance in your clinical practice field experience placement classrooms. Should this occur, the specific changes will be discussed in your Ethical Reflective Practicum courses.

SCU requires us to use letter grades in most of our courses. Most of the MATTC course instructors choose to apply the logic of CTC's 4-point scale to their course grading structure:

1 = Far below expectations = D
2 = Approaching expectations = C

3 = Meets expectations = B
4 = Exceeds expectations = A

Here again, **a candidate earns at least a B when they have fulfilled every requirement and met every expectation**. In order to earn an A on an assignment or project, a candidate's independent, unassisted performance/product must clearly, consistently, and convincingly demonstrate high levels of proficiency in all aspects of the skills/TPEs assessed.

Overview of MATTC Performance Evaluation Standards

	Far Below Expectations	**Approaching Expectations**	**Meets Expectations**	**Exceeds Expectations**
Score on the 4-point scale used for TPAs and assessing candidates' performance in the clinical field experience	1	2	3	4
Description of this level of performance	The candidate's performance/product demonstrates an overall lack of proficiency in many of the skills/TPEs assessed. Some required parts of the performance/product are missing and some required parts of the performance/ product are inaccurate.	The candidate's performance/product demonstrates partial and/or inconsistent proficiency in the skills/TPEs assessed. Some required parts of the performance/ product are incomplete, limited, ambiguous or inaccurate.	The candidate's performance/product demonstrates consistent proficiency in all aspects of the skills/TPEs assessed. All required parts of the performance/ product are complete and accurate.	The candidate's independent performance/product clearly, consistently, and convincingly demonstrates high levels of proficiency in all aspects of the skills/TPEs assessed. The performance/ product goes beyond completion and accuracy by showing strong evidence of original, creative thought and/or sophisticated insight into the students and the context. Performance/product exceeds expectations in ways that are meaningful, relevant, accurate, clear, and detailed. The performance/product's added features are aimed at

				maximizing learning for all students.

Requirements for Continued Enrollment in MATTC

MATTC candidates are required to demonstrate competence in four areas:

1. Academic performance and integrity
2. Knowledge of academic content and skills
3. Instruction in classroom settings
4. Professional conduct expected of a responsible educator

1. Academic performance and integrity

Credential candidates must maintain an overall grade point average of 3.0 or better in all coursework. Please refer to the School of Education and Counseling Psychology Graduate Bulletin for Academic Performance Standards. Santa Clara University's commitment to academic excellence positions personal honesty and intellectual integrity as fundamental to teaching and learning. Therefore, all members of the University community are expected to be honest in their academic endeavors, whether they are working independently or collaboratively, especially by distinguishing clearly between their own original work and ideas, and those of others, whether published or not. MATTC credential 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 academic content and skills

The California Commission on Teacher Credentialing mandates credential candidates must demonstrate three dimensions of their knowledge of academic content and skills:

- Passing basic skills proficiency (CBEST or CBEST equivalent)
- Verification of subject matter competency (CSETs, course or major equivalence)
- Verification of U.S. Constitution requirement

In order to be eligible for student teaching, credential candidates must have all documentation of their basic skills and subject matter competence on file with the Credential Analyst before January 2nd of the year they intend to begin student teaching.

3. Instruction in classroom settings

The California Teaching Performance Expectations (TPEs) focus tightly on specific practices that are central to the work of practicing teachers. The TPEs form the core curriculum of every preliminary multiple and single subject credential program in our state. In order to be recommended for a credential at the end of the program, each candidate must demonstrate mastery of the TPEs at a level appropriate for a beginning teacher. Your progress toward mastery of the TPEs will be assessed in your coursework, in your field placement, and in the California Teaching Performance Assessments (TPAs).

Credential candidates must receive satisfactory evaluations from their field supervisor and SCU cooperating teacher(s) for all phases of the field experience in order to be recommended for their credential. It is the responsibility of the SCU cooperating teacher (CT), field supervisor, and SCU faculty to respond quickly if there are any serious concerns about a credential candidate's suitability for the profession. A Field Experience Performance Plan (FEPP), part of the multi-tiered intervention process through which we support and redirect credential candidates who are

struggling to meet the program expectations, will be developed for candidates who are underperforming in their field placements (underperformance includes inadequate progress toward the TPEs, and deficiencies in oral and written English or in other areas of teaching practice).

The California Teaching Performance Assessment (CalTPA) is also a source of evidence of credential candidates' instructional proficiency. For CalTPA dates and CALTPA mandatory orientations please see information provided on the following pages of this handbook. Dr. Melina Johnson is SCU's TPA Coordinator, so if you have any further questions, please contact her at (408) 551-3388, or email mrjohnson@scu.edu.

4. Professional conduct

Credential candidates must be able to cope with the demands and responsibilities of teaching and must consistently display conduct befitting the profession in their placement schools and in their classes at SCU. For the purposes of SCU's MATTC program, this includes (but is not limited to): meeting all university and program requirements and deadlines, including placement school expectations during field experiences; planning ahead to anticipate and respond to potential student teaching problems; adapting to institutional and/or professional expectations and policies; relating appropriately with students, parents, school staff (including SCU cooperating teachers), SCU course instructors and SCU staff; demonstrating sensitivity to the social, cultural, economic, and linguistic context of the placement school environment; refraining from the use of drugs or alcohol while on the SCU campus and at the placement school; adhering to the placement school's expectations for dress, appearance, and personal hygiene; and following the absence reporting protocol presented in this handbook. Candidates whose professional behavior does not meet these minimal standards in the field may be put on a Field Experience Performance Plan (FEPP) or referred to the Education Professional Review (EPR) process noted in the most recent School of Education and Counseling Psychology Graduate Bulletin for Academic Performance Standards. https://www.scu.edu/ecp/current-students/schedules-forms--policies.

California Teaching Performance Assessment (CalTPA)

In addition to being assessed in your coursework and your placement classrooms, your mastery of the California Teaching Performance Expectations (TPEs) is also evaluated using a series of state-mandated performance tasks called the California Teaching Performance Assessment (CalTPA). Passing the two cycles of the CalTPA is a requirement of the California Commission on Teaching Credentialing (CTC).

WHO: CalTPA is only for candidates who are on the student teaching or intern pathways and are enrolled in the EDUC 230/231 Practicum sequence.

WHAT: The CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect*, and *apply*, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence must be submitted in a variety of forms, including video clips and written narrative.
As the CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments. See this website for more details and resources.
https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_TestPage.html

Instructional Cycle 1: Learning About Students and Planning Instruction
Instructional Cycle 2: Assessment-Driven Instruction

For an overview of each instruction cycle and corresponding rubrics for the current version of the CalTPA visit this website:
https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_AssessmentMaterials.html

HOW: Students will pay a registration fee, then submit their completed CalTPA electronically. CalTPAs are scored by assessors throughout the state.

The date for the first CalTPA submittal (Cycle #1) is in **early December**. The date for the second TPA submittal (Cycle #2) is **mid to late March**. Exact submission dates will be communicated by email from the SCU CalTPA Coordinator.

Please note:

- Every MATTC student must submit their own original CalTPA. MATTC students may not submit another current candidate's CalTPA, a previous candidate's CalTPA, or a sample

CalTPA in part or whole. Violating this requirement will result in dismissal from the MATTC program.

MATTC CalTPA Support for All Candidates

All MATTC candidates will receive explanations of CalTPA instructional cycles and rubrics through designated workshops and/or their EDUC 230/231 course. In addition, credential candidates are expected to play an active role in preparing themselves for success on the CalTPA cycles by taking advantage of the support provided by CTC and by SCU. Candidates can put themselves in the best position to receive support with Cycle 1 early in fall quarter by completing the following tasks in late August and early September:

1. Download and read the CalTPA Performance Assessment Guide

The CTC has developed a detailed CalTPA Performance Assessment Guide. This is an invaluable resource that should be read carefully. Upon registering, candidates should download the PDF version of the Performance Assessment Guide directly from the CalTPA submission system, or from SCU on Camino in the CalTPA Support for MATTC Candidates course, to ensure use of the current version. Guides for using the CalTPA submission system and other CalTPA Preparation Materials can be found at the following website :
http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html

2. Identify potential focus students in your placement classroom(s)

For CalTPAs, you are required to identify focus students who have certain specific learning needs. Work with your SCU cooperating teacher to identify all the students in your class who have been designated as

* English Learners
* Students with identified special needs (these students will have an IEP or a 504 Plan)
* Students with undiagnosed special needs or who pose other instructional challenges
* Students who are gifted/talented

We strongly recommend that you spend time accessing and reviewing all assessment data and any other information available about these selected focus students. Take detailed notes and be sure to indicate the sources for your information. You will use this information in CalTPAs.

3. Secure permission to photograph/videotape your students

Both cycles of the CalTPA require that you submit video clips from your recorded lesson(s). You must have parent/guardian permission to photograph or videotape students under the age of 18 and permission from anyone age 18 or older who might appear in your video (e.g., your Cooperating Teacher, classroom aide, student). In some districts, parents sign a blanket permission form for photography and video; in other districts the permission is secured at the school level. Ask your SCU cooperating teacher for assistance accessing this information. Begin this process early—often this information is not readily available or easy to access and you do not want to delay your completion of the CalTPA requirements waiting for permission slips!

If your clinical practice school/district does not collect permission for photography and video, or if you are unable to access the signed permission forms, you must secure permission from your students' parents/guardians on your own. (Permission forms are a required part of your CalTPA.) CTC has created photography/videotaping permission forms (in English and Spanish) for use with

the CalTPA. Sample permission forms are available on Camino in the CalTPA Support for MATTC Candidates course.

4. Attend the MATTC CalTPA Information Sessions and all MATTC CalTPA Task Workshops

To assist credential candidates in successfully completing the CalTPA, we provide training workshops focused on each individual CalTPA cycle. Attendance at these workshops is required for all candidates. The training workshops and the due dates for each CalTPA have been scheduled to assist credential candidates in the timely completion of each cycle.

CalTPA Submission and Deadlines

Your completed CalTPA cycles are submitted electronically and all written CalTPA-related communication from the CalTPA Coordinator is sent via email (using your scu.edu email address). Guidelines for the electronic CalTPA submission process are available on the CTC Exams website.

CalTPA scoring: "Pass" or "Revise and Resubmit"

Candidates who do not pass either cycle of the CalTPA will be first contacted by the CalTPA Coordinator who will help clarify any misunderstandings, strengthen knowledge of the expectations for the task, and develop recommendations for revising and resubmitting the written TPA document. A MATTC faculty member will then be assigned to help candidates with additional support.

MATTC CalTPA Checklist

- Download and read CalTPA Performance Assessment Guide
- Schedule dates for the CalTPA training workshops, cycle submission, and score report into your personal calendar
- Begin to identify potential focus students (with the assistance of your SCU Cooperating Teacher or Local Support Teacher)
- Secure written parent/guardian permission to photograph and videotape your students

MATTC Clinical Practice Field Experiences

Introduction

The initial field experience—a term that includes professional observation, examination of curriculum and instructional materials, accessing information in students' records and cumulative files, peripheral participation in classrooms, one-on-one work with individual students, teaching small groups, and whole group instruction in public school classrooms—is the most challenging and exciting part of learning to be a teacher.

During your field experience, you will be supported and guided by a team of experienced teachers and teacher educators. Helping you maximize your learning and success in your field placement is our top priority. The team includes:

• Your Field Placement Coordinator, Dr. Melina Johnson (mrjohnson@scu.edu) will organize your placement. Your Ethical Reflective Practicum Instructor will meet with you every week in your Ethical Reflective Practicum seminar.

• Your Field Supervisor will visit your placement classrooms to observe your teaching and provide you with constructive feedback.

• Your SCU cooperating teacher(s) will commit to sharing their classrooms and their students with you, model best teaching practices, and help you develop the professional knowledge and skills you need to be successful teachers.

The members of this team work together to guide and support your development as a teacher. The feedback and recommendations provided by your SCU cooperating teacher(s) and by your Field Supervisor are valued equally in our assessment of your progress in your placement.

Graduated Responsibility in Field Placements

Both MS and SS credential candidates gradually assume teaching responsibilities in their field placements. We have structured the field experience component of the program to allow each individual credential candidate to assume responsibility for planning, teaching, and assessing student learning at a rate that is appropriate for them. All candidates begin in August with observation and assistance, then progress to supervised student teaching, to daily teaching, and then to daily responsibility for whole-class instruction. However, this gradual assumption of full responsibility may take place in different ways and over different periods of time for each candidate. Each quarter the credential candidate, SCU Field Supervisor, and cooperating teacher(s) will work together to design a plan that will work best for the specific circumstances of each placement.

While the expectations for teaching performance are the same, the specific details of the field experience are different for multiple subject and single subject credential candidates. Specific information for each credential program is provided in separate sections of this handbook: information for Multiple Subject candidates begins on **page 64**; information for Single Subject candidates begins on **page 78**.

Ethical Reflective Practicum Seminar
The Ethical Reflective Practicum seminar (EDUC 231A, 231B, 231C & 231D for MS; EDUC 230A, 230B, 230C & 230D for SS) is linked to your field placement. Offered every Friday during Summer 2, and every Thursday during the Fall, Winter, and Spring quarters, the Ethical Reflective Practicum seminar is focused on addressing questions about classroom practices, concerns about teaching, professional challenges and successes, finding employment, and other real-world experiences. The course is offered Pass/No Pass. There are other teaching credential candidates who are moving through the MATTC program with you: Catholic School teachers, ExCEL candidates, and Interns.

Being present in class, participating in class, and being on time to class is vital to your learning and to the learning of others. We realize that extenuating circumstances (e.g., severe illness, death of a close family member, physical emergency, car trouble, religious holiday observance) may result in an unintended absence or tardiness. You will need to contact the instructor to receive makeup work or other necessary accommodations.

Your grade in the Ethical Reflective Practicum reflects both your performance in the on-campus seminar course and your performance in your field placement. Candidates must meet the expectations in both contexts to earn a grade of Pass.

How Student Teaching Placements Are Made

We invest care, thought, and personal attention in selecting outstanding field placements for our credential candidates. Drawing on expert knowledge of excellent classroom practice developed through our own work as teachers, administrators, teacher educators, and scholars, we tap into extensive professional networks across Santa Clara County and beyond to identify suitable diverse public schools to serve as clinical practice placement sites.

The process for finding a student teaching placement is collaborative with the school district. We begin by identifying school districts that have demonstrated a clear commitment to participating in the preparation of future teachers. Then, with the guidance and requirements of district administrators, we determine which schools to evaluate as possible placement sites. Next, SCU cooperating teachers at the selected schools are chosen based on the recommendation of their principals and feedback from recent alumni of SCU's MATTC program. Cooperating Teachers must have demonstrated exemplary teaching practices as determined by their employer and/or SCU MATTC program. SCU cooperating teachers must also have solid knowledge of California's adopted content standards for students and of the Common Core State Standards for English Language Arts and Mathematics, experience collaborating and communicating with other professional educators, and demonstrated interest in supporting the growth and development of our credential candidates.

Close ties are established between our SCU cooperating teachers, our field supervisors, the Field Placement Coordinators, and the Director of Teacher Education in order to maximize the coherence and alignment between our credential candidates' experiences in their placement classrooms and their university classrooms. Through orientation meetings, professional development sessions designed to support field supervisors and SCU cooperating teachers in their work with our credential candidates, and ongoing dialogue about school-university collaboration,

we work together to reach our shared goal: ensuring that MATTC graduates develop the skills necessary to integrate theory and practice and to become successful teachers.

In compliance with SB488: Certification Process for Literacy Instruction Teacher Preparation in California, placement sites will provide candidates in clinical practice settings the opportunity to (1) engage in the TPEs related to oral and language including 7.6, 7.7, and 7.8, as appropriate, (2) learn about, and where possible, observe, how schools/teachers are using screening and diagnostic techniques to inform teaching and assessment and early intervention techniques, as appropriate to the credential and as identified in the TPEs and standard, and (3) to observe and practice, to the extent practicable, the concepts and strategies included in the California Dyslexia Guidelines. Candidates in clinical practicum will also take and be expected to pass a Commission approved literacy performance assessment that includes a focus on foundational literacy skills and the additional cross cutting themes in literacy.

Please note: All candidates on the student teaching pathway must have met basic skills and subject matter competence by February 1st of any given year in order to be guaranteed a student teaching placement in August of that same year. If a candidate does not meet this deadline, they are at risk of delaying their program; if placements are still available and allow students to start their placement by Summer II, then candidates will be placed on a space available basis.

Securing a Student Teaching Placement

Our Field Placement Coordinators are responsible for making clinical practice placements for all MATTC credential candidates. The Field Placement Coordinator will be the sole point of contact for field placements. **Candidates should not reach out to schools or districts to arrange their own placements.**

Each local school district has different practices and expectations regarding the placement of student teachers in their schools. Certain districts require all prospective student teachers to interview with school principals or department heads; others allow principals to determine whether or not they want to interview prospective student teachers before placing them; some principals choose to interview student teachers seeking placement in one content area (mathematics, for example) but not in other content areas. Other district principals do not interview prospective student teachers. MATTC's policy is to abide by the procedures established in each placement district and to respect the wishes of the district and site administrators. Field Placement Coordinators will do their best to place candidates within a 15 mile radius of SCU or candidates' residence, but this proximity is not guaranteed. **If a candidate chooses to refuse the assigned placement site, they risk delaying their MATTC program completion.**

At times, unexpected circumstances arise that make it necessary for changes to be made to credential candidates' reflective practice field placements. When this occurs, changes are made at the discretion of the Coordinators of Field Experience with input from the candidate's field supervisor and the administrators at the placement school site. **All Field Placement Coordinator's decisions are final**.

The Field Placement Coordinators make every effort to find an appropriate field placement for each MATTC credential candidate. However, acceptance into MATTC does not guarantee that we will be able to secure a placement for you. For example, it would be difficult to find an appropriate clinical practice field experience placement for a single subject World Languages credential

candidate who is seeking to become a teacher of a language that is not typically taught in public middle or high schools (e.g., Latin, Russian, Hebrew, Portuguese) in the local area. Should this occur, we would work with the candidate to devise a mutually acceptable solution.

Placement Constraints
Our ability to make choices regarding clinical practice field placements are dependent on many factors.

First, reflective clinical practice field experiences are governed by policies set by the California Commission on Teacher Credentialing (CTC). The CTC requires each credential candidate to observe and participate in two or more classrooms during their clinical placement, to work with English Learners and students with identified special needs, and to have experiences in hard-to-staff and/or underperforming schools. All multiple subject credential candidates are required to student teach in at least two different grade levels; single subject candidates are expected to student teach at least two different course preparations within their content area—such as geography and US History, or algebra and geometry. CTC's policies are non-negotiable and must be accommodated as placements are made.

Second, the availability of clinical practice field placements is affected by SCU's obligations to local public-school districts and by local school districts' commitments to teacher preparation programs at other universities.

Third, SCU has its own policies that regulate field experience opportunities. These policies are designed to protect credential candidates from ethical complications and/or unnecessary professional difficulties. For example, we do not allow single subject credential candidates to student teach in Advanced Placement (AP) classes. We also do not place credential candidates at a school in which any member of their family is currently enrolled or employed. **Further, a candidate who has a family member employed as a district-level administrator will not be eligible for placement in that school district.**

Finally, our most important priority in making clinical practice placements is always to ensure our credential candidates are placed with outstanding SCU cooperating teachers who are invested in their student teacher's professional growth and development. The final decisions about all matters related to clinical practice field placements rests with the Field Placement Coordinators.

About Your SCU cooperating teachers (CTs)
SCU cooperating teachers are tenured professionals recommended by their principal and school district. All SCU cooperating teachers working with SCU credential candidates are Cross-cultural, Language and Academic Development (CLAD) certified or hold an English Learner Authorization (ELA). We provide SCU cooperating teachers with ongoing support and guidance regarding their responsibilities as professional mentors, our expectations for candidates' teaching performance, and the steps to take if they feel candidates are experiencing difficulties in meeting our expectations in the field.

SCU cooperating teachers are expected to:

- Treat credential candidates as equals and with professional respect
- Introduce credential candidates to colleagues/staff/aides/administrative assistants at the school site
- Introduce credential candidates to their class

- Establish a designated work area in the classroom and provide keys (unless this violates district regulations), supplies, computer access for credential candidates
- Share classroom and school calendar and bulletins weekly
- Involve credential candidates in daily lessons on a gradual basis
- Inform credential candidates when they are ready to take on responsibility for teaching each quarter
- Check credential candidates' daily and weekly lesson plans on Friday prior to teaching (not during the lessons) and provide constructive formative feedback
- Share resources and ideas for lesson/unit plans with credential candidates
- Provide credential candidates with constructive suggestions on a daily and weekly basis
- Explain the reasoning and rationale behind their decisions regarding instruction, curriculum, classroom management, student discipline
- Share unit tests and quizzes and provide the rationale behind their construction
- Share standardized test scores, formal assessment data, and informal documentation of student learning and demonstrate how those data are used to inform instructional decision making and to adapt lesson
- Explain student IEPs and 504 plans and offer guidance for working collaboratively with special education teachers. *Please note that credential candidates MUST have access to IEPs and 504 Plan documents when they accept responsibility for planning, teaching, and assessing student learning.*
- Include credential candidate in at least one IEP meeting and one Student Success Team meeting, if possible
- Share ELPAC scores of identified English Language Learners and explain how to use the ELPAC data to adapt instruction
- Support the credential candidates' requirement to visit other classes/cross-curricular areas/grade levels at the school site and to spend one week of visitation at another school either within the district or a different district during the fall quarter.
- Allow credential candidates to teach lessons, practice instructional strategies, and engage in other professional activities in the placement classroom as required for SCU course assignments
- Assist candidate in completing the tasks on each month's Required Experience Checklist during fall quarter
- Arrange for credential candidates to attend at least one staff meeting, one or more parent conference(s), and one relevant school function or activity
- Assist in supporting credential candidates' maintenance of their Lesson Plan Google Folder, Clinical Practice Log, professional goals, and reflections. This shared electronic folder shall be accessible at all times for review by the Field Supervisor.
- Support credential candidates with their completion of the Teaching Performance Assessment tasks, including securing parent permission forms
- Complete 4 formative evaluations of the credential candidate during both Winter and Spring quarters (a total of 8 formative evaluations over the year); discuss their evaluations with the candidate, and provide the candidate and the field supervisor with copies of the evaluations
- Complete 1 quantitative summative evaluation with the field supervisor and one narrative evaluative of the credential candidate's performance at the conclusion of both Winter and Spring quarters (a total of 2 summative numerical rating scales and 2 narratives over the year); discuss the evaluations with the candidate; provide the credential candidate and the field supervisor with copies of the evaluations

- Participate in a Collaborative Benchmark Conference with the credential candidate and field supervisor to discuss the credential candidate's progress in the field placement at the end of Fall, Winter, and Spring quarters. The Fall Benchmark conference concludes with a recommendation for the candidate's readiness to advance to student teaching; the Winter Benchmark conference concludes with a recommendation regarding the candidate's suitability for continuation in student teaching; the Spring Benchmark conference concludes with a decision about whether or not the candidate has consistently demonstrated a level of mastery of the TPEs appropriate for a beginning teacher, has satisfied the requirements for Clinical Practicum, and should be recommended to the teacher education faculty in the Department of Education for their preliminary teaching credential.
- Document the completion of 10 hours of professional development as required by CTC (additional details provided by SCU's Director of Field Experience).

Note: All cooperating teachers must have: a) current knowledge of the content; b) knowledge of the current context of public schooling including the California adopted P-12 content standards, frameworks, and accountability systems; c) knowledge of diversity in society, including diverse abilities, culture, language, ethnicity, and gender orientation; d) demonstration of effective professional practices in teaching and learning, scholarship, and service; and e) hold a valid clear clear credential and have a minimum of three years of content area teaching experience in the appropriate grade/credential.

About Your Field Supervisors

Each credential candidate is assigned a field supervisor to guide their work through support, observation, and evaluation in the placement classrooms. They communicate directly with SCU cooperating teachers and credential candidates about program expectations and requirements. Field supervisors also facilitate interaction and conversation between SCU cooperating teachers and credential candidates.

Field Supervisors are expected to:

- Conduct a meeting with the SCU cooperating teacher(s) and credential candidate at the start of the academic year to (a) review the expectations, policies, and procedures for the field experience; (b) explain SCU's expectations for the SCU cooperating teacher; (c) discuss the field supervisor's role in the process of support, evaluation and interaction throughout the year; and (d) cover all items on the list of discussion topics provided at the field supervisors' orientation meeting in August.
- Visit with the credential candidate at least once per month for observation and conversation during Fall quarter (no evaluations are completed during this quarter)
- Support the credential candidate by reviewing lesson plans, answering questions, brainstorming solutions to field-based challenges, etc.
- Maintain ongoing contact and communication with both SCU cooperating teacher(s) and credential candidate throughout the year. Assist with and validate the completion of tasks of each month's Required Experiences Checklist
- Facilitate logistics surrounding the two CalTPA cycles (securing forms, videotaping, etc.) as necessary
- Meet at least once per month with candidate's SCU cooperating teacher to review candidate progress
- Exercise their responsibility for taking appropriate action if credential candidate experiences difficulty meeting expectations for teaching performance

- Complete 4 formative evaluations of the credential candidate during Winter and Spring quarters (a total of 8 formative evaluations over the year); discuss the evaluations with the candidate, and provide the candidate and the SCU cooperating teacher with copies of the evaluations
- Complete 1 combined quantitative summative evaluation with the cooperative teacher and one narrative of the credential candidate's performance at the conclusion of Winter and Spring quarter (a total of two summative quantitative rating scales and 2 summative narratives over the year); discuss the evaluations with the candidate; provide the credential candidate and the SCU cooperating teacher with copies of the evaluations
- Participate in a collaborative benchmark conference with the credential candidate and SCU cooperating teacher(s) to discuss the credential candidate's progress in the field placement at the end of Fall, Winter, and Spring quarters. The Fall Benchmark conference concludes with a recommendation to advance the candidate to student teaching; the Winter Benchmark conference concludes with a recommendation for the candidate to continue in student teaching; the Spring Benchmark conference concludes with a decision regarding the candidate's ability to consistently demonstrate a level of mastery of the TPEs appropriate for a beginning teacher, has satisfied the requirements for Clinical Practicum, and should be recommended for their preliminary teaching credential.

Student Teaching Pathway - Clinical Practice Field Experience

Benchmarks for Student Teaching Pathway

At several points during the MATTC year, credential candidates on the student teaching pathway must provide documentation of their readiness to advance to the next level of professional responsibility. These program benchmarks are described below; sample copies of the Benchmark forms are provided after the descriptions.

1. Before You Can Get Started

Once you have received the names and contact info for your SCU cooperating teacher(s) and field supervisor, **it is your responsibility to make the initial connections with those individuals**. You also must contact the Human Resources Department at the district office in your field placement school district to find out what documentation the district requires its student teachers to submit. Once you have an answer, hand-carry the documentation to the district office. Don't forget to introduce yourself to the staff!

2. Approval to Begin Clinical Practice Field Placement Experience

In order to begin your field placement, you may be asked to provide your placement school with:

A. documentation of a negative MAN-TOUX tuberculosis test result that is less than 4 years old
B. a 30-Day Substitute Teaching Permit or a Certificate of Clearance; no other fingerprint clearance is acceptable.
C. district level Certificate of Clearance

If you are missing any necessary documents, you must submit them before you can enter your placement classroom. Your field supervisors will follow up with you to ensure you have submitted all the necessary documentation for entry to your clinical practice school site.

3. Advancement to Clinical Practice Student Teaching
At the conclusion of Fall quarter, credential candidates participate in a 3-way Benchmark conference with their SCU cooperating teacher and field supervisor to determine their readiness to advance from observation and assistance to student teaching. There are three possible outcomes of the Advancement to Student Teaching 3-way conference with the candidate, the field supervisor, and the SCU cooperating teacher:

- Advancement to Student Teaching. Criteria for advancement include (but are not limited to) successful engagement in mini-teaching and other instruction-related assignments for credential program courses; satisfactory completion of **all** tasks on each monthly Required Experiences Checklist.

- Delayed Advancement to Student Teaching. Possible reasons for delayed advancement to student teaching include; weak performance in Fall quarter field experience; or excessive absences from the field placement or SCU classes.

Credential candidates who receive this recommendation are required to work with the Director of MATTC to complete a Delayed Advancement to Student Teaching form. The Delayed Advancement form documents the reason(s) for the delay and specifies the support that will be provided and the conditions that must be met before advancement can occur. The completed Delayed Advancement form is completed and filed with the Director of MATTC.

- Denied Advancement to Student Teaching. Candidates who demonstrate unsuitability for the profession and/or whose performance remains at an unacceptable level despite the support of our multi-tiered intervention process may be counseled out of the credential program prior to the start of formal student teaching.

Please note that enrollment in the Clinical Practicum seminar for Winter quarter (EDUC 231C for MS or EDUC 230C for SS) does not constitute clearance to advance to student teaching.

4. Benchmark Review/Continuation in Clinical Practice Student Teaching
At the conclusion of Winter quarter, credential candidates participate in a mid-program Benchmark Review conference with their SCU cooperating teacher(s) and field supervisor to secure their approval to continue in student teaching.

This mid-program review involves a rigorous evaluation of candidates' progress toward mastery of the TPEs. The mid-program review is conducted as a collaborative conference with the credential candidate, SCU cooperating teacher(s), and field supervisor, and the outcome is documented on the Continuation in Clinical Practice Student Teaching form. There are two possible outcomes of the Benchmark Review conference:

- Continuation in Student Teaching. Criteria for continuation in student teaching include, but are not limited to, making acceptable professional progress toward mastery of the TPEs as determined by ratings on the formative evaluations performed by the SCU cooperating teacher and field supervisor, earning scores of 3 or higher on every element of the Winter quarter summative evaluation form, and fulfilling all requirements for Clinical Practicum II (EDUC 231C for MS or EDUC 230C for SS).

- Continuation in Student Teaching with Concerns. If either the SCU cooperating teacher or field supervisor feel a candidate has not made adequate progress or has demonstrated weak performance in relation to specific TPEs, the candidate will receive a recommendation of "continuation with concerns." Candidates who continue in student teaching with concerns receive detailed feedback from their SCU cooperating teacher and field supervisor, including a list of the critical areas of underperformance they must address, and clearly stated performance expectations that must be met by the end of May. Candidates who continue in student teaching with concerns and do not meet the expectations listed on their Continuation in Student Teaching form may fail Clinical Practicum III, withdraw from the program, and/or will be ineligible for a recommendation for a preliminary teaching credential until all areas of concern have been resolved.

Each credential candidate must file a copy of the **Mid-Program Review/Continuation in Reflective Practice Student Teaching form**, signed by the SCU cooperating teacher(s), field supervisor, and Reflective Practicum instructor with the Director of MATTC before the first day of Spring quarter in order to continue in student teaching. Credential candidates cannot be recommended for their credential without submitting this completed form.

Enrollment in Clinical Practicum in Spring quarter (EDUC 231D for MS or EDUC 230D for SS) does not constitute clearance to continue with student teaching.

5. Field Experience Completion

At the conclusion of Spring quarter, credential candidates participate in a collaborative benchmark conference with their SCU cooperating teacher and field supervisor to assess their satisfaction of all field experience requirements. There are two possible outcomes of this Benchmark conference:

- Successful Completion of Field Experience Requirements. Criteria for satisfactory completion of all field experience requirements include consistent performance of the TPEs at a level of proficient or higher (documented by scores of 3 or 4 on the Spring summative evaluation form) and successful fulfillment of all requirements for Clinical Practicum III (EDUC 231-MS or EDUC 230-SS). Candidates who received a Continue in Student Teaching with Concerns recommendation at the end of Winter quarter must also demonstrate (a) consistently improved practices in the critical areas of underperformance and (b) achievement of the specific performance expectations determined by their SCU cooperating teacher and field supervisor and indicated on their Continuation in Student Teaching with Concerns form.

- Unsuccessful Completion of Field Experience Requirements. Candidates who received a Continue in Student Teaching with Concerns recommendation at the end of Winter quarter but have not demonstrated (a) consistently improved practices in the critical areas of underperformance and/or (b) achievement of the specific performance expectations indicated on their Continuation with Concerns forms may earn a rating of Unsuccessful Completion of Field Experience Requirements. Candidates who continued in student teaching without concerns but failed to make acceptable progress toward proficiency in implementing the TPEs and/or performed poorly in one or more specific areas of practice during Spring quarter could also receive an Unsuccessful Completion of Field Experience Requirements rating. Candidates who earn this rating may not eligible for our recommendation for a preliminary teaching credential.

NOTE: Each credential candidate must file a copy of the **Completion of Clinical Practice Field Placement form**, signed by the SCU cooperating teacher(s), field supervisor, and Coordinator of Field Experience, with the Director of MATTC by the Wednesday immediately before Commencement. Credential candidates will not be recommended for their credential without submitting this completed form.

Student Teaching Pathway - Evaluation of MATTC Candidates' Teaching Performance

Credential candidates' performance in their field placement will be guided and assessed by both the SCU cooperating teachers and the field supervisor. This support and evaluation occur in a variety of ways.

Ongoing inquiry and reflection (Summer 2, Fall, Winter, and Spring quarters)
Credential candidates are expected to engage in continual evaluation of their own teaching performance. Written reflections maintained for the Ethical Reflective Practicum seminar begin in Fall and provide an opportunity for careful consideration of lessons observed in the placement classrooms. Then, as credential candidates take on increasing responsibility for instruction, the reflections become a means of self-evaluation, professional inquiry, problem-posing, and critical analysis. As credential candidates begin to plan and teach their own lessons, the opportunity to reflect is built directly into the lesson plan format. Field supervisors read those lesson reflections when they visit the placement classroom and are able to assist credential candidates in further assessing their practices.

Ongoing professional conversation (Summer 2, Fall, Winter, and Spring quarters)
SCU cooperating teachers and field supervisors are teacher education experts hand-picked for their professional knowledge and their dedication to mentoring and supporting the credential candidates with whom they work. Credential candidates will engage in ongoing professional conversation with these experienced mentors during all four quarters of their field experience. These professional conversations will touch on all dimensions of teaching, including (but not limited to) curriculum decision making; unit and lesson planning; instructional strategies; classroom management; interaction with students; assessment of student learning; adaptation of instruction to meet the needs of English Learners, students with identified special needs, or students with other learning challenges; communication with students' parents; and interaction with colleagues. In these professional conversations, credential candidates should expect to request and to receive regular feedback about their teaching performance. This ongoing feedback provides credential candidates with meaningful guidance that is grounded in the specific context of the placement classroom.

Professional conversations may be initiated by the credential candidate, SCU cooperating teacher, or field supervisor. We strongly encourage credential candidates to take ownership of their own professional development by asking questions of their SCU cooperating teachers and field supervisors. Because the routine aspects of daily practice often feel natural and intuitive to experienced teachers, they cannot always foresee which of their routines, decisions, or procedures should be discussed or explained in more detail to their credential candidates. Never hesitate to ask your mentors questions about any aspect of teaching. All your questions—no matter how silly or small they might seem —are worthy of attention, and responding thoughtfully to those questions is a central responsibility of SCU cooperating teachers and field supervisors.

Benchmark conferences (Fall, Winter, and Spring quarters)
At the conclusion of each quarter, the SCU cooperating teacher and the field supervisor conduct a three-way Benchmark conference with the credential candidate to discuss the candidate's progress in the field placement. The Fall Benchmark conference concludes with a recommendation about the candidate's readiness to advance to student teaching; the Winter Benchmark conference

concludes with a recommendation about the candidate's suitability to continue in student teaching; the Spring Benchmark conference concludes with a decision regarding successful completion of MATTC's clinical practice field experience requirements.

Formative evaluations (Winter and Spring quarters)
During student teaching in Winter and Spring quarters, credential candidates' ongoing professional conversations are augmented by the addition of formative evaluations. Formative evaluations are focused on providing immediate feedback that will strengthen and improve the credential candidate's instructional effectiveness and performance of the TPEs. During Winter and Spring quarters, each credential candidate will be observed eight times: the SCU cooperating teacher and the field supervisor will each complete four formative evaluations. Each evaluation will be followed by a discussion between the credential candidate and the mentor who conducted the observation. Candidates typically earn rating scores between 2-3 on Winter formative evaluations and scores of 3—with the possibility of an occasional 4—on Spring formative evaluations.

Summative evaluations (Winter and Spring quarters)
Summative evaluations, completed at the conclusion of the Winter and Spring clinical practice experiences, provide a big-picture assessment of the candidate's accomplishments during the quarter. At the end of each quarter, the SCU cooperating teacher and the field supervisor both complete two summative evaluations of the credential candidate's performance: a quantitative evaluation aligned with the competencies included in the California Teaching Performance Expectations (TPEs), and a narrative evaluation of the credential candidate's performance designed to allow the mentors to document the candidate's personal accomplishments. The same forms are used at the end of Winter and Spring quarters; they are marked WINTER or SPRING to facilitate our analysis of the data they provide.

At the end of Winter quarter, all candidates aim to receive acceptable scores (3 or above on a 4-point scale) on the summative evaluation in order to continue in student teaching without concerns. Candidates who do not achieve the necessary ratings continue in student teaching with concerns. These candidates receive direct feedback on the practices that must be improved and a detailed summary of the specific strategies that must be integrated and consistently demonstrated in their teaching.

At the end of Spring quarter, all candidates must attain a score of 3 or higher on all elements of the summative evaluation to successfully complete the clinical practice field experience. The summative evaluations are discussed with the credential candidate by the mentor who completed the evaluation, and then shared by all during the three-way conferences.

On all Santa Clara University evaluation forms, credential candidates are rated using this scale:

4 = Candidate's performance of the TPEs exceeds expectations for a beginning teacher
A 4 is an exceptional, unusual rating. Candidates will only receive a score of 4 when their teaching practice truly goes above and beyond the state's performance expectations. Candidates should not expect to receive many 4s; many successful candidates complete the program without receiving any 4s. A score of 4 is equivalent to "WOWIE ZOWIE!"

3 = Candidate's performance of the TPEs meets expectations for a beginning teacher

A 3 is a strong, positive rating. Earning a 3 is evidence that candidates are making appropriate progress, meeting the state's expectations, and demonstrating solid teaching skills. A score of 3 is equivalent to an enthusiastic "Yes!"

2 = Candidate's performance of the TPEs is approaching expectations for a beginning teacher
A 2 is a rating that indicates a need for increased proficiency. Every candidate should expect to earn many 2s this year; the goal is to transform all 2s into 3s over the course of the program. A score of 2 translates into "Almost there! Keep working on this!"

1 = Candidate's performance of the TPEs unacceptable, even for a beginning teacher
A 1 is a rating that indicates poor performance. Earning a rating of 1 is not the end of your teaching career, but it is evidence of the need to invest significant time and effort in strengthening your teaching. A score of 1 is equivalent to "Uh-oh! This is a problem."

Summary of Field Experience Evaluation Ratings
(Candidates will typically earn a rating of 2 or 3; 4s and 1s are used only rarely.)

Rating	Relation to California Teaching Performance Expectations (TPEs)	Frequency with which this rating is awarded	Equivalent phrase
4	Exceeds	Rarely	Wowie Zowie!
3	Meets	Regularly	Yes!
2	Approaching	Regularly	Almost there!
1	Unacceptable	Rarely	Uh-oh!

<u>How are credential candidates assessed?</u>

We use two types of evaluation: formative evaluations and summative evaluations. The *formative* evaluation forms—for both MS and SS—focus on credential candidates' ability to teach subject matter in the relevant content areas. For example, the History-Social Science candidates have to know how to engage adolescent students in activities that will enable them to understand the material. Multiple Subject candidates will be assessed using 7 separate documents; one for each content area they teach. The *summative* evaluation forms—for both MS and SS—focus on the candidates' ability to provide consistently excellent learning experiences to all the students in their classrooms.

Over the course of the teaching credential program, Multiple Subject candidates are assessed on their performance in every content area they will be teaching - English Language Arts, Mathematics, History-Social Science, Science, Health, Physical Education, and Visual and Performing Arts.

Over the course of the teaching credential program, Single Subject candidates are assessed on their performance in the specific content area(s) in which they are specializing in: English, Mathematics, Science, Social Science, or Spanish.

Formative and Summative Field Evaluation Forms

The following content areas are assessed for credential candidates in all programs

Multiple Subject Content Areas	**Single Subject Content Areas**
English Language Arts	English
Mathematics	History-Social Science
History-Social Science	Mathematics
Science	Science
Physical Education	World Language (Spanish Only)
Health Education	
Visual and Performing Arts	

The field supervisor will share the following forms with the candidates during the following timeframes.

MS Formative Assessment Forms
- Winter Quarter
- Spring Quarter

MS Summative Assessment Forms
- Winter Quarter
- Spring Quarter

SS Formative Assessment Forms
- Winter Quarter
- Spring Quarter

SS Summative Assessment Forms
- Winter Quarter
- Spring Quarter

Standards for Professional Conduct in Clinical Practice Schools

Placement start and end date

Credential candidates should be prepared to begin their field placement on or before their students' first day of school. If your SCU cooperating teacher(s) is willing, you should plan to work alongside him/her on the in-service and teacher workdays prior to the students' first day. Candidates are also required to remain in their placement schools until the students' final day of school, even if the students' final day occurs after the end of Santa Clara's Spring quarter. Finally, candidates must complete all end-of-year placement-related obligations and responsibilities (grading student work, entering grades into the school district's online data management system, etc.) in a timely manner.

Following academic calendars
For the duration of this academic year, you will be following two separate calendars: your placement school district's academic calendar and SCU's academic calendar. These calendars are not neatly aligned. We recommend that you sit down with your placement school district calendar and the SCU academic calendar as soon as possible, identify all the dates on which BOTH your placement school and SCU are on break, and schedule your vacations or family travel during those times.

Please note that when your placement school is on break, you are on break ONLY from your placement; if SCU is in session during your placement school's break you are expected to attend your SCU classes as scheduled. Likewise, when SCU is on break, you are on break ONLY from your SCU classes; if your placement school is in session during an SCU break, you are expected to be present in your placement as scheduled.

Attendance in your placement classroom
Credential candidates must follow the placement schedule for each quarter outlined in this handbook and must be at their placement on all scheduled placement days, including those designated as teacher workdays, workshops, and meetings.

Absence reporting protocol
All absences, regardless of the reason, must be reported to both your SCU cooperating teacher and your SCU field supervisor (preferably prior to the absence).

Placement school arrival and departure
Credential candidates must arrive at their placement 30 minutes prior to the students' arrival time and leave following the field placement schedule set for each quarter.

SCU course obligations
Your SCU course attendance and requirements take priority over events taking place at your placement school. If you are instructed (by your SCU cooperating teacher or a school administrator) to attend an event at your placement school, please discuss the situation with your Field Placement Coordinator to determine the best course of action.

Communication with SCU cooperating teacher (student teaching pathway only)
During all three quarters of field experience, credential candidates are expected to initiate and maintain open lines of communication with their SCU cooperating teachers. This includes things like finding out how your SCU cooperating teacher would prefer to be contacted if you are ill or running late (phone? text message? email?); whether it would be better for you to submit your lesson plans electronically or in hard copy form; if there are specific days or times for meetings with the grade-level team or the other teachers who teach the same course preparation and

whether or not you would be welcome at those meetings; when you should actually arrive in the morning (if the SCU cooperating teacher wants you there at 7:15 instead of 7:30, or at 7:45 instead of 7:30, do your best to accommodate this adjustment); and so on. Communication with your SCU cooperating teacher is a significant professional responsibility and taking this very seriously will improve your student teaching experience tremendously.

Transportation
Credential candidates are required to provide their own transportation to and from their field placements and any other school sites visited as part of the clinical practice experience.

Preparation expectations
When credential candidates assume teaching responsibilities, they must use the SCU lesson plan template and write a thorough, detailed lesson plan for every lesson that is observed. Lesson plans must be completed, written, and given to the SCU cooperating teacher for review and approval at least 1-2 days in advance of the day on which the lesson is to be taught (unless your SCU cooperating teacher prefers more time to review them). Candidates are also required to create and maintain a shared digital lesson plan folder (e.g., Google folder) that contains all their lesson plans and reflections, is continually updated, and easily available to field supervisors during their observation visits.

Technology use
Credential candidates must turn off their mobile communication devices and keep them off while at their placement (unless they are being used for instructional purposes). Credential candidates must not use placement school computers for personal business (checking/responding to email, etc.) while at their placement. We strongly recommend that credential candidates pay close attention to their personal social media websites and remove images, text, or personal communication that would be considered inappropriate for viewing by students, students' parents, colleagues, administrators, or SCU faculty and field supervisors.

Appropriate dress
A neat, conservative appearance helps credential candidates establish a professional presence in their placements. Always err on the side of being overdressed rather than being underdressed.

Before you show up at your placement school in jeans, ask your SCU cooperating teacher(s) (student teaching pathway) or local support teacher (intern pathway) if it is appropriate for you to teach wearing regular blue denim jeans. Some schools do not allow teachers to wear blue denim jeans (other than for field trips) but are okay with teachers wearing jeans that are black, white, or some other color. Also—if appropriate—ask your SCU cooperating teacher(s) about gang activity in the community and ask for guidance on the colors you should avoid wearing to school.

We suggest wearing only comfortable, supportive, closed-toe shoes—you'll be doing a lot of standing and walking around.

Please ensure that your undergarments are not visible, even when you reach up to pull down the projector screen, crouch down to pick up the whiteboard eraser, or lean forward to talk quietly to a student.

Credential candidates are not permitted to wear shorts or other athletic apparel at their placement school. Additionally, credential candidates are not permitted to wear leggings, jeggings, or yoga pants to their placement.

While at their placement school, candidates should not wear clothing that displays any profanity or reference to drugs, alcohol, tobacco, sex, slurs against any racial/ethnic/gender/sexual orientation or that violates the student or faculty dress code.

Language
While at their placement schools, credential candidates must not use racial/ethnic/gender/sexual orientation slurs or profanity of any kind; gossip or engage in inappropriate conversations with students, other credential candidates, teachers, staff, or supervisors; or discuss the "adult content" of their personal lives.

Adherence to professional expectations at placement school
Credential candidates must be mindful of their status as learners at their placement school sites and should conduct themselves as accommodating and respectful guests. School administrators throughout Santa Clara County maintain professional relationships with their colleagues; you want to be sure that your placement school principal has only nice things to say about you and your work.

Corporal punishment of students
Corporal punishment is not permitted at any time.

Physical contact with students
Candidates should check with their SCU cooperating teachers for guidelines regarding what the school and district consider appropriate physical contact for the age group they are teaching. Remember, all physical contact between a credential candidate and a student must be (1) invited/initiated by the student; (2) in response to the needs of the student; and (3) age appropriate.

Confidentiality of student information
Students' personal information should never be shared with any person—at the placement school site, at SCU, or elsewhere—who is not entitled by law to have access to such information. Students must remain anonymous in class discussions, and student names should be removed from work samples submitted as part of SCU coursework or CalTPAs. In cases where complete confidentiality is not possible, please respect student privacy and don't re-share anything you have heard or seen in confidence.

Use of instructional materials at placement schools
If candidates intend to keep any of the instructional materials prepared for use in their field placement classroom, they should make those materials with supplies they purchase themselves.

Administration of student medication
Credential candidates are not permitted to administer any medication (either prescription or over the counter) to students at any time.

Photography and videotaping of students
Credential candidates must have parent permission to photograph or videotape students at their placement schools. In some districts, parents sign a blanket permission form for this; in other districts the permission is secured at the school level. Ask your SCU cooperating teacher for assistance accessing this information. CTC has created photography/videotaping permission forms (in English and Spanish) for use with the CalTPA. Those forms will be distributed later in the year.

Student supervision INSIDE the classroom
Although credential candidates are legally authorized to be left alone with students in their placement classrooms beginning in Fall quarter, credential candidates are expected to be engaged in observation and documentation during this period, not student supervision. In Winter and Spring quarters, credential candidates will be given responsibility for independent supervision of students once they have demonstrated the level of skill necessary to be successful.

Student supervision OUTSIDE the classroom
SCU does not permit our credential candidates to perform campus supervision responsibilities (yard duty, bus duty, hall monitoring, etc.) unless they are accompanied by their SCU cooperating teacher. Student teachers may only take over SCU cooperating teachers' campus supervision assignments when they are working as a paid substitute for the school district during a SCU cooperating teacher's absence.

Field trip policy
Credential candidates may not lead student field trips off campus. Credential candidates may accompany SCU cooperating teachers on field trips if the role of the credential candidate is secondary supervision to support the SCU cooperating teacher. Transportation (driving) of TK-12 students by SCU credential candidates in a private or school district vehicle is strictly forbidden.

Mandated reporting of child abuse
Credential candidates are legally considered mandated reporters and are required by law to contact the proper authorities if they have knowledge or reasonable suspicion that a child under 18 years of age has experienced any sort of abuse or neglect. For more information, or to make a report, contact Child Protective Services of Santa Clara County at 408-299-2071.

Substitute teaching policies for MATTC candidates
Credential candidates may secure a CTC Emergency 30-day Substitute permit and complete the procedures necessary to work as substitute teachers in their placement districts prior to beginning their clinical practice field placement (when possible- sometimes there are extenuating circumstances that prevent this from happening).

1. After securing an Emergency 30-Day Substitute Teaching Permit from CTC and completing the placement school district's required steps for registering as a substitute teacher, credential candidates are permitted to work as a full-day or half-day substitute teacher for their SCU cooperating teacher at any time.

2. Credential candidates are not required to substitute teach for their SCU cooperating teacher until they feel ready to manage the class and the curriculum.

3. Credential candidates may accept a substitute teaching position at their school site during their scheduled placement hours only in an emergency situation and with the approval of the SCU

cooperating teacher. Observation hours missed when subbing must be made up on Fridays or in the afternoons.

4. When a credential candidate has two SCU cooperating teachers (as is the case with all MS candidates), working as a substitute for one SCU cooperating teacher may impact the candidate's ability to fulfill professional responsibilities for the other SCU cooperating teacher. If you are a credential candidate in this situation, please secure permission from the impacted SCU cooperating teacher before agreeing to serve as a substitute for the other SCU cooperating teacher.

5. Requirements and expectations regarding substitute teaching are different in each quarter of the clinical practicum sequence:

Fall Quarter- Clinical Practicum 1: Field Experience in Elementary/Secondary Classrooms

- Credential candidates may substitute teach for their SCU cooperating teacher at any time.
- Credential candidates may substitute teach for other teachers at their placement school in the afternoons or on their day off (unless you are enrolled in a course that meets on you day off).
- Credential candidates may substitute for other teachers at the placement school in an emergency situation and with the permission of the SCU cooperating teacher.
- Credential candidates may substitute teach in any school or district on their day off .

Winter Quarter- Clinical Practicum 2: Elementary/Secondary Student Teaching A

- Credential candidates may substitute teach for their SCU cooperating teacher at any time.
- Credential candidates may substitute teach for other teachers at their placement school up to 3 afternoons each week (substitute teaching is not permitted during SCU class time on Thursday afternoons or on the afternoon reserved for working with the SCU cooperating teacher).

Spring Quarter- Clinical Practicum 3: Elementary/Secondary Student Teaching B

- Credential candidates may substitute teach for their SCU cooperating teacher at any time.
- Credential candidates are student teaching all day Monday-Friday, therefore substitute teaching for anyone other than the SCU cooperating teacher is not possible.
- Should an emergency situation arise, the credential candidate will remain in the placement classroom and the SCU cooperating teacher will serve as the substitute teacher for the emergency situation.

Long-term substitute teaching policy

Giving credential candidates permission to replace their clinical practice observation and/or student teaching hours with a paid long-term substitute teaching position is not a generally accepted practice in our program. Exceptions to this policy may be made on a case-by-case basis by the Field Placement Coordinators, the MATTC Director, and the Department Chair.

MATTC- Multiple Subject (MS) Candidates

Earning your California Preliminary Multiple Subject Teaching Credential

BY FEBRUARY 1st:

☐ **Satisfy the Basic Skills Requirement**

This requirement can be satisfied in several ways (for details see https://www.ctc.ca.gov/credentials/leaflets/basic-skills-requirement-(cl-667)):

A. holding a bachelor's or higher degree from a regionally accredited institution
B. passing the California Basic Educational Skills Test (CBEST) http://www.ctcexams.nesinc.com/
C. taking courses in reading, writing, and mathematics at a regionally-accredited college or university for credit, passed with a grade of B or better, be degree applicable
D. earning a score of "College Ready" or "Exempt" on both the English and the math sections of the CSU Early Assessment Program
E. earning a score of 151 or higher on the English subtest and a score of 50 or higher on the Math subtest of the CSU Placement Examinations https://www.calstate.edu/eap/
F. passing a basic skills examination in another US state
G. earning a score of 500 or higher on the English section and 550 or higher on the math section of the SAT exam
H. earning a score of 22 or higher on the English section and 23 or higher on the math section of the ACT
I. earning a score of 3 or higher on the English Language and Composition or the English Language and Literature AP exam **and** on the AP Calculus AB, AP Calculus BC, or AP Statistics exam
J. Multiple Subject candidates may also satisfy the BSR by passing the three Multiple Subject subtests of the California Subject Examinations for Teachers (CSET) examination AND passing the Writing Skills CSET subtest http://www.ctcexams.nesinc.com/
K. demonstrating a combination of passing exams and coursework listed above.

☐ **Demonstrate subject matter competence**

Credential candidates can demonstrate subject matter competence in one of five ways (for details see https://www.ctc.ca.gov/educator-prep/subject-matter-requirements):

1. Pass all subtests of the CSET (California Subject Examinations for Teachers) exam.
2. Completion of a subject matter program approved by the commission.
3. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements.
4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable:
    a. For **single subject** credentials, a major in one of the subject areas in which the commission credentials candidates.
    b. For **multiple subject** credentials, a liberal studies major or other degree that includes coursework in the content areas.
5. A combination of the methods above to meet all domains of the subject matter requirements.

NOTE: You are responsible for providing our Credential Analyst with valid documentation of your CBEST/CSET scores. Submit materials via email to credentials@scu.edu.

MAY-JULY: Things to do before entering your placement classroom

□ **Secure CTC Certificate of Clearance.**
This is a two-step process.

STEP 1. Complete the LiveScan fingerprinting process.

1. Find a convenient LiveScan location; schedule an appointment if necessary. You can find a location using this link: http://ag.ca.gov/fingerprints/publications/contact.php
2. Bring the following items with you to your LiveScan appointment
    a. driver's license or passport
    b. completed Request for LiveScan Service form (see www.ctc.ca.gov/credentials/how to-apply.html) Save a signed copy of this form!
    c. INS/Resident or green card if you are not a US citizen
    d. your social security number
    e. form of payment accepted at your location

STEP 2. Apply for the appropriate CTC-authorized document.
Do you have an original transcript that shows your completion of a Bachelor's degree **AND** an original document showing your satisfaction of the Basic Skills Requirement?

YES? Apply for a 30-Day Emergency Substitute Permit (see 2A below).
NO? Apply for a Certificate of Clearance (see 2B below).
Please note: if you get a Certificate of Clearance now (because it's your only option), you will still have to get a 30-Day Sub Permit before advancing to student teaching in January.

2A. How to apply for an Emergency 30-Day Substitute Permit
• Go to the Santa Clara County Office of Education (1290 Ridder Park Drive, San Jose), or your local County Office of Education.
Bring your
a) Original documentation of satisfying the basic skills requirement
b) Official undergraduate transcript OR original undergraduate diploma
c) Accepted form of payment
d) signed copy of your LiveScan form, just in case
• Complete the 30-Day Emergency Substitute Permit application.

2B. How to apply for a Certificate of Clearance.
• Go to the CTC website link**:**
https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52_2
• Follow the steps provided in the link to complete your Certificate of Clearance application. Contact your advisor if you have problems with the application. Hint: Use the pull-down menu next to "2. Type of Credential" to select Certificate of Clearance.

□ **Submit evidence of negative results on a MAN-TOUX tuberculin (TB) test that are less than four years old**
Candidates should keep their original test result paperwork and submit one copy to the Credential Analyst/Authorized Designee. You will also need to submit a copy of your TB test results to your placement school district.

□ **Contact the Human Resources Department at the district office in your clinical practice field placement district in early August.**
Many school districts have their own internal requirements that student teachers must satisfy before beginning their placements. For example, you might need to register as a substitute teacher with the district, provide a copy of your Emergency 30-Day Sub permit or your recent TB test results for their files, have your fingerprints taken (again), complete paperwork, provide evidence of satisfying the basic skills requirement, etc. Find out what the district requires and hand-carry the documentation to the district office.

□ **If you have a 30-Day Sub Permit, register as a sub with your placement school district.**
Candidates are encouraged to substitute teach for their SCU cooperating teachers. We strongly recommend that candidates limit their substitute teaching only to their placement school.

□ **Submit completed Approval to Begin Clinical Practice Placement form**
Your field supervisor will distribute and collect these forms.

December: Things to do in order to Advance to Student Teaching

□ **File a completed and signed Advancement to Student Teaching form**

March: Things to do before continuing in student teaching

□ Complete 10 consecutive days of full responsibility for solo teaching (mornings only)

□ Earn scores of 3 or higher on your Winter summative evaluations and continue in student teaching OR
Earn scores of 2 or 3 on your Winter summative evaluations and continue in with concerns

□ File signed completed Mid-Program Review form.

May: Things to do to complete the MATTC program requirements

□ Complete 10 consecutive full days of solo teaching (all content areas)

□ Earn a score of 3 or higher on all elements of your Spring summative evaluations

□ File signed completed Completion of Clinical Practice Field Placement form

□ Pass all courses and fulfill all MATTC requirements

June or beyond: Things to do before you can receive a credential recommendation

□ Pass both California Teaching Performance Assessment Tasks (CalTPAs)

□ Submit Petition for Credential Recommendation and all supporting documentation to credentials@scu.edu

MATTC-MS Clinical Practice at a Glance

	SUMMER 2/FALL	WINTER	SPRING
PLACEMENT SCHEDULE	Mon-Thurs mornings (arrive 30 minutes before students; leave at lunch) Follow placement school district calendar. Spend 7-8 weeks with each SCU cooperating teacher Visit alternate placement site(s) and other grade levels	Prior to Winter: Complete and submit Advancement to Clinical Practice Student Teaching Benchmark Form Mon-Fri mornings (arrive 30 minutes before students; leave when class breaks for lunch) PLUS one afternoon each week for planning with MT Follow placement school district calendar. Spend entire quarter w/one SCU cooperating teacher	Prior to Spring: Complete and submit Mid-Program Review/ Continuation in Clinical Practice Student Teaching Benchmark Form Mon – Fri all day (arrive 30 minutes before students; leave 30 minutes after students leave) Follow placement school district calendar. Spend entire quarter w/other SCU cooperating teacher
CREDENTIAL CANDIDATE	Plan and teach 1 lesson for CalTPA,Cycle #1 Complete all lessons/ assignments for SCU classes Pass CalTPA Cycle #1 Satisfy all CTC and program requirements	Assume responsibility for planning and teaching daily lessons in one, then two, then three morning instructional blocks. Spend two weeks with full responsibility for planning, teaching, and assessing student learning in all morning lessons. Satisfy all CTC and program requirements	Assume responsibility for planning and teaching lessons in all content areas. Spend two weeks with full responsibility for planning, teaching, and assessing student learning in all content areas. Plan and teach three lessons 1 P.E. 1 Visual or Performing Arts ***Note***: If the Field Supervisor and Cooperating Teacher feels that the candidate is ready, they can teach Visual Performing Arts and/or P.E. during the Fall or Winter quarters. Pass CalTPA, Cycle #2 Satisfy all CTC and program requirements

FIELD SUPERVISOR		4 observation visits Informal conversations w/ credential candidate Support candidate in completing all checklist tasks Conduct 3-way conference with credential candidate & SCU cooperating teacher		Complete 4 formative evaluations with post-observation debriefs Complete summative evaluation forms- rating scales & narrative Conduct 3-way conference with credential candidate & SCU cooperating teacher Collect completed evaluation documents from SCU cooperating teacher		Complete 4 formative evaluations with post-observation debriefs Complete summative evaluation forms- rating scales & narrative Conduct 3-way conference with credential candidate & SCU cooperating teacher Collect completed evaluation documents from SCU cooperating teacher	
COOPERATING TEACHER		Informal conversations with credential candidate Support and provide feedback on candidate's performance of all checklist tasks		Complete 4 formative evaluations with post-observation debriefs Complete summative evaluation forms- rating scales & narrative 3-way conference with credential candidate and field supervisor Submit completed evaluation documents to Field Supervisor		Complete 4 formative evals w/post-observation debriefs Complete summative eval forms-rating scales & narrative 3-way conference with credential candidate and field supervisor Submit completed evaluation documents to your Field Supervisor Complete and submit Completion of Clinical Practice Field Experience Benchmark Form	

Overview of MS Clinical Practice Field Experience and Expectations

Credential candidates spend an entire academic year working at a single elementary school campus (though you will spend some time at an alternative placement site during fall quarter). Because all credential candidates must demonstrate the ability to assume full responsibility for planning, implementing, and assessing daily lessons in a primary grade (TK-2) and an upper grade (3-6) classroom, you will have two SCU cooperating teachers and will student teach in two different classrooms at your placement school.

During all three quarters of the clinical practice field experience, credential candidates must be able to provide their field supervisors with a weekly schedule indicating the topics and lessons that will be taught by the SCU cooperating teacher or the credential candidate during the scheduled placement time if requested. If something unusual—an assembly, field trip, party, visit to another classroom or school site— is planned for the students, the SCU cooperating teacher, or the credential candidate, that information should be included on the schedule as well.

Starting Your Placement

We will make every effort to match you with a pair of outstanding SCU cooperating teachers as promptly as possible. You will be contacted via email as soon as your classroom placements are confirmed. You will be told the grade levels, school, and district in which you will be working, and given the names and contact information of your SCU cooperating teachers.

You are responsible for making the initial contact with your SCU cooperating teachers at this time. You must also contact the Human Resources department in your placement school district, identify yourself as a Santa Clara University student teacher assigned to _____ Elementary School, and find out what the district requires student teachers to do before beginning their placement. Be sure to satisfy these requirements right away so you do not delay the start of your field experience.

Your field supervisor will contact you and your SCU cooperating teachers to arrange a time for all of you to meet. Be sure to give your SCU cooperating teachers and field supervisor all of your contact information, including home phone, cell phone, and all relevant email addresses. It is also important to find out the best ways to contact your SCU cooperating teacher and field supervisor if you are ill or having an emergency and will not be arriving at school as planned.

Your Field Placement

Ideally, you will begin your placement on or before your students' first day of school. Beginning prior to the start of the school year is ideal, as this will be your opportunity to see how teachers prepare themselves and their classrooms for the arrival of their students. If you are invited to attend any district or school site activities before school begins, do your best to attend as many as possible and introduce yourself to your colleagues.

To start, credential candidates are in their placements Monday-Thursday mornings. Credential candidates must arrive 30 minutes before the start of the students' school day. Credential candidates leave for the day at the conclusion of the class period ending around noon.

Summer 2: Observation, Reflection, and First Steps (5 weeks)

During Summer 2, credential candidates begin with observation. Observing and documenting students' behavior and learning is a great way to get to know the students at your own pace. Soon, you will begin to assist your SCU cooperating teacher, and gradually begin supervised teaching by working one-on-one with students and teaching small group lessons. Candidates will also complete classroom-based assignments and tasks assigned for MATTC courses. In addition, credential candidates are encouraged to visit other classrooms at their placement schools to see different grade levels, teachers, content areas, and approaches to instruction.

Your Clinical Practicum instructor will provide you with the Fall Required Experiences Checklist **(see below)**. The checklist includes a variety of tasks, activities, and assignments that you are encouraged to complete in your placement each month in order to progress toward your solo teaching. Your SCU cooperating teachers and field supervisors will help to ensure that you successfully complete your checklist.

NOTE: Candidates are not observed during Summer 2 but are expected to attend 3-way Benchmark Meeting with their Field Supervisor and SCU cooperating teacher during this time.

Fall Quarter: Pre-Student Teaching (10 weeks)

Fall quarter is full of variety and opportunity. Credential candidates split their time: half the quarter (i.e. approximately 7-8 weeks, depending on the placement start date) is spent in your primary grade classroom, and half is spent in your upper grade classroom. Credential candidates are also expected to visit other classrooms at the placement school to see different grade levels, teachers, content areas, and approaches to instruction.

Further, credential candidates must observe at alternate school site in order to experience a variety of student populations, languages of instruction, and communities. If necessary, your field supervisors can help to arrange these visits for you. All visitations outside of the placement classrooms will be documented through written reflections and discussed thoughtfully with classmates and course instructors.

Credential candidates are in their placements Monday-Thursday mornings. Credential candidates must arrive in their classroom 30 minutes before the start of the students' school day and may leave for the day when the students break for lunch. Credential candidates follow the placement school's calendar: you go to school when your students are at school.

During Fall quarter, you observe, assist your SCU cooperating teacher, and begin supervised practice teaching by working one-on-one with students and teaching small group lessons. You may also have the opportunity to teach some small-group math lessons as assignments in your EDUC 259A – Elementary Mathematics Methods course.

Please remember that your SCU cooperating teacher may prefer to teach in ways that are different from what you expected. Every teacher has their own understanding of the work they do-- the classroom routines, the types of lessons, activities, and assignments they prefer, the materials they use, and so on. You and your SCU cooperating teacher might not see eye to eye on every aspect of your subject area, your preferred practices, assignments, and routines. However, you are in your

placement classroom to learn how to be the best teacher you can be. Keep the things you like about the MT's practices and leave the things you don't like.

Your field supervisor will visit with you four times this quarter for observation and conversation. You will not be evaluated at all this quarter.

During Fall quarter, you will be completing and submitting CalTPA Cycle 1. You will be fully prepared for success on these tasks if you have downloaded and read the CalTPA Performance Assessment Guide, paid attention in your classes, and attended the CalTPA Workshops offered by our CalTPA Coordinator or your Practicum instructor.

Fall quarter ends with a 3-way Benchmark conference between you, your SCU cooperating teachers, and your field supervisor. At this conference, you and your mentors will determine whether or not you are ready to advance from observation and assistance to student teaching. There are three possible outcomes of this Benchmark conference: advancement to student teaching; delayed advancement to student teaching, and non-advancement to student teaching.

Winter Quarter: Student Teaching I (10 weeks)

Winter quarter student teaching begins on the placement school's first day back from Winter break and continues following the placement school's calendar (not SCU's calendar).

During this quarter, you will be in your placement classrooms on Monday – Friday mornings from 30 minutes before the students' arrival time until the students leave for lunch. Credential candidates will also remain in their placement for one long afternoon each week (on a day determined by the candidate and SCU cooperating teacher). On their long day, candidates will participate in the afternoon instruction and stay after school to plan with their SCU cooperating teachers.

During Winter quarter, MS credential candidates begin daily teaching, gradually taking responsibility for increasing amounts of morning instructional time, ending the quarter with two weeks in which they take daily responsibility for planning, teaching, and assessing whole-class instruction all morning.

Credential candidates should carefully plan for all lessons they teach, and must use the SCU lesson template to write thorough, detailed lesson plans for every lesson that is observed and formally evaluated by their cooperating teacher and University field supervisor, including opening activities, circle time, read-alouds, etc. Lesson plans must be completed, written, and given to the SCU cooperating teacher/field supervisor for review and approval at least 1-2 days in advance of the day on which the lesson is to be taught. Candidates are also required to create and share a Lesson Plan Google Doc folder that contains all their lesson plans and reflections, is continually updated, and easily available to field supervisors during their observation visits.

If Student Teaching I takes place in the primary grade placement classroom, Student Teaching II will be in the upper grade placement classroom and vice versa.

Eight times during Winter quarter, credential candidates will be observed teaching lessons and provided with formative feedback. The SCU cooperating teacher and the field supervisor complete four formative evaluations each. At the conclusion of the quarter, the SCU cooperating teacher and field supervisor complete a summative evaluation that documents the candidate's

performance during the quarter. Candidates must receive only scores of 3 or higher on their summative evals to continue in student teaching without concerns.

Winter quarter ends with a 3-way Benchmark conversation between you, your SCU cooperating teacher, and your field supervisor to discuss your continuation in student teaching.

Candidates are required to complete CalTPA Cycle 2 during this academic quarter.

Spring Quarter: Student Teaching II (10 weeks)

During this placement, credential candidates are in their classrooms Monday-Friday for the entire school day, beginning 30 minutes prior to the students' arrival and concluding after student departure (at a time to be determined by the SCU cooperating teacher). Credential candidates are expected to follow their school district calendar, not SCU's calendar.

Credential candidates' responsibility for planning and teaching increases each week; the quarter ends with two weeks of solo teaching in which candidates are expected to take full responsibility for planning, teaching, and assessing student learning every day.

Credential candidates should begin to take on planning and instructional responsibilities as quickly as they are able during Spring quarter, because Student Teaching II is shorter than it appears on the calendar. Public schools' spring vacation schedule, the amount of time reserved for standardized test preparation and administration, and the students' end of the year activities, field trips, and special events leave credential candidates with less teaching time than they expect.

As in Winter quarter, credential candidates must use the SCU lesson template to write thorough, detailed lesson plans for every lesson that is observed by the cooperating teacher or field supervisor. Lesson plans must be completed, written, and given to the SCU cooperating teacher for review and approval at least 1-2 days in advance of the day on which the lesson is to be taught. Candidates are also required to update their shared folder of lesson plans/reflections continually and ensure that it is easily available to field supervisors during their observation visits.

Credential candidates will be observed and evaluated eight times during Spring quarter. Both the SCU cooperating teacher and the field supervisor complete four formative observations. The SCU cooperating teacher and field supervisor also complete a summative evaluation that documents the candidate's performance during the quarter. All candidates must attain a score of 3 on all elements of their summative evaluations to successfully complete their clinical practice field experience.

At the end of Spring quarter there will be a final Benchmark conference between you, your SCU cooperating teacher, and your field supervisor. At this conference, your mentors will indicate whether you have successfully completed the clinical practice field experience.

MATTC- Multiple Subject Clinical Practicum

MATTC MS Fall Quarter Required Experience Checklist

August

- □ Participate in introductory meeting with SCU cooperating teachers and field supervisor
- □ Introduce yourself to school support staff
- □ Review school emergency procedures

September

- □ Observe SCU cooperating teacher and other teachers daily
- □ Participate in lesson presentations
- □ Participate in individual student interactions to get to know students
- □ Review student homework to get to know student learning levels
- □ Maintain weekly reflective journal
- □ Review formal test data, including ELPAC scores for ELs
- □ Identify underperforming subgroups and the students in these subgroups
- □ Identify strategies the SCU cooperating teacher uses to address all student needs
- □ Attend and participate in Back to School Night
- □ Become familiar with school campus and school neighborhood

October

- □ Interview the principal and a SCU cooperating teacher
- □ Continue observations of teachers at other grade levels
- □ Identify lesson strategies and instructional activities as presented by SCU cooperating teacher
- □ Conduct four-day visitation to another school site (Oct. or Nov.)
- □ Review student homework
- □ Participate in classroom instruction
- □ Maintain weekly reflective journal

November

- □ Plan and teach your CalTPA Cycle #1
- □ Participate in classroom instruction
- □ Review student homework
- □ Maintain weekly reflective journal
- □ Participate in parent-teacher conferences
- □ Plan and teach a lesson in the content area you DIDN'T choose in October

December

- □ **Complete and submit CalTPA Cycle #1 by the December deadline.**
- □ Participate in 3-way Benchmark Conference regarding advancement to student teaching, get signatures on Advancement to Student Teaching form
- □ Submit all required documentation
- □ Maintain weekly reflective journal
- □

January

- □ Instruct daily using SCU format lesson plans; complete reflections on lessons
- □ Receive written evaluations from SCU cooperating teacher and field supervisor

Suggested Pacing Guide for Multiple Subject Credential Candidates

This pacing guide provides a suggested schedule. The SCU cooperating teacher and credential candidate may make adjustments to this calendar to accommodate field trips, testing, etc.

REMINDER! Credential candidates are expected to

- **Arrive promptly at school in the morning- 30 minutes before students' arrival**
- **Remain in your placement until the specified departure time each day**
- **Follow the placement school's academic calendar for their placement schedule and follow SCU's academic calendar for their course schedule**
- **Contact the school, your SCU cooperating teacher, and your field supervisor if you are ill and will not be at school on time.**

Overview of Summer 2: MS credential candidates…

Are at their school sites Mondays through Thursdays from 30 minutes before the students' arrival until students break for lunch

Spend 2 weeks in one SCU cooperating teacher's classroom and 2 weeks in the other SCU cooperating teacher's classroom

Start to build connections with the students (and their names) in each classroom, assess the learning environments in each classroom, wonder about certain instructional materials or practices, spend time working with each of your SCU cooperating teachers.

Go to Back to School Night/Open House to meet as many parents as you can.

Overview of Fall Quarter: MS credential candidates…

Are at their school sites Mondays through Thursdays from 30 minutes before the students' arrival until students break for lunch.

Spend approximately 8 weeks in first placement classroom and then 8 weeks in second placement classroom

Observe, assist SCU cooperating teacher, and work one on one with students or with a small group of students.

Do whole-group or small group instruction to fulfill SCU course requirements
a. Math lessons for EDUC 259A – Elementary Mathematics Methods
b. Other lessons specified by course instructors
c. Your lesson for CalTPA Cycle #1.

Are visited by their field supervisor, but not evaluated

Complete all tasks on the Fall Required Experiences Checklist

Spend a week observing at an alternate school site in October or November

Complete all necessary requirements for Advancement to Student Teaching

Submit CalTPA Cycle #1.

SUGGESTED PACING FOR FALL QUARTER

August

- Field supervisor conducts meeting with CT and TC covering items on Field Supervision Checklist
- Fall field placements begin on or before students' first day of school
- Candidate observes in first placement classroom Mondays—Thursdays from 30 minutes prior to students' arrival until lunchtime every week up through the students' Winter break
- Candidate completes August Required Experiences Checklist for Clinical Practicum

September

- Field supervisor makes second visit
- Candidate continues with observation and reflective journal
- Candidate completes September Required Experiences Checklist for Clinical Practicum

October

- Field supervisor makes third visit
- Candidate observes at an alternate school site as arranged/specified by field supervisor or Field Placement Coordinator (this observation may take place in October or November)
- Candidate moves to second placement classroom
- Candidate completes October Required Experiences Checklist

November

- Field supervisor makes fourth visit
- Alternate site visit/observation as arranged/specified by field supervisor or Coordinator of Field Experiences (if not already completed in October)
- Teach lesson for CalTPA, Cycle #1
- Candidate completes November Required Experiences Checklist for Clinical Practicum
- Candidates' Thanksgiving break is determined by their placement school calendar.

December

- Candidate continues in placement until the students begin their Winter break
- Candidate completes December Required Experiences Checklist
- Candidate, field supervisor, and SCU cooperating teacher conduct 3-way Benchmark conference
- Candidate submits appropriate Advancement to Student Teaching documentation
- **Submit CalTPA Cycle #1 by December deadline**

Overview of Winter Quarter: MS credential candidates…

Are at their school sites from Monday through Friday from before school (30 minutes before students arrive) until noon AND one afternoon each week to work with the class in the afternoon and plan with their SCU cooperating teacher after school. The credential candidate and SCU cooperating teacher will mutually agree on the afternoon; the specific afternoon day might change from week to week to allow candidates to experience faculty meetings, parent conferences, and other important meetings.

Spend the entire quarter in their first placement classroom, gradually assuming responsibility for planning, teaching, and assessing student learning for the morning instructional blocks.

Complete two weeks of morning solo teaching.

SUGGESTED PACING FOR WINTER QUARTER

January

- **Begin Winter quarter field placement when placement school resumes after Winter break.**
- **Candidate begins to plan and teach one morning instructional block (opening routine, whole group literacy instruction, etc.)**
- Field supervisor begins formative evaluation
- SCU cooperating teacher completes first formative evaluation
- CalTPA Information session in January**.**
- Field supervisor continues formative evaluation
- SCU cooperating teacher continues formative evaluation

February

- Candidate begins planning and teaching a second morning instructional block.
- Field supervisor continues formative evaluation
- SCU cooperating teacher continues formative evaluation
- MATTC candidates submit Petition to Graduate
- Candidate begins planning and teaching 3rd instructional block; candidate is now teaching for the entire morning

March

- Field supervisor continues with formative evaluation
- SCU cooperating teacher continues with formative evaluation
- Field supervisor completes summative evaluation forms
- SCU cooperating teacher completes summative evaluation forms
- SCU cooperating teacher takes back the class
- Field Supervisor notifies Coordinator of Field Experiences if any credential candidates will be continuing in student teaching with concerns
- Candidate, field supervisor, and SCU cooperating teacher conduct 3-way Benchmark conference

- Candidate submits Continuation in Student Teaching form
- Field supervisor collects all documents from SCU cooperating teacher and turns all documents in to the Field Placement Coordinator
- **Submit CalTPA, Cycle #2 by March deadline**

NOTE: You must prepare your own lesson plans for the PE and Performing Arts lessons. One lesson should be completed in your first classroom placement and the other lesson should be completed in your second classroom placement.

Overview of Spring Quarter: MS credential candidates…

Are at their school sites from Monday through Friday all day.

Spend the entire quarter in their second placement classroom, gradually assuming responsibility for planning, teaching, and assessing student learning for all content areas and the entire school day.

Complete two full weeks of solo teaching.

SUGGESTED PACING FOR SPRING QUARTER

April

- Candidate begins second classroom placement; remains in placement all day.
- Candidate begins planning and teaching one morning instructional block
- Field supervisor completes first formative evaluation
- Candidate continues teaching first instructional block; adds a second instructional block
- SCU cooperating teacher completes first formative evaluation
- Candidate continues with existing responsibilities; adds a third instructional block
- Candidate assumes full responsibility for planning/teaching/assessing all morning
- Field supervisor completes second formative evaluation
- Candidate adds one afternoon instructional block
- SCU cooperating teacher completes second formative evaluation

May

- Candidate adds second afternoon instructional block
- Field supervisor continues with formative evaluation
- SCU cooperating teacher continues with formative evaluation
- First week of solo teaching
- Candidate assumes full responsibility for all planning/ teaching/assessing all day
- Field supervisor completes fourth formative evaluation
- Monday- Memorial Day. No school
- **Second week of solo teaching**
- **SCU cooperating teacher continues with formative evaluation**
- Field supervisor completes summative evaluation forms

June

- **Candidate gives class back to SCU cooperating teacher**
- **SCU cooperating teacher completes summative evaluation forms**

- Candidate, field supervisor, and SCU cooperating teacher conduct 3-way Benchmark conference
- Candidate submits Completion of Field Experience form
- Field Supervisor collects all documents from SCU cooperating teacher and turns all documents in to the Coordinator of Field Experiences
- Candidate spends 5 days per week in placement until end of students' school year
- June - Participate in SCU Graduate Commencement Ceremony

MATTC Single Subject (SS) Candidates

Earning your California Preliminary Single Subject Teaching Credential

BY FEBRUARY 1st:

□ **Satisfy basic skills requirement**

This requirement can be satisfied in a variety of ways:

1. A bachelor's or higher degree from a regionally accredited institution
2. Pass the California Basic Education Skills Test (CBEST) http://www.ctcexams.nesinc.com/
3. Provide evidence of passing a basic skills examination in another state
4. Earn scores of "college ready" or "exempt" on both the English **and** Math sections of the CSU Early Assessment Program https://www.calstate.edu/eap/
5. Earn a score of 151 of higher on the English section **and** 50 or higher on the math section of the CSU Placement Examinations
6. Earn a score of 500 or higher on the English section **and** a score of 550 or higher on the math section of the SAT
7. Earn a score of 22 or higher on the English section and a score of 23 or higher on the math section of the ACT
8. Earn a score of 3 or higher on the AP English Language and Composition **or** AP English Literature and Composition Test **and** a score of 3 or higher on AP Calculus AB, AP Calculus BC, or AP Statistics.

Please note you are responsible for providing us with appropriate, official documentation of your scores on these examinations.

□ **Demonstrate subject matter competence**

Credential candidates can demonstrate subject matter competence in one of five ways:

1. Pass all subtests of the CSET (California Subject Examinations for Teachers) exam
2. Provide documentation of completion of a CTC-approved subject matter waiver program or coursework in content areas.
3. Successful completion of coursework at one or more regionally accredited institutions of higher education that addresses each of the domains of the subject matter requirements.
4. Successful completion of a baccalaureate or higher degree from a regionally accredited institution of higher education with the following, as applicable:
    a. For **single subject** credentials, a major in one of the subject areas in which the commission credentials candidates.
    b. For **multiple subject** credentials, a liberal studies major or other degree that includes coursework in the content areas.
5. A combination of the methods above to meet all domains of the subject matter requirements.

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This is a two-step process.

STEP 1. Complete the LiveScan fingerprinting process.
• Find a convenient LiveScan location; schedule an appointment if necessary. You can find a location using this link: http://ag.ca.gov/fingerprints/publications/contact.php
• Bring the following items with you to your LiveScan appointment
(a) driver's license or passport
(b) completed Request for LiveScan Service form (see www.ctc.ca.gov/credentials/how to-apply.html) Save a signed copy of this form!
(c) INS/Resident or green card if you are not a US citizen
(d) your social security number
(e) form of payment accepted at your location

STEP 2. Apply for the appropriate CTC-authorized document.
Do you have an original transcript that shows your completion of a Bachelor's degree **AND** an original document showing your satisfaction of the Basic Skills Requirement?

YES? Apply for a 30-Day Emergency Substitute Permit (see 2A below).
NO? Apply for a Certificate of Clearance (see 2B below).
Please note: if you get a Certificate of Clearance now (because it's your only option), you will still have to get a 30-Day Sub Permit before advancing to student teaching in January.

2A. How to apply for an Emergency 30-Day Substitute Permit
• Go to the Santa Clara County Office of Education (1290 Ridder Park Drive, San Jose), or your local County Office of Education.
Bring your
a) Original documentation of satisfying the basic skills requirement
b) Official undergraduate transcript OR original undergraduate diploma
c) Accepted form of payment
d) signed copy of your LiveScan form, just in case
• Complete the 30-Day Emergency Substitute Permit application.

2B. How to apply for a Certificate of Clearance.
• Go to the CTC website link:
https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52_2
• Follow the steps provided in the link to complete your Certificate of Clearance application. Contact your advisor if you have problems with the application. Hint: Use the pull-down menu next to "2. Type of Credential" to select Certificate of Clearance.

□ **Submit evidence of negative results on a MAN-TOUX tuberculin (TB) test that are less than four years old**
Candidates should keep their original test result paperwork and submit one copy to the Credential Analyst/Authorized Designee.

□ **Contact the Human Resources Department in the district office of your clinical practice field placement district in August.**

Many school districts have their own internal requirements that student teachers must satisfy before beginning their placements. For example, you might need to register as a substitute teacher with the district, provide a copy of your Emergency 30-Day Sub permit or your recent TB test results for their files, have your fingerprints taken (again), complete paperwork, provide evidence of satisfying the BSR, etc. Ask what the district requires and hand-carry the documentation to the district office.

□ **If you have a 30-Day Sub Permit, register as a substitute with your placement school district.**
Candidates are encouraged to substitute teach for their SCU cooperating teacher. We strongly recommend that candidates limit their substitute teaching only to their placement school.

December: Things to do in order to Advance to Student Teaching

□ **File a completed and signed Advancement to Student Teaching form**

March: Things to do before continuing in student teaching

□ Independently plan, teach, and assess student learning in two (2) morning class periods

□ Earn scores of 3 or higher on your Winter summative evaluations and continue in student teaching OR Earn scores of 2 or 3 on your Winter summative evaluations and continue with concerns.

□ File completed Mid-Program Review form.

May: Things to do to complete the MATTC program requirements

□ Independently plan, teach, and assess student learning in two (2) morning class periods and one (1) afternoon class period

□ Earn a score of 3 or higher on all elements of your Spring summative evaluations

□ Pass all courses and fulfill all MATTC requirements

□ File signed Completion of Clinical Practice Field Placement form

June or beyond: Things to do before you can receive a credential recommendation

□ Submit Petition for Credential Recommendation and all supporting documentation to credentials@scu.edu

MATTC-SS Clinical Practice At A Glance

Describes placement in a school with a typical schedule; candidates with block scheduling meet these expectations in a slightly different format.

	SUMMER 2/FALL	WINTER	SPRING
PLACEMENT SCHEDULE	Four mornings - begin 30 minutes prior to student arrival time, leave at the end of the period closest to noon Complete 4 days of structured observation at an alternate school site; visit other classrooms at placement school	Prior to Winter: Complete and submit Advancement to Clinical Practice Student Teaching Benchmark Form Mon –Fri mornings-begin 30 minutes prior to student arrival time, leave at the end of the period closest to noon, PLUS one afternoon teaching and planning w/ SCU cooperating teacher	Prior to Spring: Complete and submit Mid-Program Review/ Continuation in Clinical Practice Student Teaching Benchmark Form Mon – Fri all day- begin 30 minutes prior to student arrival time, leave at/after teachers' contracted dismissal time
CREDENTIAL CANDIDATE	Observation and guided practice, plus plan/teach at least one lesson for SCU cooperating teacher feedback and Cal TPA, Cycle #1 Complete all checklist tasks and all lessons/assignments for SCU classes Pass CalTPA Cycle #1 Satisfy all CTC and program requirements	Teach at least two periods every day until June (same prep is preferred) Satisfy all CTC and program requirements Pass CalTPA Cycle #2	Continue full responsibility for the two periods taken over in January; gradually add a third. One of the classes taught should be in the afternoon; if that's not possible, other arrangements must be made. Teach more than one prep if possible Satisfy all CTC and program requirements
FIELD SUPERVISOR	4 observation visits Informal conversations w/ credential candidate Support candidate in completing all checklist tasks Conduct 3-way conference with credential candidate & SCU cooperating teacher	Complete 4 formative evals with post-observation debriefs Complete summative evals-rating scales & narrative Conduct 3-way conference with credential candidate and SCU cooperating teacher Collect completed evaluation documents from SCU cooperating teacher	Complete 4 formative evals with post-observation debriefs Complete summative evals-rating scales & narrative Conduct 3-way conference with credential candidate and SCU cooperating teacher Collect completed evaluation documents from SCU cooperating teacher

SCU COOPERATING TEACHER		Informal conversations w/credential candidate Support/provide feedback on candidate's performance of all checklist tasks Observe one or more lessons; provide credential candidate with oral feedback		Complete 4 formative evals with post-observation debriefs Complete summative evals-rating scale and narrative 3-way conference w/candidate and field supervisor Submit completed evaluation documents to field supervisor		Complete 4 formative evals with post-observation debriefs Complete summative evals-rating scale and narrative 3-way conference w/ candidate and field supervisor Submit completed evaluation documents to field supervisor End of Spring: Complete and submit Completion of Clinical Practice Field Placement Benchmark Form	

Overview of SS Clinical Practice Experience and Expectations

Credential candidates spend an entire academic year working at a single middle or high school campus (though you will spend some time at an alternative placement site during fall quarter). Over the course of the year, you will be expected to assume daily responsibility for planning, implementing, and assessing student learning. The process of moving to full responsibility may be implemented in a variety of ways. Talk with your field supervisor and SCU cooperating teacher to design a plan that works best for the specific circumstances in your placement site.

During all four quarters of field experience, credential candidates must be able to provide their field supervisors with a weekly schedule indicating the topics and lessons that will be taught (by the SCU cooperating teacher or the credential candidate) during the scheduled placement time if requested. If something unusual—an assembly, field trip, visit to another classroom or school site— is planned for the students, the SCU cooperating teacher, or the credential candidate, that information should be included on the schedule as well.

Starting Your Placement

SCU will make every effort to match you with an outstanding SCU cooperating teacher as promptly as possible. You will be contacted via email as soon as your classroom placement is confirmed. You will be told the courses, grade levels, school, and district in which you will be working, and given the names and contact information of your SCU cooperating teacher. **You are responsible for making the initial contact with your SCU cooperating teacher at this time. You must also contact the Human Resources department in your placement school district, identify yourself as a Santa Clara University student teacher assigned to _____ School, and find out what the district requires student teachers to do before beginning their placement. Satisfy these requirements right away so you do not delay the start of your field experience.**

Your field supervisor will contact you and your SCU cooperating teacher to arrange a time for all of you to meet. Be sure to give your SCU cooperating teacher(s) and field supervisor all of your contact information, including home phone, cell phone, and email addresses. It is also important to

find out the best ways to contact your SCU cooperating teacher(s) and field supervisor if you are ill or experiencing an emergency and will not be arriving at school as planned.

Your Field Placement

Ideally, you will begin your placement on or before your students' first day of school. Beginning prior to the start of the school year is ideal, as this will be your opportunity to see how teachers prepare themselves and their classrooms for the arrival of their students. If you are invited to attend any district or school site activities before school begins, do your best to attend as many as possible and introduce yourself to your colleagues. To start, credential candidates are in their placements four mornings per week. Credential candidates must arrive 30 minutes before the start of the students' school day. Credential candidates leave for the day at the conclusion of the class period ending around noon.

Summer 2: Observation, Reflection, and First Steps (5 weeks)

During Summer 2, credential candidates begin with observation. Observing and documenting students' behavior and learning is a great way to get to know the students at your own pace. Soon, you will begin to assist your SCU cooperating teacher, and gradually begin supervised teaching by working one-on-one with students and teaching small group lessons. Candidates will also complete classroom-based assignments and tasks assigned for MATTC courses. In addition, credential candidates are encouraged to visit other classrooms at their placement schools to see different grade levels, teachers, content areas, and approaches to instruction.

Your Clinical Practicum instructor will provide you with the Fall Required Experiences Checklist (see below). The checklist includes a variety of tasks, activities, and assignments that you are encouraged to complete in your placement each month in order to progress toward your solo teaching. Your SCU cooperating teachers and field supervisors will help to ensure that you successfully complete your checklist.

NOTE: Candidates are not observed during Summer 2 but are expected to attend a 3-way introductory meeting with their Field Supervisor and SCU cooperating teacher during this time.

Fall Quarter: Pre-Student Teaching (10 weeks)

Credential candidates begin pre-student teaching on the placement school's first day back from Summer break. You are at your placement school four mornings per week beginning 30 minutes prior to the students' arrival. On most days, candidates remain at their school until the end of the period closest to lunch.

Credential candidates can expect to slowly take on daily responsibility for working with small groups, supporting individuals who have special needs, engaging with the ELs, doing general supervision, helping your SCU cooperating teacher with grading, creating new instructional materials, or doing other typical teacher tasks. Over time, your SCU cooperating teachers may offer you opportunities to teach using their lesson plans, then you might move on to co-planning a lesson or lesson sequence with your CT, and then—depending on your SCU cooperating teacher's wishes—to teach your own lessons to your students.

Credential candidates should carefully plan for all lessons they teach, and must use the SCU lesson template to write thorough, detailed lesson plans for every lesson that is observed and formally evaluated by their cooperating teacher and University field supervisor. Lesson plans must be completed, written, and given to the SCU cooperating teacher/field supervisor for review and

approval at least 1-2 days in advance of the day on which the lesson is to be taught. Candidates are also required to create and share a Lesson Plan Google Doc Folder that contains all their lesson plans and reflections, is continually updated, and easily available to field supervisors during their observation visits.

During fall quarter, credential candidates are expected to observe for a week at another school site in order to experience a variety of student populations, languages of instruction, and communities. The field supervisors can help to arrange these visits. All visitations outside the placement classrooms will be documented through written reflections and discussed thoughtfully with classmates and course instructors.

Please remember that your SCU cooperating teacher may prefer to teach in ways that are different from what you expected. Every teacher has their own understanding of the work they do-- the classroom routines, the types of lessons, activities, and assignments they prefer, the materials they use, and so on. You and your SCU cooperating teacher might not see eye to eye on every aspect of your subject area, your preferred practices, assignments, and routines. However, you are in your placement classroom to learn how to be the best teacher you can be. Keep the things you like about the CT's practices and leave the things you don't like.

During Fall quarter, you will be completing and submitting CalTPA Cycle1. You will be fully prepared for success on these tasks if you have downloaded and read the CalTPA Performance Assessment Guide, paid attention in your classes, and attended the CalTPA Workshops offered by our CalTPA Coordinator or your Practicum instructor.

At the conclusion of Fall quarter, credential candidates participate in a 3-way Benchmark meeting with their SCU cooperating teacher and field supervisor to determine their readiness to advance from observation and assistance to student teaching.

Winter Quarter: Student Teaching 1

During Winter placement, credential candidates are in their placement classrooms Monday-Friday mornings, and begin teaching daily. In addition, candidates will spend one afternoon teaching and planning with their SCU cooperating teacher. As in Fall quarter, credential candidates must use the SCU lesson template to write thorough, detailed lesson plans for every lesson that is observed and formally evaluated. Lesson plans must be completed, written, and given to the SCU cooperating teacher/field supervisor for review and approval at least 1-2 days in advance of the day on which the lesson is to be taught. Candidates are also required to create and share a Lesson Plan Google Doc Folder that contains all their lesson plans and reflections, is continually updated, and easily available to field supervisors during their observation visits.

Credential candidates will be observed and evaluated eight times during Winter quarter. The SCU cooperating teacher and the field supervisor will each complete four formative evaluations. They will also complete a summative evaluation that documents the candidate's accomplishments during the quarter. Candidates must receive rating scores of 3 or higher on their summative evaluations in order to continue in student teaching without concerns.

Winter quarter ends with a 3-way Benchmark conference between you, your SCU cooperating teacher, and your field supervisor. At this conference, you and your mentors will determine whether or not you are ready to continue student teaching.

Candidates are required to submit CalTPA, Cycle 2, by the end of this academic quarter.

Spring Quarter: Student Teaching 2

In Spring quarter, credential candidates take daily responsibility for whole-class instruction for three or more classes, one of which must be in the afternoon. You will also be expected to teach in classrooms that differ in content or in level of advancement.

Credential candidates will be evaluated eight times during Spring quarter. As in Winter quarter, credential candidates must use the SCU lesson template to write thorough, detailed lesson plans for every lesson that is observed by the cooperating teacher or field supervisor. Both the SCU cooperating teacher and the field supervisor will complete four formative evaluations. They will also complete a summative evaluation that documents the candidate's performance during the quarter. All candidates must attain a score of 3 on all elements of their summative evaluations to successfully complete the clinical practice field experience.

At the completion of Spring quarter there will be a final 3-way Benchmark conference between you, your SCU cooperating teacher, and your field supervisor. At this conference, your mentors will indicate whether you have successfully completed the clinical practice field experience.

MATTC-Single Subject Clinical Practicum

MATTC-SS Fall Required Experience Checklist

August
- ☐ Participate in introductory 3-way meeting with SCU cooperating teacher and field supervisor
- ☐ Introduce yourself to school support staff
- ☐ Review school emergency procedures

September
- ☐ Observe SCU cooperating teacher and/or department members daily
- ☐ Participate in lesson presentations
- ☐ Facilitate student group work
- ☐ Participate in individual student interactions to get to know students
- ☐ Review student homework to get to know students' achievement levels
- ☐ Learn all students' names
- ☐ Keep a personal reflective journal with attention to your questions, SCU cooperating teacher's instructional and class management strategies, etc.
- ☐ Select CalTPA Cycle 1 focus students
- ☐ Check EL learners' ELPAC scores
- ☐ Identify the school's underperforming subgroups and the students in your classes who are identified as belonging to those subgroups
- ☐ Identify strategies SCU cooperating teacher uses to address needs of underperforming subgroups

October
- ☐ Teach parts of SCU cooperating teacher's lessons with SCU cooperating teacher feedback
- ☐ Meet principal, vice principal and counselors
- ☐ Complete cross-curricular observations of teachers in other subject areas
- ☐ Identify lesson strategies and instructional activities as presented by SCU cooperating teacher
- ☐ Review student homework
- ☐ Lead classroom discussions

□ Maintain writing in reflective journal

November □ Plan and teach your CalTPA, Cycle 1 lesson (using the SCU Lesson Plan Template); get SCU cooperating teacher's feedback

□ Conduct four days of visitation at different school site
□ Involve yourself in activities with students
□ Participate actively in SCU cooperating teacher's lessons
□ Continue to review student homework
□ Observe and note strategies for student test preparations
□ Maintain writing in reflective journal

December □ Participate in closing activities at end of semester-finals, grades, etc.

□ Turn in first week lesson plans for January for review by SCU cooperating teacher
□ Develop scope & sequence of first unit of instruction w/approval of SCU cooperating teacher
□ Develop class green sheet/course syllabus and discipline plan

□ Participate in 3-way Benchmark Conference regarding advancement to student teaching, complete Advancement Form

□ Turn in all required documents to Field Placement Coordinator
□ Maintain writing in reflective journal
□ **Complete and submit CalTPA, Cycle 1 by December deadline.**

January □ Instruct daily using SCU format lesson plans; complete reflections on lessons

□ Implement green sheet/syllabus, and discipline plan
□ Receive written evaluations from SCU cooperating teacher and field supervisor
□ Review school emergency procedures

Suggested Pacing Guide for Single Subject Credential Candidates

This pacing guide provides a suggested schedule. The SCU cooperating teacher and credential candidate may make adjustments to this calendar to accommodate field trips, testing, etc.

REMINDER! Credential candidates are expected to

- **Arrive promptly at school in the morning- 30 minutes before students' arrival**
- **Remain in your placement until the specified departure time each day**
- **Follow the placement school's academic calendar for their placement schedule and follow SCU's academic calendar for their course schedule**
- **Contact the school, your SCU cooperating teacher, and your field supervisor if you are ill and will not be at school- do this as early as possible!**

Overview of Fall Quarter: SS credential candidates…

Are at your school sites four mornings per week from before school until noon. Your morning start time is 30 minutes prior to your students' start time.

Observe, assist SCU cooperating teacher, and work one on one with students or with a small group of students.

Do not plan lessons or teach large group/whole group lessons, unless you are doing so to meet any expectations required by your Fall quarter classes at SCU and lessons for CalTPA, Cycle 1.

Are visited by their field supervisor, but not evaluated

Spend a week observing at an alternate school site

Complete all tasks on their Required Experiences Checklist

Complete all necessary requirements for Advancement to Student Teaching

Submit CalTPA, Cycle 1.

SUGGESTED PACING FOR FALL QUARTER

August

- Field supervisor will conduct orientation meeting with SCU cooperating teacher and credential candidate covering all items on Field Supervision Checklist

Week of August 1, 8, 15, 22

- Fall field placements begin on or before students' first day of school.
- Candidate observes in first placement classroom four days per week, approximately 16- 20 hours, until the students begin their Winter break.

September

- Field supervisor makes second visit
- Candidate continues with observation and reflective journal
- Candidate completes checklist as assigned by the Field Placement Coordinator

October

- Field supervisor makes third visit
- Candidate continues with observation and reflective journal
- Completes checklist as assigned by the Field Placement Coordinator

November

- Field supervisor makes fourth visit
- Candidate plans and teaches one lesson (using the SCU Lesson Plan Format) for use with CalTPA, Cycle 1 and receives feedback from SCU cooperating teacher
- Candidate observes at an alternate school site as arranged/specified by field supervisor or Coordinator of Field Experiences
- Candidate continues with observation and reflective journal
- Completes checklist assigned by the Coordinator of Field Experiences

- SCU Thanksgiving break- No SCU classes,

- Follow placement school calendar for break schedule

December

- Candidate, field supervisor, and SCU cooperating teacher conduct 3-way Benchmark conference
- Candidate completes and submits Advancement to Student Teaching form
- Candidates follow their placement schedule until the students begin Winter break
- **Submit CalTPA Cycle 1 by the December deadline.**

Overview of Winter Quarter: SS credential candidates…

Are at their school sites from Monday through Friday, four half days and one full day a week, to plan with their SCU cooperating teacher and to observe the class in the afternoon. The credential candidate and SCU cooperating teacher will mutually agree on the full day .

SUGGESTED PACING FOR WINTER QUARTER

January

- Begin Winter quarter field placement when placement school resumes after Winter break
- High School credential candidates begin teaching two periods in the morning (unless other arrangements were suggested by SCU cooperating teacher or field supervisor)
- Middle School credential candidates begin teaching at the beginning of a new instructional unit with consent of the SCU cooperating teacher depending upon the length of each quarter or trimester

- SCU cooperating teacher completes first formative evaluation
- Field supervisor completes first formative evaluation
- SCU cooperating teacher continues formative evaluation

February

- Field supervisor continues formative evaluations
- SCU cooperating teacher continues formative evaluations

March

- Field supervisor completes final formative evaluation of the quarter
- SCU cooperating teacher completes final formative evaluation of the quarter
- SCU cooperating teacher completes summative evaluation form
- Field supervisor completes summative evaluation form
- Field supervisor notifies Coordinator of Field Experience if any credential candidate will be continuing in student teaching with concerns
- Spring Quarter begins
- Candidate, field supervisor, and SCU cooperating teacher conduct 3-way Benchmark conference
- Candidate submits Continuation in Student Teaching form
- Candidates ensure that all evaluation documents from SCU cooperating teacher and field supervisor have been turned in to the Field Placement Coordinator.

- **CalTPA Cycle #2 by the March deadline**

Overview of Spring Quarter: SS credential candidates…

Are at their school sites from Monday through Friday for the entire school day.

SUGGESTED PACING FOR SPRING QUARTER

April

- **Candidate begins second classroom placement; remains at placement school all day.**
- Candidate begins teaching a 3rd class; this class should meet at a different time of the day than the initial 2 class periods
- SCU cooperating teacher completes first formative evaluation of the quarter

Field supervisor completes first formative evaluation of the quarter

May/June

- Field Supervisor continues formative evaluations (including in 3rd class added)
- Cooperating teacher continues formative evaluations (including in 3rd class added)
- Candidate, field supervisor, and SCU cooperating teacher conduct 3-way Benchmark conference
- **Candidate submits Completion of Field** Experience form and all remaining evaluation forms from SCU cooperating teacher and field supervisor, and returns them to the Field Placement Coordinator
- Candidate spends 5 days per week in placement until the end of students' school year
- June - Participate in SCU Graduate Commencement Ceremony

Earning the Preliminary MS or SS Teaching Credential

Your preliminary teaching credential is not granted or awarded by Santa Clara University. SCU recommends successful program completers to the California Commission on Teacher Credentialing (CTC) for their preliminary multiple subject or single subject credential.

In order to be recommended, your student file must contain all the documentation required to satisfy all the CTC requirements for the credential you are seeking.

1. File a **"Petition for Credential" form after all grades are posted**. The forms are available online at the School of Education and Counseling Psychology website https://www.scu.edu/ecp/current-students/forms-and-policies/ Please note that your credential recommendation will not be filed with CTC until you have completed all the preliminary credential program requirements.

2. All clinical practice evaluations, CalTPA documentation and course grades are turned in by June 10th. Once this occurs, the Credential Analyst or Designee updates each preliminary teaching credential candidate's file and contacts CTC directly to recommend the successful candidates for their preliminary MS or SS teaching credentials. When CTC receives your credential recommendation, you will be notified by email and given payment instructions. During June and July, our credential analyst will send your credential recommendation to CTC and soon after it will be posted on the CTC website.

Limits of SCU's Authority

SCU is authorized to recommend candidates who successfully complete all the requirements of our teacher education programs for the appropriate California preliminary teaching credential. **Please note that SCU neither issues nor guarantees issuance of the credential; that right is reserved to the California Commission on Teacher Credentialing.**

Earning the MAT Degree

1. MATTC students who are eligible to earn the MAT degree upon completion of their preliminary credential requirements must file a **"Petition to Graduate" form by February deadline** . The forms are available online at the School of Education and Counseling Psychology website https://www.scu.edu/ecp/current-students/credential-services/. Filing this petition alerts the Office of Student Services and Assessment that you are petitioning for the MAT degree.

2. Specific information about Graduate Commencement will be available on the SCU website at http://www.scu.edu/commencement/graduate/.

4. SCU Graduate Commencement is on **June 12, 2027**. Based on the turnaround time, your degree will probably be visible on your SCU transcript by mid-July. Diplomas are mailed by the Office of the Registrar in late summer.

5. Degrees are not posted until ALL spring quarter grades have been submitted for ALL programs. Conferrals take place approximately 2 weeks after grades are due.

Supports & Resources for MATTC Students

Academic Support Services

MATTC faculty, staff, and administrators are dedicated to assisting credential candidates in meeting the requirements for continued enrollment in the program. Also, we are dedicated to supporting credential candidates who are experiencing academic and/or non-academic difficulty during their professional preparation. This section describes some of the student services and supports provided by the Department of Education and the University. If you need assistance with difficulties that are not addressed in this handbook, please contact Dr. Kathy Stoehr (kstoehr@scu.edu), Director of MATTC, for further support and resources.

Multi-tiered Intervention and Support Process

The MATTC program has a multi-tiered intervention process in place to assist credential candidates whose course grades or feedback received from their SCU cooperating teacher and/or field supervisor give evidence of poor performance in the program.

(1) Tier One Intervention: Conversation, remediation, and support

When a credential candidate is experiencing difficulty in a course, a conversation between the credential candidate and the course instructor is the first step in addressing the issue. Likewise, when a candidate is experiencing difficulty in the field placement, a conversation between the candidate, the SCU cooperating teacher, and the university field supervisor is the first step. These conversations lead to the development of appropriate plans for remediation and support. We aim to provide detailed and specific feedback regarding how to improve in the areas of under-performance. Most candidates are able to resolve most difficulties with this level of support.

(2) Tier Two Intervention: Field Experience Performance Plan (FEPP)

The FEPP is a vital field support system provided by the MATTC Program (see Appendix FEPP Template). The purpose of the FEPP is to assist teacher candidates who are having difficulty demonstrating acceptable professional performance in their field placement classroom(s). This plan is developed by relevant members of the faculty in consultation with the Field Placement Coordinator, the credential candidate, and the field supervisor with input from the SCU cooperating teacher.

Typically, the conditions specified in a FEPP include the completion of designated remediation efforts and engagement in specific activities expressly designed to address the candidate's areas of weakness. A FEPP will include (1) a description and evidence of the performance deficiency and of the efforts already made by the referring faculty members to support the credential candidate in improving their performance; (2) clearly stated expectations for acceptable performance; (3) a description of the ongoing support available to assist the credential candidate in improving their practice; and (4) target date by which the expected level of performance must be achieved.

Failure to meet the agreed upon interventions outlined in the FEPP may result in one or more of the following outcomes:

a) The development of a second FEPP with requirements to be completed by the candidate prior to, or concurrent with, the return to field placement.

b) Academic Probation as outlined in the most recent School of Education Counseling Psychology Graduate Bulletin. **NOTE**: Any candidate failing to make satisfactory progress by the end of the following quarter (except summer) will be dismissed from the MATTC program and the school.

c) Leave of Absence – Credential candidates may request a suspension of their enrollment by means of a leave of absence outlined in the most recent SECP Graduate Bulletin.
d) Recommendation to the School of Education and Counseling Psychology (ECP) Dean for a Tier Three (3) Intervention: Dismissal from the MATTC program.

The MATTC Program Director, and the Education Department Chair shall be advised of the outcome of the FEPP. The Chair will notify the SECP Dean and appropriate people. The Chair will set up a meeting to communicate the decision to the candidate. This information will be placed in the credential candidate's official file.

Personal Support Services

Writing Support for All Candidates

Any credential candidates who are experiencing difficulty meeting the program's expectations for written work can receive support at SCU's Writing Center, called "The HUB." The Writing Center is located in Room 22 of the Benson Center; drop-in tutoring is available on Sundays – Thursdays from 3-11 pm. Some of the writing tutors at The HUB have experience and/or specialized training in working with non-native English speakers. Please see "The HUB" website at http://www.scu.edu/provost/writingcenter/ for more information.

Support for Candidates with Documented Disabilities

To request accommodations for a disability, credential candidates must be registered with Disabilities Resources, located in Benson, room 216. If you would like to register with Disabilities Resources, please visit their office or call at (408) 554-4109. You will need to register and provide professional documentation of a disability prior to receiving academic accommodations. For more information about campus resources for students with disabilities, please see the Disabilities Services website at https://www.scu.edu/disabilities/

If you will require disability-related accommodations at your field placement school, begin by registering with Disabilities Services. Once your registration process is complete, please contact your field supervisor, your Field Experience Coordinator, your advisor, or Dr. Kathy Stoehr the MATTC Director, for assistance with making the arrangements for your accommodations.

Support for Candidates who are Non-native English Speakers

Only credential candidates who demonstrate the high levels of English proficiency expected of a practicing teacher can be recommended for a preliminary teaching credential. Although non-native English speakers who are admitted to our credential programs score in the upper range of the TOEFL, it is possible that course participation, coursework, and/or performance in the field placement classroom may create challenges that reveal weaknesses in English comprehension or expression that were not identified by the TOEFL. Candidates needing writing support can contact SCU's Writing Center, called "The HUB." The Writing Center is located in Room 22 of the Benson Center; drop-in tutoring is available on Sundays – Thursdays from 3-11 pm. The writing tutors at The HUB have experience and/or specialized training in working with non-native English speakers. Please see "The HUB" website at http://www.scu.edu/provost/writingcenter/ for more information.

Conflict Resolution Processes

<u>Resolution of conflicts between credential candidates</u>

Credential 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 credential candidates and SCU faculty members
Conflicts between a credential candidate and a faculty member or field supervisor are handled in a manner consistent with the University-wide policy detailed in the most recent Graduate Bulletin of the School of Education and Counseling Psychology. In the event of a grievance or dispute related to an academic course, the credential candidate should first speak directly with the course instructor. If the problem is not resolved, the credential candidate should submit the concern in writing to the Director of Teacher Education who will assist the credential candidate and faculty member in resolving the problem. If the dispute involves the Director of Teacher Education, the Chair of the Education department will appoint another senior faculty member to mediate the dispute. The decision of the director or chair may be appealed to the dean. The decision of the dean is final.

Resolution of conflicts between credential candidates and SCU cooperating teachers
The credential candidate should attempt to resolve a conflict by speaking directly with the SCU cooperating teacher. If this conversation is not effective, the candidate should ask the field supervisor for support in resolving the issue. If necessary, the Coordinator of Field Experience is available to assist the credential candidate, field supervisor, and SCU cooperating teacher in resolving the problem.

Counseling and Psychological Assistance
Santa Clara University's Counseling and Psychological Services (CAPS) offers all students up to 10 counseling sessions per academic year. The first six sessions are free; a nominal fee is charged for sessions 7-10. You can contact CAPS directly at 408-554-4172 to make an appointment.

Career Center Services for Graduate Students in Education
The SCU Career Center offers a variety of resources for credential 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 career counseling; this can be arranged by calling 408-554-4421 to make an appointment or secure a 15-minute Same Day session.

The most significant tool for locating teaching positions is through the EdJoin website - https://www.edjoin.org/. EdJoin is a network of job information databases developed for people seeking education job opportunities in California (and other states). You will learn more about EdJoin in your Ethical Reflective Practicum course.

SAGE- Student Association for Graduate Education
SAGE provides opportunities for graduate students in Education to socialize, network, and have fun together. And, since membership in SAGE is covered by student fees, you're already a member! Find out more at https://www.scu.edu/ecp/current-students/studentorgs/ or contact the SAGE Advisor – TBA

Library/Learning Commons
The library is always a useful resource for graduate students, and our library has some special extras features especially for teachers. The Curriculum Collection on the second floor has copies of California-adopted textbooks and the associated instructional materials in all TK-12 content areas, supplemental materials and other resources, all available for student checkout. The library's hours vary throughout the year http://www.scu.edu/library/info/hours/

Media services
Located on the first floor of the Library/Learning Commons (down the first hallway on the left), Media Services has a range of technology and equipment available for student check-out: digital video and still cameras, tripods, wireless clip-on microphones, classroom "clicker" response systems, and other kinds of peripherals. Reserve equipment online at https://www.scu.edu/is/academic-technology/avmedia-equipment-resources-and-services/ or by calling 554-4520, emailing dmaloney@scu.edu, or at Media Services office between 8 am and 5 pm Monday – Friday. This equipment can be very useful for filming your CalTPAs..

Malley Center Gym
Have fun, relieve stress, get healthy and fit…go to the gym! The spacious and sunny Malley Center has fitness classes, cardio equipment, weights/weight machines and other equipment for toning and strengthening, and informal sports programs for students. It's open from 6:30 am – 10:30 pm (summer) or midnight (academic year) during the week with slightly shorter hours on the weekends. There's also a beautiful outdoor swimming pool for lap swimming, swim lessons, and recreational swim activities. For more information and facility hours, visit the website at http://www.scu.edu/recreation.

Appendix

Course Sequences & Course Descriptions
For most up to date course curricular sequences for all program see:
https://www.scu.edu/ecp/programs/teaching-program/mattc-curricular-calendars/

For **course descriptions** see:
https://www.scu.edu/ecp/programs/courseschedules/education-course-descriptions/

Santa Clara University MATTC Lesson Plan Template

Subject Area	Lesson Title	Grade Level

CCSS/State Content Standards	English Language Development Standards
Content Learning Goals	**Language Development Goals**

Lesson's Fit within the Unit
Students' Assets and Instructional Needs Relevant to the Lesson
Lesson's Cultural Relevance
Lesson Procedures

	Time	Teacher	Student	Instructional Adaptations, Accommodations, and Modifications	Assessment of Learning Goals and Language Development Goals	Materials

Description of Activities: Beginning of Lesson (Opening)						
Description of Activities: Middle of Lesson						
Description of Activities: End of Lesson (Closure)						
Post Lesson Reflection						

Santa Clara University MATTC Lesson Plan Rubric

Assignment	Elements	Unacceptable	Below	Meets	Exceeds
Lesson Plan Design	**Student Academic Learning Objectives**	Student academic learning objectives are missing, unclear, or unrelated to standards.	Student academic and/or language 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 connected to relevant standards.	Student academic and/or language 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 relevant standards.	Student academic and/or language 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 relevant standards.
	Student Language Learning Objectives	Student language learning objectives are missing, unclear, or unrelated to standards.			
	CCSS/Content	No standards are mentioned. Lesson is not related to standards.	Relevant 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.

	Standards/ELD Standards				
	Materials and Preparation	Materials list and/or preparation instructions are missing or underdeveloped.	Some preparation instructions and/or a partial list of materials is provided. Materials are related to implementation of lesson.	Specific preparation instructions are provided Materials list is clear and complete. Materials enhance lesson.	Detailed preparation instructions are provided. Materials list is clear and complete. Materials greatly enhance lesson. Plan 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 probes what students know	Anticipatory set engages students' attention/curiosity and probes prior knowledge
	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.
	Closure	No closure is included.	Closure is perfunctory; teacher restates lesson objectives to the class.	Closure requires students to restate what they learned and to make connections to objectives.	Closure requires students to synthesize or apply their new knowledge/skill in a meaningful, relevant way.
	Strategies/ Adaptations for English Learners	No strategies/adaptations are specified to support ELs.	Plan includes simple or general adaptations for ELs.	Plan includes specific adaptations to lesson that support ELs' learning	Plan includes specific adaptations to lesson that support ELs' learning and are differentiated by language proficiency levels
	Assessment of Academic Learning Objectives	No assessment of student mastery of academic learning objectives or assessment is unrelated to objectives/standards.	Assessment is related to objectives/standards but no adaptation for ELs or the assessment tool is not provided	Assessment is related to objectives/standards and adaptation for ELs or the assessment tool is provided	Assessment is related to objectives/standards and adaptation for ELs and the assessment tool is provided
	Assessment of Language Learning Objectives	No assessment of student mastery of language learning objectives or assessment is unrelated to objectives/standards.			
	Reflection	No reflection is included.	Reflection is superficial, describes what went well and went poorly during the lesson.	Reflection describes what went well/poorly but also considers the teacher's role in student success/difficulty.	No reflection is included. Reflection focuses on student learning and on strategies for increasing Instructional effectiveness.

Field Experience Performance Plan (FEPP) Process & Template

The purpose of the FEPP is to provide support to teacher candidates who are having difficulty demonstrating acceptable professional performance in their field placement classroom(s).

INSTRUCTIONS

REMEDIATION STRATEGIES

- CANDIDATE'S SCU cooperating teacher(s) and field supervisor will assess their performance weekly using the standard MATTC formative assessment tool.

- CANDIDATE will receive feedback on their performance on all the elements on the assessment tool.
- CANDIDATE'S supervisors will attend closely to their performance in relation to the 4 key items identified on the score sheet specified in this FEPP.
- The supervisory personnel will maintain a strong focus on helping the CANDIDATE to achieve a significant improvement in the 4 key items.

When the FEPP period concludes, the CANDIDATE'S SCU cooperating teacher(s), advisor, coordinator of field experience, and the department chair will make a decision regarding their progress and retention in the program. Two sets of factors will be taken into consideration:

- Teaching performance as assessed by their SCU cooperating teacher(s) and field supervisor using the MATTC Formative Assessment Tool and Summative Assessment Tool.
- Teaching performance as assessed by her SCU cooperating teacher(s) and field supervisor in relation to the 4 key items included in this FEPP.

CANDIDATE must earn acceptable rating scores of "3" on ALL of the four areas to continue in student teaching and remain in the MATTC program.

TARGET DATES FOR MEETING THE EXPECTATIONS IN THIS FEPP

- The FEPP plan takes effect on a particular DATE and ends on a certain DATE.
- A decision regarding CANDIDATE will be made after all the assessment data has been received and reviewed.

FAILURE TO MEET STATED GOALS AND EXPECTATIONS

Failure to meet the agreed upon interventions outlined in the FEPP may result in one or more of the following outcomes:

- The development of a second FEPP with requirements to be completed by the candidate prior to, or concurrent with, the return to field placement.
- Academic Probation as outlined in the most recent School of Education Counseling Psychology Graduate Bulletin. NOTE: Any candidate failing to make satisfactory progress by the end of the following quarter (except summer) will be dismissed from the MATTC program and the school.
- Leave of Absence – Credential candidates may request a suspension of their enrollment by means of a leave of absence outlined in the most recent SECP Graduate Bulletin.
- Recommendation to the SECP Dean for a Tier Three (3) Intervention: Dismissal from the MATTC program.

Field Experience Performance Plan (FEPP) Template

This form should be discussed with the candidate, SCU cooperating teacher, and university field supervisor.
By the program's end, candidate must earn rating scores of "3" or higher on all four areas.

Candidate Name _____ School _____

Field Supervisor Name _____ **Date** _____ **Time**_____

The purpose of the FEPP is to provide support to teacher candidates who are having difficulty demonstrating acceptable professional performance in their field placement classroom(s). The student teacher MUST earn a rating score of at least a "3" (Meets Expectations). ***A score lower than a "3" will require additional remediation and/or review.*** *Specific strategies for remediation are defined on the next page.*

RATING SCALE:
4- Exceeds Expectations, 3- Meets Expectations, 2- Below Expectations, 1- Unacceptable, NO- Not Observed

	4	3	2	1	NO
1. Ability to implement consistent classroom management					
● When teaching a lesson, candidate manages student behavior.					
● Candidate maintains an awareness of the whole classroom and what all the students are doing.					
● Candidate recognizes appropriate and inappropriate behavior in the classroom, responding effectively to inappropriate behavior, and establishing himself/herself as the authority figure in the classroom ALL the time.					
2. Ability to adjust a lesson in response to students' performance/needs					
● When teaching a lesson, candidate notices whether or not the students are struggling, off task, confused, or finishing quickly without any errors.					
● Candidate teaches effectively by adjusting lessons while they are being taught – in response to the students' performance, prior knowledge, behavior, or questions. *Note: This is an important part of effective teaching.*					
3. Ability to effectively communicate lesson objectives, expectations, directions, and procedures					
● When teaching a lesson, student teacher reinforces the lesson objectives.					
● Candidate gives students clear directions.					
● Candidate follows classroom expectations and procedures consistently, thereby, not confusing students					
4. Ability to tightly align all lesson objectives and activities/tasks					
● When teaching a lesson, student teacher ensures all students understand the concepts before going on to the next topic.					
● Candidate uses student assessment data to adjust their future lessons.					

Field Experience Performance Plan (FEPP) Template (cont.)

This REMEDIATION PLAN takes effect on _____ and ends on _____.

SPECIFIC REMEDIATION STRATEGIES

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Candidate Name _____Date_____

Field Supervisor Name _____Date_____

SCU cooperating teacher Name _____ Date_____

Coordinator of Field Experience _____Date_____

Candidate's Advisor _____Date_____

MATTC Program Director _____Date _____

Placement Forms

Santa Clara University
Master Arts in Teaching + Preliminary Teaching Credential Program (MATTC)

Approval for Advancement to Student Teaching Form

Teacher Candidate Printed Name_____ School Name_____

Section 1: TO BE COMPLETED BY **CLINICAL PRACTICUM INSTRUCTOR**

Teacher candidate has completed all assignments and met all requirements for the Practicum course.

Instructor Printed Name/Signature/Date

Section 2: TO BE COMPLETED BY **SCU COOPERATING TEACHER(S) & FIELD SUPERVISOR**

Teacher candidate's performance in the classroom indicates readiness to advance to student teaching.

SCU cooperating teacher 1 Printed Name/Signature/Date SCU cooperating teacher 2 Printed Name/Signature/Date Field Supervisor Printed Name/Signature/Date Coordinator of Field Placements Printed Name/Signature/Date

Section 3: TO BE COMPLETED BY **TEACHER CANDIDATE**

I am prepared to begin independent student teaching.

Teacher Candidate Printed Name/Signature/Date

Final approval given upon completion of Sections 1-3

Director of Teacher Education Printed Name/Signature/Date _____

NOTE: The SCU Teacher Education Program reserves the right to return a teacher candidate to a classroom observation and assistance due to evidence of poor performance in student teaching provided by any of the above individuals. *Distribution occurs after final approval is secured.*

Santa Clara University
Master of Arts in Teaching + Preliminary Teaching Credential Program (MATTC)

Delayed Advancement to Clinical Practice Student Teaching Form

Credential Candidate Printed Name

_____

The credential candidate named above has not yet met all criteria for advancing to student teaching. Area(s) of weakness are noted below:

Δ DID NOT SATISFY CTC **BASIC SKILLS** REQUIREMENT (Dates of attempts)	Δ DID NOT SATISFY CTC **SUBJECT MATTER COMPETENCE** REQUIREMENT (Dates of attempts)
Δ POOR CLINICAL PERFORMANCE (FEPP attached)	Δ POOR ACADEMIC PERFORMANCE
Δ DID NOT SATISFY OTHER REQUIREMENTS	Δ OTHER REASON

Therefore, this candidate is not permitted to continue in her/his clinical practice field placement or to enroll in EDUC 231 (MS)/EDUC 230 (SS)- Clinical Practicum II: Student Teaching at this time. The following conditions and expectations apply:

1. **The candidate must take a Leave of Absence from the MATTC program beginning in Winter/Spring**
   The candidate may not enroll in any courses offered by the Education department until the unmet requirements are satisfied.
2. **The candidate must provide the Director of Teacher Education with appropriate documentation of her/his satisfaction of the currently unmet requirement(s) and secure the Director's signature on this form.**
3. **The candidate may end the Leave of Absence and return to MATTC no earlier than the beginning of the academic quarter that follows the satisfaction of the necessary requirement(s). At that time, the candidate will be permitted to enroll ONLY in the MATTC courses designated for credential candidates not currently enrolled in a clinical practice placement.**
4. **Barring unforeseen complications, the candidate would be eligible to begin a new clinical practice field placement in August.**
5. **Because MATTC requires candidates to complete a clinical practice placement of a full academic year (August-June), the candidate must retake the Clinical Practicum I: Field Experience course (EDUC 231- MS or EDUC 230 (SS) and repeat the fall clinical practice placement.**
6. **The maximum length of time for a Leave of Absence is 12 months. If the candidate does not satisfy all the necessary requirements within the 12-month period, he/she will be administratively withdrawn from the MATTC program.**

THE CONDITIONS AND EXPECTATIONS LISTED ABOVE HAVE BEEN SATISFIED. THE CANDIDATE MAY RESUME DESIGNATED MATTC COURSEWORK / CLINICAL PRACTICE PLACEMENT IN AUGUST___.

Coordinator of Field Placements Printed Name/Signature/Date

_____

Candidate Signature/Date

_____

Director of Teacher Education Printed Name/Signature/Date

_____

Assistant Dean Printed Name/Signature/Date

Santa Clara University
Master of Arts in Teaching + Preliminary Teaching Credential Program (MATTC)

Denied Advancement to Student Teaching Form

Credential Candidate Printed Name_____

The credential candidate named above has been denied advancement to student teaching for the reasons listed below. As a result of this denied advancement, the MS/SS credential program faculty will hold a Periodic Professional Review (PPR) for this candidate to determine the appropriate course of action.
More information on the PPR and the potential outcomes of a PPR is available in the Candidate Handbook.

□ **UNACCEPTABLE PERFORMANCE IN SCU COURSEWORK**
Explanation:

□ **UNACCEPTABLE PERFORMANCE IN FIELD PLACEMENT**
Explanation:

□ **UNSUITABILITY FOR THE PROFESSION**
Explanation:

□ **OTHER REASON(S)**
Explanation:

□ **CANDIDATE ELECTED TO WITHDRAW**
Explanation:

Coordinator of Field Placements Printed Name/Signature/Date

_____
Candidate Signature/Date

_____
Director of Teacher Education Printed Name/Signature/Date

Updated 01/26/18

Santa Clara University
Master of Teaching Arts + Preliminary Teaching Credential Program (MATTC)

Mid-Program Review/ Continuation in Student Teaching Form

Candidate Printed Name____ Student ID# ____

Section 1: TO BE COMPLETED BY **SCU COOPERATING TEACHER(S) & FIELD SUPERVISOR**	
Teacher candidate has made acceptable progress in their teaching performance and should **continue in student teaching.** SCU cooperating teacher Printed Name/Signature/Date_____ Field Supervisor Printed Name/Signature/Date _____	Teacher candidate has **NOT** made acceptable progress in their teaching performance and will **continue in student teaching WITH CONCERNS**. See specifications below. SCU cooperating teacher Printed Name/Signature/Date_____ Field Supervisor Printed Name/Signature/Date_____
SPECIFICATIONS: By the end of May, your teaching must earn no ratings below "3" on the summative evaluation, and both your field supervisor and SCU cooperating teacher must indicate that you have consistently implemented the practices specified below. If you do not meet these goals, you will not qualify for a teaching credential.	
Section 2: TO BE COMPLETED BY **TEACHER CANDIDATE**	
I agree to continue my progress in student teaching in the coming quarter. _____ Teacher Candidate Printed Name/Signature/Date	I understand that I am **continuing in student teaching with concerns** and risk not earning a teaching credential. _____ Teacher Candidate Printed Name/Signature/Date
Section 3: TO BE COMPLETED BY **CLINICAL PRACTICUM INSTRUCTOR**	
Candidate has met all requirements for the Practicum course. _____ Instructor Printed Name/Signature/Date	Candidate has met all requirements for the Practicum course and is continuing in student teaching with concerns. _____ Instructor Printed Name/Signature/Date

Final approval given upon completion of Sections 1-3

_____

Coordinator of Field Placements Printed Name/Signature/Date

_____

Director of Teacher Education Printed Name/Signature/Date

NOTE: The SCU Teacher Education Program reserves the right to return a teacher candidate to a classroom observation and assistance due to evidence of poor performance in student teaching provided by any of the above individuals. *Distribution occurs after final approval is secured.*

Santa Clara University

Masters of Teaching Arts + Preliminary Teaching Credential Program (MATTC)

Completion of Clinical Practice Field Placement Form

Credential Candidate Printed Name_____Student ID#

_____

S

UCCESSFUL COMPLETION

The candidate named above has completed an academic year-long field placement and progressed in mastery of the Teaching Performance Expectations to a level proficiency appropriate for a beginning teacher. This performance is evidence of the candidate's readiness for a preliminary teaching credential recommendation.

Field Supervisor Printed Name/Signature Date

SCU cooperating teacher Printed Name/Signature Date

Credential Candidate Signature Date

The candidate named above has completed all requirements for EDUC 231 (MS)/ 230 (SS) Clinical Practicum.

Clinical Practicum Instructor Printed Name/Signature Date

U

NSUCCESSFUL COMPLETION

The candidate named above has completed an academic year-long field placement but HAS NOT progressed in mastery of the Teaching Performance Expectations to a level proficiency appropriate for a beginning teacher. This performance is evidence that the candidate is not ready for a preliminary teaching credential recommendation.

Field Supervisor Printed Name/Signature — Date

SCU cooperating teacher Printed Name/Signature — Date

Credential Candidate Signature — Date

By not making acceptable progress in the clinical practice field placement, the candidate named above HAS NOT completed all requirements for the Clinical Practicum.

Clinical Practicum Instructor Signature — Date

The assessment of the field supervisor, SCU cooperating teacher, and the Clinical Practicum Instructor is final. Their assessment is supported by evaluation documentation available in the credential candidate's file.

_____

Coordinator of Field Placements Printed Name/Signature/Date

_____

Director of Teacher Education Printed Name/Signature/Date

Glossary of Acronyms and Teacher Education Terminology

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.

ACCESS card- SCU student ID card, used at the library (and to access library databases remotely), to enter the Malley Center Gym and other SCU buildings. The card can also be "loaded" with cash and used as a debit card in vending machines, at printers and copiers, and at most restaurants within walking distance of campus. For more information, see http://www.scu.edu/access/ .

Accommodations- A category of curricular and/or instructional adaptation made for students who receive special education services. Accommodations are instructional supports that make adjustments to the instructional materials, the classroom environment, or the assessment practices that enable a student with a disability diagnosis to engage with the same curriculum content as the rest of the class.

Adaptations- Any changes or "tweaks" that teachers make to a lesson in order to facilitate the success of students in their class. Adaptations are used with students who are English Learners, students identified as gifted/talented, students with Individualized Educational Plans (IEPs) or 504 Plans, students with behavioral challenges, students who are particularly advanced in an academic area (extremely proficient in mathematics, for example), and for any student who is unable to be successful with a lesson as originally planned. When adaptations are made for students who receive special education services, they can take the form of accommodations or modifications.

API- Academic Performance Index; this number summarizes the academic performance and growth of California public students and schools on a variety of measures. API is not a metric used in any state other than California.

AYP- Adequate Yearly Progress; under the regulations of No Child Left Behind, all school districts must demonstrate that every population subgroup in every school is making progress toward the goal of 100% of students working at grade level. AYP is a number used to document a school's yearly growth in student achievement on state-mandated standardized tests

BroncoLink- The SCU Career Center's online tool for scheduling on-campus interviews.

BTSA- Beginning Teacher Support and Assessment induction program designed to support the professional development of newly credentialed, beginning teachers in public schools. Successful completion of BTSA is required to earn the California Clear credential.

CatMAT- The name of the program that enables teachers on the Catholic school pathway to earn their preliminary and clear teaching credentials and a Master of Arts in Teaching degree.

CBEST- California Basic Educational Skills Test

CCSS- Common Core State Standards. Adopted by 45 US states (including California), the CCSS are new academic content standards designed to ensure that students are college and career ready by the time they graduate high school.

CCSS- ELA- Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

CCSS- Math- Common Core State Standards for Mathematics

CLAD- Cross-cultural, Language, and Academic Development certificate that authorizes a credentialed teacher to provide instruction to English learners. Effective July 1, 2009 the CLAD certificate was replaced by English Learner Authorization (see ELA below).

Clinical practice- The features of a teacher preparation program that occur in school classrooms or that directly relate to general issues of professional practice in schools.

CSET- California Subject Examinations for Teachers

CCTC- California Commission for Teacher Credentialing. Also called CTC.

CSTP- California Standards for the Teaching Profession. This document lays out the state's expectations for all teachers.

CTC- Commission for Teacher Credentialing. Also called CCTC.

Cumulative folder/file- Typically referred to as a cum folder or cum file (cum is pronounced like the first syllable in "cumulative"). This is a folder of official school/school district documentation that contains all of a student's academic records, test scores, behavior reports, and other information beginning at the time the student enrolled in the district. Cum files are not always complete, especially if a student's family has moved frequently or if the student transferred between schools in a district.

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

EdJoin- Public website for finding teaching jobs. All the local districts expect teaching job candidates to apply for positions through EdJoin.

ELA- English Learner Authorization. Authorization to teach English Learners will be embedded in your 2042 preliminary MS or SS credential. Until very recently, this type of authorization was called "CLAD endorsement" (CLAD is an acronym for Crosscultural, Language, and Academic Development). Because the name change is relatively new, it's likely that some course instructors, teachers, and administrators will be unfamiliar with the term "ELA." Letting them know it's "the new version of CLAD" will help clarify things for them.

ELs/ELLs- (English learners); the state's term used to refer to students who speak a language other than English at home. In MATTC we often use emergent bilinguals or multilingual learners.

EPR- Education Professional Review. Credential program faculty conduct an EPR to evaluate a candidate's professionally relevant behaviors, and demeanor to assess the candidate's suitability for the teaching profession. More information on the EPR Process can be found in the School of

Education and Counseling Psychology Graduate Bulletin for Academic Performance Standards. https://www.scu.edu/ecp/current-students/forms-and-policies/

FEPP- Field Experience Performance Plan - document created to support and redirect credential candidates who are underperforming in their field placements.

Field experience- a general term for all pre-professional experiences in school classrooms. Clinical practice is a type of field experience. So is observation, student teaching, directed teaching, and practice teaching.

Field supervisor- the faculty member who goes out to placement schools to observe, support, and evaluate credential candidates' work. Also called university supervisor, supervisor; sometimes abbreviated as FS.

504 Plan- a document that lists specific adaptations required by a student who has learning difficulties but does not meet the requirements for inclusion in special education.

Formative evaluation- evaluation that occurs while student learning is in progress and enables classroom teachers to adjust their instruction in response to students' level of mastery

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

Inservice/In-service teachers- teachers who are currently employed in a school setting. An "inservice" can also refer to a professional development training session that is required by the school or district.

Instructional supports- any specific strategies a teacher might add to a lesson in order to make the content and objectives more accessible to the students in the class

SCU cooperating teacher- a teacher who hosts a credential candidate for student teaching. Also called SCU cooperating teacher, resident teacher, supervising teacher; sometimes abbreviated as MT.

MATTC- Master of Arts in Teaching + Teaching Credential; the name of our program

Modifications - A type of adaptation only made for students who receive special education services. Modifications are adjustments teachers make to the curriculum content of a given lesson to enable a student with a disability diagnosis to engage with similar academic concepts as the rest of the students in the class. Establishing fewer objectives and focusing on a smaller subset of the skills are examples of modifications.

MS- Multiple Subject teaching credential

MTSS- Multi-tiered systems of support. MTSS is an extension of Response to Intervention. R-t-I was focused only on students' academic difficulties, but teachers still had student with behavior problems or who lacked effective behavioral support. MTSS includes academics, behavior and social emotional development.

NCLB (No Child Left Behind)- Former federal education policy aimed at ensuring that every student's academic performance meets or exceeds the expectations embodied in the state's rigorous content standards. NCLB has had a tremendous impact on curriculum, assessment, on expectations for teachers, and on the learning climate in US public schools. It was recently replaced with the Every Student Succeeds Act (ESSA).
OCI- On campus interviews; organized by Career Services and conducted in mid-March. Remember to set up BroncoLink and EdJoin profiles/accounts before March.

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

Practicum- a graduate level course designed to give students supervised practical application of previously or concurrently studied theories.

Preservice- the period during which credential 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

Program- in MATTC and CatMAT**,** this term is used to refer to the specific credential a student is seeking (the multiple subject program vs. the single subject program) and also to MATTC and CatMAT themselves ("our program has 6 PLGs…")

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

Response to Intervention- a multi-level model of instruction that delivers interventions of increasing intensity to struggling students. The first level of R-t-I is the provision of high-quality core content instruction that meets the needs of most students in a given classroom. Students whose assessment data indicate that they are not succeeding at the first level move to the second level where they receive evidence-based intervention(s) of moderate intensity that address their learning challenges. Students who show minimal response to the second level of interventions are moved to the third level where they receive interventions of increased intensity.

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

R-t-I- See Response to Intervention

SBAC- Smarter Balanced Assessment Consortium, the group currently developing standardized assessments to measure student mastery of the Common Core State Standards.

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

(Cal)TPA- Teaching Performance Assessment, a performance-based evaluation of credential candidates' competencies consisting of 2 cycles that must be completed in order to earn the clear

teaching credential. The TPA assesses credential candidates' mastery of the TPEs. Teachers in the CatMAT program do not take the CalTPAs.

TPE- Teaching Performance Expectations, the professional skills beginning teachers are required to demonstrate to earn their preliminary credential. Mastery of the TPEs are assessed by the CalTPAs, by the evaluations of your field supervisor and SCU cooperating teacher, and by your course assignments.

Watch Your Language: A Credential Candidate's Guide to "Adaptations"

Many words associated with instructional adaptations have very specific legal meanings. Using those words incorrectly or in the wrong context could get a well-intentioned student teacher into trouble. This document—written by your course instructors and other members of the Department of Education faculty—is designed to help you avoid that trouble!

What makes the terminology issue even more treacherous is that (1) the state and federal governments seem to change their labels every few years; (2) different school districts use different language to talk about the same practices; (3) teachers use terminology very loosely in their everyday practice and might not be aware of the words to avoid; and (4) the TPA uses terms that teachers rarely use. What's a student teacher to do?!?

There are three terms that can be used without hesitation when talking about altering/ adjusting a lesson in response to the needs of any student:

- ***Making adaptations***
- ***Using specific strategies***
- ***Providing instructional supports***

All students—general education, special education, gifted and talented, English learners, TK-12, across all content areas—are eligible to receive adaptations and instructional supports, and to be taught using specific strategies selected by their teachers in response to their demonstrated needs. These are the terms you should use in your lesson plans, course assignments, and conversations here on campus and out in your placement schools.

The following pages present detailed definitions and explanations of the terminology for discussing adaptations used specifically with students who receive special education services, students identified as gifted/talented, and students who are classified as English learners.

Special Education

The most common legal issues related to terminology involving special education is access to a free and appropriate public education (abbreviated as FAPE) is a right guaranteed to all children by federal law, and schools must make reasonable curricular and instructional adaptations to meet this legal requirement.

Special education law states that adaptations for students with identified special needs must be:

Tied to their disability
Documented in an Individual Educational Program (IEP)
Implemented by the students' teachers

The adaptations available to students who receive special education services are (a) accommodations and/or (b) modifications and/or (c) strategies. **Only students with an Individual Education Program Plan (IEP) are eligible to receive accommodations and/or modifications**. There's no guesswork in special education: the accommodations or modifications a student must receive are spelled out in an IEP. By contrast, all students are eligible to receive instructional supports and to be taught with specific strategies that will enhance their success, but the supports and strategies are selected by their teachers based on observation, available assessment data, and reflection and are not mandated by law.

Accommodations- Some students are capable of learning all the content standards, but only if they receive specific supports that are tied to their disability diagnosis. Accommodations are the adaptations that allow students with identified special needs to learn the same content as the rest of the class. Accommodations include things that teachers do—like providing preferential seating, offering additional time on tests, or using an amplification system in the classroom—and things that students do—like demonstrating their mastery orally rather than in writing, relying on the support of a note-taker, or using a laptop computer with specialized software. When a student with an IEP receives accommodations, she or he engages with the same curriculum content and as the other students in the class, but receives the specific types of support that will allow her or him to access the curriculum and to demonstrate her/his mastery of the content effectively.

Modifications- Some students with more severe special needs are not able to learn the content standards specified for their grade level. These students may need to learn fewer standards and/or learn a simplified version of the standards. Modifications are adaptations in which the curriculum content and/or mastery expectations are adjusted in response to a special education student's identified disability. Modifications include a student studying the same topic as her/his classmates but documenting her/his learning by completing different type of activity, or a student engaging in the same activity as her classmates but being assessed in relation to different expectations. With modifications, the activities or topics might be the same for all students, but the curriculum and the expectations for student learning outcomes will be different for the student with special needs.

Strategies- Students with identified special needs benefit from the use of certain practices or technologies that are not linked directly to their specific disability diagnosis. These instructional strategies are not included in the student's IEP (because they are not linked to the disability) and therefore are not required by law. Some common strategies that support learners with special needs are providing highlighters, color-coding materials, giving visual cues, posting number lines and alphabet strips in the classroom, and creating word walls. Unlike accommodations and modifications, these types of strategies can also be used to scaffold students without documented special needs who benefit from instructional supports in certain circumstances.

Gifted and Talented Education (GATE)

Students who have been identified as gifted/talented should receive instructional supports that provide curriculum enrichment and/or acceleration. These students are not eligible for an IEP, and they do not receive accommodations or modifications. The California Department of Education recommends that teachers provide their GATE students with "instructional opportunities" and "differentiated activities." For example, GATE students typically benefit from

instructional challenges that deepen their engagement with the content the class is studying, open-ended performance tasks that require creativity and initiative, and experiences that allow them to develop specialized expertise in some aspect of the content presented in an instructional unit.

English Language Learners

Schools are required by law to make provisions to support all English learners (the state's term used to refer to students who speak a language other than English at home. In MATTC we often use emergent bilinguals or multilingual learners.) However, the federal and state laws regarding the public education of English learners are not as detailed as those regarding the education of students with special needs. Each school district defines the amount of time ELs spend in an English Language Development (ELD) program receiving targeted support learning English communication skills and academic language.

English learners require adaptations and instructional supports that scaffold both their language acquisition and their content learning. Common approaches include SDAIE (Specifically Designed Academic Instruction in English), Sheltered English Instruction or GLAD (Guided Language Acquisition Design), and CALLA (Cognitive Academic Language Learning Approach). Using appropriate strategies such as graphic organizers, visuals, think-pair-share, reading circles/book clubs, activating prior knowledge, providing comprehensible input and so on enable teachers—in the words of Marco Bravo—to "amplify, not simplify" the content. This enhances ELs' language development as well as their academic learning in the content area(s) you teach.

The adaptations and instructional supports provided for typically developing ELs are neither accommodations nor modifications. However, if an EL is identified as having a specific learning disability, he or she will have an IEP that includes accommodations and/or modifications linked to his disability. This student would also require the strategic use of instructional supports that will enable him to develop his English skills and to learn the academic content taught in his classes. Likewise, ELs who have been identified as gifted and talented require enrichment opportunities and meaningful intellectual challenges beyond the typical curriculum parameters along with the strategic use of instructional supports to scaffold their English language development and their ability to use an academic vocabulary and register.

Remember to watch your language! Unless you're talking about a student with an IEP, use the terms *adaptations, strategies,* and *instructional supports!*

Important Teacher Education Contact Information

For assistance with…	Contact…
MATTC program expectations/requirements Support and assistance of any other kind	**Director of MATTC** Dr. Kathy Stoehr- Guadalupe Hall 252 ksun@scu.edu 408-551-3497 (office)
Education Department issues	**Education Department Chair** Dr. Kathy Sun- Guadalupe Hall 255 ksun@scu.edu 408-551-3499 (office)
CTC Credential Requirements and Recommendations	**Registration and Enrollment** credentials@scu.edu ecpservices@scu.edu

Course schedules and classrooms	**Education Department Senior Admin Asst.** TBD Guadalupe Hall @scu.edu
Financial Aid (SEC)	**Graduate Student Services** ecpservices@scu.edu
Field Placements and Supervision	**Coordinator of Field Experiences** Dr. Melina Johnson-Guadalupe Hall 244 mjohnson@scu.edu (408) 551-3388 (office)
Intern Program	**Intern Coordinator** Dr. Melina Johnson-Guadalupe Hall 244 mjohnson@scu.edu (408) 551-3388 (office)
B-MATTC Program	**B-MATTC Coordinator** Dr. Karla Lomeli - Guadalupe Hall 235 klomeli@scu.edu (408) 554-6802 (office)
ExCEL Program TK-12 Catholic Education Program	**ExCEL/TK-12 Catholic Education Program Coordinator** Dr. John Beltramo – Guadalupe Hall 234 Jbeltramo@scu.edu (408) 551-3525 (office)
Teaching Performance Assessments (TPAs) Information/Workshops, Revision Support, Assessor Training	**TPA Coordinator** Dr. Melina Johnson- Guadalupe Hall 244 mrjohnson@scu.edu 408-551-3388 (office)
Santa Clara University Campus Safety	**Emergencies:** 554-4444 Non-emergencies: 554-4441
Mental Health Support Counseling and Psychological Services SCU 24-hour crisis hotline	 **408-554-4172** **408-551-1760**