



**California State University, Bakersfield**  
*School of Education*  
**Secondary Program Handbook**



***SB 2042 SECONDARY EDUCATION PROGRAM***  
***(Single Subject Credential)***  
**PROGRAM HANDBOOK**  
**2007-2008**

The Single Subject/Secondary Education Credential Program is designed to prepare those who wish to have a career in teaching at the junior high/middle school and senior high levels.

It also prepares teachers to meet the academic needs of English Language Learners through English language development.

[www.calteach.com](http://www.calteach.com) is an excellent site for more information on the field of teaching.

Candidates interested in applying to the Single Subject Credential Program must attend an Information Session the quarter before they are ready to begin the program.

Orientations are held each quarter. Candidates will receive an application packet and be assigned an advisor at the Application/Orientation Session. Dates and times will be posted in the Credential Office.

Candidates can obtain orientation information at the front counter of the Credential Office or by calling 661/654-2484 .

This Program Handbook is also available on our website:

[http://www.csub.edu/SoE/Teacher\\_Education/Secondary\\_Education/](http://www.csub.edu/SoE/Teacher_Education/Secondary_Education/)



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# **California State University, Bakersfield**

## ***University Vision Statement***

By 2014-15, CSU Bakersfield will be the leading campus in the CSU system in terms of faculty and academic excellence and diversity, quality of the student experience, and community engagement. Realization of our vision will be advanced by recruitment, development and promotion of excellent and diverse staff within an organizational culture committed to excellence in all areas.

### ***School of Education Theme:*** **EXCELLENCE~INTEGRITY~CARING**

### ***School Of Education Mission***

In support of the university's vision of excellence the mission of the School of Education is to be a professional learning institution that prepares highly capable professionals to serve our culturally and linguistically diverse community with integrity.

***The Following Dispositions provide direction for the School of Education Credential Program Goals and expectations for all Candidates during the program and upon exiting the program:***

### **School of Education Candidate Dispositions**

Candidates preparing to work in schools as teachers or other professional school personnel know and demonstrate dispositions necessary to help all students learn

#### ***Professional Collaboration***

Candidates will participate in action-oriented collaboration that will enable them to learn from others and provide leadership in partnerships with all stakeholders.

#### ***Reflective Practitioner***

Candidates are reflective, life long learners who apply problem solving and critical thinking strategies and the respectful appreciation of differing points of view.

#### ***Ethical Professional***

Candidates' actions are based on accepted professional standards of conduct and reflect insight and awareness with respect to diverse perspectives, opinions, obligations and ethical responsibilities of the profession.

#### ***Student/Client Centered***

Candidates, throughout their programs, will prioritize for the needs of the students/clients they serve by maintaining trusting relationships built upon caring, nurturing (respective) and meaningful interactions with students/clients.

#### ***Professional Leader***

Candidates are encouraged throughout their programs to become strong, determined, ethically principled leaders with a clear instructional focus, communication skills and a willingness to take risks to ensure the advancement, safety, and welfare of all students in our communities.

#### ***Professional Competence***

Candidates maintain high programmatic outcomes that reflect research- based practices, principles of learning differentiation, and standards based instruction.

Adopted January 2006  
Revised 11/27/06

*To the Secondary Education Candidate:*

*We welcome you to our teacher education preparation program at CSUB.*

*Thank you for considering us your “University of Choice!”*

*Our program allows teacher candidates to complete a course of study for K-12, in departmentalized settings (Music, PE, Art, Math, etc.).*

*Our intention is to offer you the very best instruction to prepare you to be the most effective teachers in the field.*

*We have an extremely qualified and approachable staff. Our program is rigorous, but attainable and highly regarded by administrators in the field. We are here to offer you assistance every step of the way, so please do not hesitate to ask for information or assistance. We look forward to working with you and your success in our program!*

*Sincerely,*

*The CSUB Secondary Education Faculty*



**Whom to Contact:****Secondary Education Department**

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 Mahmoud Suleiman, Ph.D., Chair

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EDUC 124  
 EDUC 115  
 EDUC 109

**Antelope Valley**

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EDUC 106

General Information (Credentials Office)  
 (fax: (661) 654-2277)

(661) 654-2484

**Advisors: (Main Campus, please call AV for advisor information)**

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(661) 654-2028  
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SCI 114F

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EDUC 120

Art

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EDUC 135

(Business, English, Foreign Language, Music  
 Social Science, Science and interns)

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 (PEAK/P.E.)

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SA 143

**Additional Information Antelope Valley Campus**

Admissions & Records (both campuses)

(661) 654-3036

AVC Marauder Bookstore

(661) 722-6400, ext. 6185

CSUB/Antelope Valley Campus

(661) 952-5000

Health Services

(661) 952-5064

Library Resources Center

(661) 952-5072

SSD/Counseling

(661) 952-5062

Testing Office (both campuses)

(661) 654-3373

University Advising Center

(661) 952-5010

**PLEASE VISIT THE ANTELOPE VALLEY WEBSITE:** [www.csub.edu/AV/Sep.shtml](http://www.csub.edu/AV/Sep.shtml)

**Additional Information Main Campus**

Financial Aid (both campuses)

(661) 654-3016

Health Services

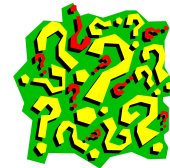
(661) 654-2394

Student Disabilities

(661) 654-3360

**For more information visit:**

[www.csub.edu/SoE/Teacher\\_Education](http://www.csub.edu/SoE/Teacher_Education)



## Single Subject Credential Program

**NOTE: YOU ARE EXPECTED TO READ THIS DOCUMENT PRIOR TO YOUR SCHEDULED ADVISING/INTERVIEW. PLEASE PAY CLOSE ATTENTION TO APPLICATION REQUIREMENTS AND DEADLINES FOR BOTH THE UNIVERSITY AND THE CREDENTIAL PROGRAM. CANDIDATES MUST MEET ALL REQUIREMENTS TO BE CONSIDERED FOR ADMISSION.**

### **ADMISSION REQUIREMENTS**

Application must be made to both the University and the Credential program. CSUB candidates who will be graduating must reapply to the University as Postbaccaluatee. You may do this online at [www.csumentor.edu](http://www.csumentor.edu) (degree objective is EDUC/CRED) or by contacting the Admissions and Records Office at 654-3036. You will need to provide two sets of official transcripts to the University and one set to the credential program.

**CBEST:** Candidate must submit an original 3 “copy of their CBEST passing results OR the registration verification letter. CBEST ***MUST*** be passed prior to student teaching. Registration booklets are available in the Credentials Office or at the Testing Center.

**Subject Matter Competency (SMC):** May be obtained in one of the following ways: Submit a certificate of completion of subject matter signed by the Dept. Chair of the candidate’s subject area verifying at least 80% complete with subject matter (3 courses remaining) **-or-** submit CSET results or copy of current registration verification form for admission to the program. **THE CSET EXAM IS VALID FOR 5 YEARS FROM THE DATE THE CANDIDATE PASSED THE EXAM.** If the candidate received his/her degree from another University, he/she may request this form from his/her degree granting university OR have his/her transcripts evaluated by the appropriate subject matter department on the CSUB campus. Once the candidate has completed all subject matter competency coursework, another subject matter competency form indicating 100% completion will be required before student teaching from the subject matter department.

**GPA requirements:** GPA must be at least 2.67 overall or 2.75 for the last 90 qtr. units. You may apply for a Special Admit if your GPA falls below this requirement. A form is provided in the application packet for this purpose. Program faculty and the program director will evaluate the request for Special Admit and a letter will be sent informing the applicant regarding admission status.

### **Special Admit**

Teacher Education Programs are required by law to establish standards for the admission of candidates in the areas of scholarship, prerequisite courses including field experience, professional aptitude, physical fitness, and fundamental skills. Each CSU campus is further required to follow the standards, procedures set forth by the CSU guidelines, and the campus is permitted to admit a limited number of candidates as *Exceptions or Special Admits*.

1. Candidates seeking a “special” admission to the program are those with a GPA, which does not meet the minimum requirement of 2.67 overall or 2.75 last 90-qtr. units.
2. Candidates must submit a written request for special admission (form is located in the application packet OR in the Credential Office). Form is submitted to the Credential Office and reviewed by the program director and faculty.
3. A campus may accept no more that 15% special admit candidates - (this 15% includes previously accepted and current special admits).

**Fingerprint Clearance:** Fingerprint packets are available in the Credential Office and are handed out during the first session of EDSE 400. A Live Scan, *Certificate of Clearance*,

Emergency Permit or Substitute Teaching Permit will satisfy this admission requirement. A copy of the Live Scan is required for the EDSE 400: Introduction to Secondary Teaching/CTAP I course. ***Obtaining a Certificate of Clearance is a two-part process:***

- 1) Candidate must make an appointment with the Kern County Superintendent of Schools Office to have a Live Scan processed. The cost is \$68.00 and must be a Money Order or Cashiers Check payable to KCSOS. Please call the Antelope Valley office for instructions to obtain fingerprint clearance in Antelope Valley. The candidate will have the Live Scan Verification returned at this time. A Live Scan is required for EDSE 400 – Intro to Secondary Teaching/CTAP I. The Candidate will need to provide a Certificate of Clearance or a copy of an Emergency Credential, current or expired, to begin student teaching.
- 2) The candidate will receive two receipts after the Live Scan process. One receipt, along with the character and identification form, will need to be mailed along with a check to the California Commission on Teacher Credentialing (CCTC). The other receipt, a copy of the character and identification form and your money order must be submitted to your EDSE 400 instructor. Another set of copies will need to go to the credentials office, but your instructor will do that. More detailed information on this process will be presented in a memo to you by your EDSE 400 instructor.

***It takes approximately three (three) months from the time the candidate submits paperwork to CCTC to receive the Certificate of Clearance. Candidates are advised to begin this process early to allow sufficient time for the process to be completed, as they will not be permitted to student teach without the Certificate of Clearance.***

Please note that being fingerprinted as a teacher's aide, coach, social services employee, or volunteer *does not* fulfill this requirement.

**TB Certificate:** A Certificate of Freedom from Tuberculosis may be obtained through the CSUB Health Center or from the candidates' personal physician. A TB certificate is valid for four (4) years. The TB Certificate is required for the EDSE 400: Introduction to Secondary Teaching/CTAP I course.

**US Constitution:** Candidates must complete the US Constitution requirement before being admitted to the program.

**CPR:** To be completed before student teaching, must be for infants, children and adults and must be current.

## **ADVISING INTERVIEW AND PROGRAM PLAN**

Applicants must interview with the assigned advisor in their subject area. They will not be admitted to the program until they have met with their assigned advisor, completed a program plan and have been interviewed. (See Chart entitled Advising Schedule)

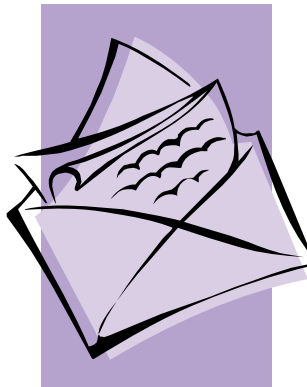
- The candidate ***must*** bring a copy of his/her writing sample and a copy of an unofficial transcript(s) to the advising session.
- Interview form is confidential –candidate will not receive a copy.

**Writing Sample:** A description of the guidelines for the writing sample is provided in the application packet. Candidate ***MUST*** bring writing sample to the interview. If the candidate does not bring the writing sample to the scheduled interview, the interview will be rescheduled. Advisor will reschedule the appointment or make other arrangements to review the writing sample.

### **Program Plan**

- Must be filled-out in entirety, signed, and dated by **both** the applicant and advisor.
- ***Indicate how applicant has or will be satisfying subject matter:*** by exam or course work and circle the one that applies, even if candidate has not completed it. An applicant will not be admitted unless he/she provides verification of 80% completion of Subject Matter coursework OR has registered for or taken the appropriate exam in his/her subject area.

**Reference Letters:** Submit two letters of reference (forms are provided in the admission packet), one faculty and one non-faculty. They must be sealed and confidential.



**CSUB TEACHER CREDENTIALING  
SCHOOL OF EDUCATION  
DEPARTMENT OF TEACHER EDUCATION**

**SECONDARY EDUCATION ADVISING SCHEDULE**

1. The candidate first attends an informational meeting to receive program information and the application packet (admission requirements).
2. The candidate then meets with their program advisor to complete an oral interview and a writing sample.
3. After receiving a letter of acceptance to the Secondary Education Credential Program, the candidate then meets with their advisor to fill out the program advising form.

WHO	WHAT	WHEN
Field Placement Coordinator	Placement request form	Before taking EDSE 400
Evaluator	GPA requirement	Before admittance
Evaluator	Subject Matter Competency	Before admittance
Evaluator	US Constitution	Before admittance
Evaluator	Fingerprint/ TB Clearance	During EDSE 400—to be shown to the instructor and then handed to the evaluator
Evaluator	CBEST registration	Before admittance
Evaluator	CBEST passage	Before Student Teaching
EDSE 400 Instructor	Waiver of fieldwork or completion of EDSE 400	Beginning of EDSE 400
Advisor	Interview and Writing Sample	Before admittance
Advisor	Coursework advising form	After admittance
Evaluator	CPR	Before Credential Application

***Once all the above has been submitted, the admissions committee will review the applicant's file for admission. The applicant will receive a letter regarding admission status.***

## **PROGRAM INFORMATION**

### **CREDENTIAL COURSEWORK**

#### ***Pre-requisites***

*(Must be completed or in progress prior to admission to the credential program)*

EDSE 400 – Introduction to Secondary Teaching/CTAP Level I	6 units
EDBI 475 – Introduction to Cross-Cultural Education	3 units
EDBI 476 – Introduction to Language Acquisition & Development	<u>3 units</u>
	12 units

#### ***Stage I***

EDSP 301 – Teaching Exceptional Diverse Learners	3 units
EDSE 401 – Foundations of Secondary Education	5 units
EDSE 403 – General Methods & TPE's	3 units
EDSE 404 – Reading Methodology	<u>3 units</u>
	14 units

#### ***Stage II***

EDSE 405 – Special Methods/Content Area	5 units
EDSE 406 – Reading Across the Curriculum	5 units
EDSE 407 – Classroom Management	<u>5 units</u>
	15 units

#### ***Stage III***

EDSE 408 – Education Psychology/Assessment	5 units
EDSE 499 – Supervised Teaching/Induction	<u>12 units</u>
	17 units

#### ***Total Units:***

**58 units**

**Candidates must maintain a “B” average in all credential coursework to remain in the program. A course with a grade lower than a “C” must be repeated. If the candidate has not completed all subject matter coursework, he/she may use such course grades to improve the GPA for admission purposes.**

### **Post-Baccalaureate Credit**

A candidate may use credential course work for post-baccalaureate credit if the following conditions are met:

- Course work being requested for post-bac credit is completed in the last three consecutive quarters prior to applying for the degree (Course work completed during a Summer Session may be used; however, that Summer Session will then be counted as one of the last three consecutive quarters)
- Course work being requested was not used to fulfill any part of the degree requirements
- Units from the courses work being requested were not used/needed for the degree units

A candidate who wants to count credential course work as post-bac credit must meet the above conditions **and must so indicate/check on the graduation application when making application to graduate.** A candidate who chooses to delay his/her graduation, for whatever reason, and thus violates the “three previous consecutive semester” condition, could affect the number of credential course work units counted as post-bac credit.

### **Course Offerings Sequence**

All courses required for the Preliminary Credential are offered each quarter. Course offerings during the Summer Session are limited.

### **Early Field Experience**

EDSE 400, Intro to Secondary Teaching/CTAP Level I/LiveText training, is required of all candidates entering the Secondary Credential Program at CSUB. Candidates can submit a waiver form for the observation portion of EDSE 400 if they have completed 45 hours or more as a secondary level aide, intern, substitute or emergency permit teacher. If a candidate is enrolled in EDSE 400 and the candidate has successfully completed CTAP Level I, the candidate will have the CTAP I requirement waived and will be required to attend only the remaining scheduled classes. This class cannot be completely waived because of the LiveText (online portfolio system) training. Waiver forms for the observation portion of the class can be obtained from your EDSE 400 instructor.

***Placement forms for observations in the classroom can be picked up from the Credentials Office and must be filed the quarter prior to taking the EDSE 400.***

### **Foreign Transcript Evaluation**

Candidates who have completed College or University course work at an institution in a country other than the United States must obtain a complete evaluation of foreign transcripts and degrees prior to applying to the Commission for a California credential, permit or certificate. Agencies approved by the Commission for Foreign Transcript Evaluation:

- Institute for International Credentials Evaluations at CSU, Fresno, 559/278-7622
- International Education Research Foundation, Inc. Credentials Evaluation Service, Los Angeles, CA, 310/390-6276

### **Course Substitutions**

Candidates requesting a course substitution waiver must submit to the evaluator a Course Substitution Form (located in the Credential Office), a copy of the catalog description, a course syllabus and transcripts verifying completion of the course(s). The request will be forwarded to the program director for review. The program director will rule on this request and/or consult with the faculty member who teaches the course in question. The waiver request will then be returned to the evaluator and the candidate will be notified. A copy of the letter and the waiver form will be placed in the candidate's file.

### **Overload Petition**

A candidate is normally permitted to enroll in a maximum of 17 units. A candidate with a CSUB GPA of 2.5 or above may request permission to enroll in more than 17 units per quarter. A full-time candidate with a CSUB GPA of 3.3 or better may enroll in extra units without petition.

- Candidate may pick up an Overload Petition either at the Admissions & Records Office or in the Dean's Office.
- Once the candidate has completed the form, take it to the program director for approval and signature.
- Once the overload petition is approved and signed by the program director, the candidate will submit to the Dean's office for processing.
- The Dean's office has the final determination regarding the Overload Petition.

## **SUPERVISED STUDENT TEACHING**

***Candidates must submit a student teaching placement request for the field placement coordinator, the quarter prior to Student Teaching.*** These forms are located in the Credential Office. It is important that this form be submitted on time. The placement coordinator must have sufficient time to arrange a placement, a master teacher and a university supervisor for each candidate. For student teaching in the Fall quarter, placement forms must be submitted by the 3<sup>rd</sup> week of the Spring quarter OR for student teaching in the Winter quarter, placement forms must be submitted by the 3<sup>rd</sup> week of the Fall quarter. **Candidates who do not submit a placement form will not be placed for student teaching.** Once the candidate has submitted a placement form, his/her file will be checked for eligibility and the candidate will be coded to register for student teaching. The candidate will be notified by mail about his/her student teaching assignment and the date and time of the **mandatory** student teaching orientation. Student teaching is completed during the last stage of the program, for a 10-week quarter. There are 80 hours of fieldwork in the classrooms required through the prerequisite and credential program classes before student teaching commences. The fieldwork, as stated by 2042 Credential Program Requirements, is intended to prepare the candidate for the student teaching experience. The field placement, at the beginning of the credential program, should be the same placement (or school) for the entire credential program.

**Candidates must have satisfied the following requirements in order to Student Teach:**

- Passage of CBEST and submit an original copy of test results
- Completion of all coursework prior to this stage
- Have 100% Subject Matter Competency: Submit Certificate of Competency waiver form signed by the Dept. Chair in the candidate's subject area **OR** verification of passage of CSET
- Fingerprint clearance: Certificate of Clearance **OR** copy of Emergency permit (current or expired)
- Current TB certificate (good for 4 years)
- Have a "B" or better average in all credential courses
- Have a current CPR certificate

### **STUDENT TEACHER GUIDELINES:**

**Dress Code:** Research indicates that the manner a teacher dresses affects the way students react to you, as the instructor, in the classroom. The Secondary Education Credential Program requires that student teachers dress professionally, even when the school has a relaxed dress code. If the master teacher or supervisor indicates that the student teacher is dressed inappropriately, it will be noted on the observation reports. A student teacher may be removed from a classroom for inappropriate dress. In the case of an Intern teacher, the principal will be informed that your dress is inappropriate for a CSUB student teacher.

Female student teachers must avoid wearing dresses that are too form fitting or too short, and tops that are low-cut or show the midriff. Remember it is difficult to get fully involved in the classroom activities when you have to be concerned about how far you bend over. Male students should wear collared shirts and avoid tennis shoes. Jeans and shorts are not to be worn to school (unless you are having a sport day) by either females or males. Tattoos are not to be visible and tongue studs are not to be worn during student teaching. Both are considered unprofessional by CSUB and the school districts which we serve.

Some supervisors allow their student teachers to wear jeans on Fridays if this conforms to the school dress code. Check with your supervisor regarding this issue.

**Pagers and Cell Phones:** Cell phone and pagers are to be turned off when the student teacher is in the classroom. If you must be contacted during student teaching hours, provide

the telephone number of the school to the person/people who may need to contact you, and the school office personnel will relay the message to you. The master teacher or the supervisor will notify the Coordinator if cell phones or pagers are used during your time in the classroom.

**Fog Delays:** If the school district calls a fog delay, candidates are expected to report to school at the regular time [Since districts might vary, candidates must respond as indicated for the staff by respective school district]. School districts require that all teachers be on duty because many elementary students must come to school at the usual time. Check with your district to determine their policy for Fog Delays.

**In-service Days:** In-service days are considered teaching days. If the district has an in-service day, check with the master teacher or principal to determine if you can attend the in-service. Some districts welcome you, while others feel it is only for employees. If you are not invited to attend the in-service, then you must spend the day in the classroom preparing for instruction.

**Reporting Child Abuse:** The state mandates that suspected child abuse be reported. If you suspect child abuse in your classroom, talk to the teacher. The teacher is responsible for this and will provide you with guidelines for reporting. You should never take it upon yourself to report an incident without speaking to the teacher and site administrator.

If the teacher or administrator asks you to write a report, do so. Be sure that both of the teacher and the administrator sign any reports that you write and keep a copy of the report for your own file.

**Student Teacher General Policies:** The student teacher is a guest in the assigned school. As a guest, you are expected to support school policies and personnel, follow all rules and regulations, and conduct yourself as a professional educator in your manner, dress, and communication. Many things happen in the classroom that must be kept confidential, (i.e., classroom files, discipline, learning outcomes, parents, etc.), and communication must be kept at a professional level.



The outstanding student teacher does not just do well on assigned tasks but displays exemplary characteristics in self-reliance, desire, enthusiasm, and other indicators of outstanding promise.

1. Scheduled times:

- ❖ Arrival
  - The same time as the faculty of the school
- ❖ Departure
  - The end of the faculty school day.

2. Attendance:

- ❖ Daily attendance is required.
  - Be punctual and sign in and out upon on arrival and departure at the school.
- ❖ Absences
  - Notify the master teacher, the school, and the university supervisor as early as possible on the day of your absence.
  - During the student teacher's absence, the master teacher will reassume control of the classroom. Thus, candidates must leave their lesson plans, instructional materials, and other resources readily available to the master teacher.
- ❖ Excessive absences
  - If a candidate misses more than two days, they may have to extend or repeat the student teaching experience.

### 3. Seminars

- ❖ Some districts require candidates to attend seminars prior to entering the classroom. The candidates will be notified prior to the beginning of the quarter if this applies to their assigned district.
- ❖ The candidate is required to enroll in the appropriate designated seminar course [see your Advising Sheet and/or check with your advisor], and attend seminars given by the university supervisor. The supervisor will notify candidates of the time and place of the seminars. The seminars will address important teaching topics; therefore, attendance at each seminar is mandatory.

### 4. Daily Schedule

- ❖ At the beginning of the quarter, candidates must complete the classroom schedule for themselves and their university supervisor, in order to keep the university supervisor informed of the classes they will be teaching. The university supervisor will visit candidates' classroom to observe them teaching different subjects.
- ❖ If the candidates' schedule is going to change (school assembly, field trip, etc.), then they must notify the university supervisor prior to their observation.

### 5. Visitations

- ❖ The university supervisor will conduct classroom observations throughout the period of student teaching. The total number of visits made for each student teacher depends on the progress being made.
- ❖ As a general rule, a minimum of five (5) visits will be made during each period of student teaching.
- ❖ Visits may be announced or unannounced.

### 6. Lesson Plans

- ❖ All lessons must be planned in advance.
- ❖ One week's plans are required three days in advance of the week (i.e. the plans for the following week will be due on Wednesday).
- ❖ Schedule an appointment with the master teacher well in advance of the lesson presentations for feedback and direction.

### 7. Conferences with the Master Teacher

- ❖ It is the student teacher's responsibility to plan a daily conference with the master teacher to discuss all lesson plans and presentations. Additionally, the student teacher should make a list of questions to discuss prior to each conference.

### 8. Conferences with University Supervisor

- ❖ The university supervisor will meet with the student teacher following each visit - either in person or via a phone conference. (You will also be required to attend the student teaching seminar course taught by the university supervisor; the university supervisor will arrange the time and place).

### 9. Classroom Manner

Candidates as student teachers are guests in the classroom; they are not peers of the credentialed staff. Candidates must conduct themselves accordingly in a professional manner when relating to students and others. create a warming, caring classroom environment, implement the existing discipline plan, and develop a positive and respectful rapport with elementary students—as well as with others.

## **Professional Liability Insurance:**

*NOTE: NEW CSU CHANCELLORS OFFICE MANDATE*

### **Mandate**

**As of August 1, 2006, the CSU Chancellor's Office of Risk Management is requiring all students in various fields, including the Credential Program to purchase Professional Liability Insurance at the cost of \$16 per Academic Year. This fee may be paid at the Cashier's window or online.**

### **Professional Liability Insurance**

Candidates placed in the public school systems for any fieldwork assignment, student teaching, observation or as a visitor by CSUB through their credential classes and/or pre-requisites; all students must purchase Professional Liability Insurance through California State University Risk Management Authority (CSURMA).

### **Who does this affect?**

Introduction to Teaching students (EDSE 400) *must* purchase the insurance and show proof of purchase to the instructor of record.

- Credential students currently in the program must provide a copy to their evaluator in the Credential's Office. (Even though you may have obtained liability insurance through CTA, you must purchase liability insurance through CSURMA according to the mandate from the Chancellor's Office.)

**Discipline in the Classroom:** The traditional student teacher will follow the discipline plan set up by the master teacher in the classroom to assure continuity in the program. The elementary students are familiar with the discipline program, and it will help them to understand the behavior you expect them to follow while you are in charge of the classroom. Changes in the discipline can only be made after a discussion with the master teacher and the university supervisor.

The traditional student teacher will share their discipline plan with the university supervisor as part of the student teaching seminar requirements.

**Master Teacher Responsibilities:** The master teacher is an important asset in helping prepare student teachers for their own classrooms. Without the master teacher, CSUB would not be able to have a program. The master teacher works closely with the university supervisor in helping the student teacher mature and develop in their classroom knowledge.

Master teachers should possess the following qualifications:

- At least three years of teaching experience
- Tenure in the district
- An on-going successful record of teaching excellence
- Current knowledge of subject matter methodology
- Willingness to share their expertise, materials, and classroom with a student teacher
- CLAD certification

In order to facilitate collaboration between the master teacher, student teacher, and university supervisor, each master teacher works with the university supervisor who attends quarterly orientation sessions where the roles and responsibilities of each participant are outlined and discussed.

The master teacher works closely with the student teacher to ensure that growth occurs

in student teacher during the quarter. Although the master teacher is legally responsible for the classes taught by the student teacher, they must be willing to gradually relinquish control of the classroom and allow the student teacher to assume full responsibility of the classroom for an assigned period of time.

After the master teacher gains confidence in the student teacher's ability to maintain classroom control and effectively deliver lesson content, they will step out of the classroom for brief periods of time. When the student teacher begins his or her period of full-responsibility, the master teacher should leave the classroom for longer periods of time. It is natural and recommended that the master teacher periodically check the classroom when the student teacher is teaching full time.

### **Suggestions for Working with Student Teachers:**

The following are suggestions for working with the student teacher:

1. Introduce the student teacher to the school environment - make him/her feel welcome at the school site.
2. Inform the student teacher of school and district policies.
3. Provide a work place for the student teacher to keep materials and personal belongings.
4. Inform the student teacher where to get supplies and materials needed for their teaching experience and if there is a resource center available for use.
5. Discuss emergency plans for earthquake and fire drills.
6. Discuss in confidence the pupils in your class prior to the student teacher assuming classroom responsibility. Exercise caution with the statements you make.
7. Discuss the daily routine and schedules.
8. Discuss guidelines for discipline, grading, classroom organization, special classes, aides, etc.
9. Make your expectations clear from the beginning - unclear expectations lead to frustrations on the part of the master teacher and the student teacher.
10. Prepare the class for the student teacher's arrival and introduce your student teacher to the class.
11. Provide copies of the teachers' edition for each subject area that the student teacher will teach.
12. Be willing to give constructive criticism to the student teacher.
13. Provide immediate feedback on lessons so that the student knows how to improve.
14. Share your faculty handbook with the student teacher.
15. When possible, bring closure to each day with encouragement and suggestions.
16. Encourage your student teacher to apply methods learned in university classes.
17. Mentor your student teacher—conversations can be productive if you respect each other professionally.
18. Provide periodic written feedback during the quarter.
19. Assist your student teacher in establishing classroom control.
20. Set aside a time to discuss the daily events in the classroom.
21. Participate, with the university supervisor, in the midterm and final evaluations.

### **University Supervisor Responsibilities:**

The following are steps the University Supervisor will follow:

- Arrange a meeting with the principal the first week.
- Establish effective communication with administrators regarding the student teaching program.
- Discuss the experiences the student teacher should have during the quarter with the principal and the master teacher.
- Schedule seminars with the student teachers.
- Schedule conferences with the student teacher.
- Review the student teachers' lesson plans and provide written responses if necessary.
- Initial the lesson plans during each visit.

- Observe the student teachers in their assignments.
- Review the student teacher's journal and respond appropriately.
- Assist the student teachers in self-reflection and evaluation of their teaching.
- Provide, upon request, a letter for the candidates' placement file (if you so choose).
- Attend monthly university supervisor meetings with the Coordinator of Field Experience.
- University supervisors are expected to assist and evaluate the student teaching portfolio which will be recorded in LiveText electronically.

### **Needs to Improve Form:**

The Needs to Improve form is given to a student teacher that is experiencing difficulty in the classroom. The university supervisor or the master teacher may initiate the form. The form should refer to the TPE's that the student is not meeting by stating the problem, the solution, and a time line for showing improvement. The time line should not be more than two weeks. Be sure you have completed careful documentation prior to giving the needs to improve form. The needs to improve form can be given at any time during the quarter provided that careful documentation has been recorded prior to issuance of the form.

Once the Needs to Improve form has been given, the coordinator (or a designee of the coordinator) will visit the classroom. If necessary, the coordinator will make more than one visit to determine progress. After the coordinator has completed the visitation, a conference will be held with the master teacher, university supervisor, student teacher, and coordinator. A decision will be made at that time regarding the action needed.

The resulting action may be:

- termination of the student teaching for the remainder of the quarter
- reassignment to another classroom
- a grade of "NC" for the quarter and reassignment to another classroom for the following quarter.

### **Student Teaching Difficulties**

We realize some student teachers may experience difficulty in planning, executing the lesson plans and maintaining classroom management. When a master teacher/principal/peer coach notices a student teacher is experiencing difficulty, s/he will discuss the problem with the student teacher and supervisor immediately. At this time, the supervisor will begin to make additional visits to the classroom. The visits will be well documented and provide a record of what was observed in the classroom, and will give suggestions that must be implemented immediately. The supervisor and master teacher/peer coach or principal will refer to the original observation to determine if the suggestions have been followed, and meet and discuss the student teacher's progress. If the student teacher continues to have difficulty, a **NEEDS TO IMPROVE FORM** will be completed. This form gives the student teacher specific suggestions that must be completed in a week or less. At this time, the University Supervisor and the Coordinator of Field Experience will conduct classroom observations and another joint meeting will be held.

If at any time, the master teacher/peer coach or the principal feels the class is in jeopardy and learning in the classroom is deteriorating, a request can be made to the Coordinator to have the student teacher removed from the classroom. This requires detailed observations, and indications that the student teacher has not improved since s/he was informed of the problem. At this point, the Coordinator of Field Experience is required to remove the student teacher from the classroom; the student teacher will receive a No Credit for student teaching and repeat the student teaching experience.



## OUTLINE FOR THE STUDENT TEACHING PORTFOLIO AND THE TPE'S

collegeLiveTextedu solutions™

help logout

MyDesk

Hi, Debra Cook  
Hirai |  
Monday, July  
31, 2006

### **EDSE Portfolio**

- Introduction
- TPE Standards
- Personal Essay
- Vita
- Letter of Recommendation
- Field Experience
- EDSE Teaching Performance Assessment

#### **Introduction**

#### **Operational Definition**

- **Operational Definition:**

The creation of a PORTFOLIO is a dynamic, on-going process that allows one to become a self-evaluator and collaborator. Following general guidelines/criteria, the student creates, in a given format, the product or document which demonstrates the best work that has been accomplished throughout the period of academic and professional training. This product or document is an organized product showcasing professional competencies through captioned artifacts selected by the student. The process/product of portfolios should be a purposeful, standard-based, goal-driven collection of relevant, reflective, and optimal work presented.

- **Underlying Assumptions:**

Portfolios should

Be consistent with accreditation agencies' guidelines

- Reflect research-based benefits and recommendations
- Represent the process and product of teacher education
- Involve professional continuity and collaboration
- Provide a timeline for evolving growth and development
- Include a broad display of knowledge and skill base
- Have inclusive accounts of what credentials don't specify
- Have a chronology of professional/academic development

## CBEST

Attach CBEST passing scores

## Subject Matter Competency

Attach a copy of your subject matter competency (Subject Matter Competency Waiver or CSET scores).

## TB Test Results

Attach a copy of your current freedom from active tuberculosis results. (Valid for 4 years)

## Certificate of Clearance

Attach a copy of your certificate of clearance. (Emergency Permit, PreIntern Certificate, of Long Term Sub Certificate can be used)

## TPE Standards

### Teacher Performance Expectancies

#### CA-TPE.1

TPE 1: Specific Pedagogical Skills for Subject Matter Instruction Background Information: TPE 1. TPE 1 is divided into two categories intended to take into account the differentiated teaching assignments of multiple subject and single subject teachers. Multiple subject credential holders work in self-contained classrooms and are responsible for instruction in several subject areas; single subject teachers work in departmentalized settings and have more specialized assignments. These categories are Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments (1-A), and Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments (1-B).

#### CA-TPE.2

TPE 2: Monitoring Student Learning During Instruction Candidates for a Teaching Credential use progress monitoring at key points during instruction to determine whether students are progressing adequately toward achieving the state-adopted academic content standards for students. They pace instruction and re-teach content based on evidence gathered using assessment strategies such as questioning students and examining student work and products. Candidates anticipate, check for, and address common student misconceptions and misunderstandings.

#### CA-TPE.3

TPE 3: Interpretation and Use of Assessments

#### CA-TPE.4

TPE 4: Making Content Accessible Candidates for Teaching Credentials incorporate specific strategies, teaching/instructional activities, procedures and experiences that address state-adopted academic content standards for students in order to provide a balanced and comprehensive curriculum. They use instructional materials to reinforce state-adopted academic content standards for students and they prioritize and sequence essential skills and strategies in a logical, coherent manner relative to students' current level of achievement. They vary instructional strategies according to purpose and lesson content. To meet student academic learning needs, candidates explain content clearly and reinforce content in multiple ways, such as the use of written and oral presentation, manipulatives, physical models, visual and performing arts, diagrams, non-verbal communication, and computer technology. They provide opportunities and adequate time for students to practice and apply what they have learned. They distinguish between conversational and academic language, and develop student skills in using and understanding academic language. They teach students strategies to read and comprehend a variety of texts and a variety of information sources, in the subject(s) taught.

They model active listening in the classroom. Candidates encourage student creativity and imagination. They motivate students and encourage student effort. When students do not understand content, they take additional steps to foster access and comprehension for all learners. Candidates balance instruction by adjusting lesson designs relative to students' current level of achievement.

**CA-  
TPE.5**

TPE 5: Student Engagement Candidates for Teaching Credentials clearly communicate instructional objectives to students. They ensure the active and equitable participation of all students. They ensure that students understand what they are to do during instruction and monitor student progress toward academic goals. If students are struggling and off-task, candidates examine why and use strategies to re-engage them. Candidates encourage students to share and examine points of view during lessons. They use community resources, student experiences, and applied learning activities to make instruction relevant. They extend the intellectual quality of student thinking by asking stimulating questions and challenging student ideas. Candidates teach students to respond to and frame meaningful questions.

**CA-  
TPE.6**

TPE 6: Developmentally Appropriate Teaching Practices Background information for TPE 6: TPEs describe knowledge, skills, and abilities for all credential candidates, and they underscore the importance of generically-effective strategies for teaching a broad range of students. The purpose of TPE 6 is to establish additional expectations that are of greatest importance in teaching students at distinct stages of child and adolescent development. It is not the intent of TPE 6 to describe practices that are appropriate or effective only at one developmental level.

**CA-  
TPE.7**

TPE 7: Teaching English Learners Candidates for a Teaching Credential know and can apply pedagogical theories, principles, and instructional practices for comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development leading to comprehensive literacy in English. They are familiar with the philosophy, design, goals, and characteristics of programs for English language development, including structured English immersion. They implement an instructional program that facilitates English language development, including reading, writing, listening and speaking skills, that logically progresses to the grade level reading/language arts program for English speakers. They draw upon information about students' backgrounds and prior learning, including students' assessed levels of literacy in English and their first languages, as well as their proficiency in English, to provide instruction differentiated to students' language abilities. They understand how and when to collaborate with specialists and para-educators to support English language development. Based on appropriate assessment information, candidates select instructional materials and strategies, including activities in the area of visual and performing arts, to develop students' abilities to comprehend and produce English. They use English that extends students' current level of development yet is still comprehensible. They know how to analyze student errors in oral and written language in order to understand how to plan differentiated instruction. Candidates for a Teaching Credential know and apply pedagogical theories, principles and practices for the development of academic language, comprehension, and knowledge in the subjects of the core curriculum. They use systematic instructional strategies, including contextualizing key concepts, to make grade-appropriate or advanced curriculum content comprehensible to English learners. They allow students to express meaning in a variety of ways, including in their first language, and, if available, manage first language support such as para-educators, peers, and books. They use questioning strategies that model or represent familiar English grammatical constructions. They make learning strategies explicit. Candidates understand how cognitive, pedagogical, and individual factors affect students' language acquisition. They take these factors into account in planning lessons for English language development and for academic content.

**CA-  
TPE.8**

TPE 8 Learning about Students Candidates for a Teaching Credential draw upon an understanding of patterns of child and adolescent development to understand their students. Using formal and informal methods, they assess students' prior mastery of academic language abilities, content knowledge, and skills, and maximize learning opportunities for all students. Through interpersonal interactions, they learn about students' abilities, ideas, interests and aspirations. They encourage parents to become involved and

support their efforts to improve student learning. They understand how multiple factors, including gender and health, can influence students' behavior, and understand the connections between students' health and their ability to learn. Based on assessment data, classroom observation, reflection and consultation, they identify students needing specialized instruction, including students whose physical disabilities, learning disabilities, or health: status require instructional adaptations, and students who are gifted.

**CA-  
TPE.9**

TPE 9: Instructional Planning Candidates for a Teaching Credential plan instruction that is comprehensive in relation to the subject matter to be taught and in accordance with state-adopted academic content standards for students. They establish clear long-term and short-term goals for student learning, based on state and local standards for student achievement as well as on students' current levels of achievement. They use explicit teaching methods such as direct instruction and inquiry to help students meet or exceed grade level expectations. They plan how to explain content clearly and make abstract concepts concrete and meaningful. They understand the purposes, strengths and limitations of a variety of instructional strategies, including examining student work, and they improve their successive uses of the strategies based on experience and reflection. They sequence instruction so the content to be taught connects to preceding and subsequent content. In planning lessons, they select or adapt instructional strategies, grouping strategies, and instructional material to meet student learning goals and needs. Candidates connect the content to be learned with students' linguistic and cultural backgrounds, experiences, interests, and developmental learning needs to ensure that instruction is comprehensible and meaningful. To accommodate varied student needs, they plan differentiated instruction. When support personnel, such as aides and volunteers are available, they plan how to use them to help students reach instructional goals.

**CA-  
TPE.10**

TPE 10: Instructional Time Candidates for a Teaching Credential allocate instructional time to maximize student achievement in relation to state-adopted academic content standards for students, instructional goals and scheduled academic tasks. They establish procedures for routine tasks and manage transitions to maximize instructional time. Based on reflection and consultation, they adjust the use of instructional time to optimize the learning opportunities and outcomes for all students.

**CA-  
TPE.11**

TPE 11: Social Environment Candidates for a Teaching Credential develop and maintain clear expectations for academic and social behavior. The candidates promote student effort and engagement and create a positive climate for learning. They know how to write and implement a student discipline plan. They know how to establish rapport with all students and their families for supporting academic and personal success through caring, respect, and fairness. Candidates respond appropriately to sensitive issues and classroom discussions. They help students learn to work responsibly with others and independently. Based on observations of students and consultation with other teachers, the candidate recognizes how well the social environment maximizes academic achievement for all students and makes necessary changes.

**CA-  
TPE.12**

TPE 12: Professional, Legal, and Ethical Obligations: Candidates for a Teaching Credential take responsibility for student academic learning outcomes. They are aware of their own personal values and biases and recognize ways in which these values and biases affect the teaching and learning of students. They resist racism and acts of intolerance. Candidates appropriately manage their professional time spent in teaching responsibilities to ensure that academic goals are met. They understand important elements of California and federal laws and procedures pertaining to the education of English learners, gifted students, and individuals with disabilities, including implications for their placement in classrooms. Candidates can identify suspected cases of child abuse, neglect, or sexual harassment. They maintain a non-hostile classroom environment. They carry out laws and district guidelines for reporting such cases. They understand and implement school and district policies, state, and federal law in responding to inappropriate or violent student behavior. Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness.

**CA-  
TPE.13**

TPE 13: Professional Growth Candidates for a Teaching Credential evaluate their own teaching practices and subject matter knowledge in light of information about the state-adopted academic content standards for students and student learning. They improve their teaching practices by soliciting feedback and engaging in cycles of planning, teaching, reflecting, discerning problems, and applying new strategies. Candidates use reflection and feedback to formulate and prioritize goals for increasing their subject matter knowledge and teaching effectiveness.

**Personal Essay**

**Educational Autobiography**

Insert your (revised) writing sample

**Vita**

**Insert current vita with honors and accomplishments**

**Letter of Recommendation**

**Insert a letter of recommendation**

**Field Experience**

**Instructions**

For each TPE, write a reflection of your teaching experience and how you have met the TPE.

**TPE #1**

**TPE #2-13**

**Directions**

Provide specific formative assessments from your program as evidence for each category that you have mastered the domain.

**Domain #1 - Developmentally Appropriate Pedagogy**

Provide evidence of your use of developmentally appropriate pedagogy. This may be documented by inclusion of a Unit Plan and classroom evaluations from your field experience. The unit plan is to be submitted as your signature assignment in EDSE 405.

**Domain #2 - Curriculum Modification for EL Learners**

Provide evidence of your ability to modify curriculum for EL learners. This may be demonstrated by inclusion of a lesson plan(s), strategies for working with ELL, and classroom evaluations of Field experience. Include a lesson plan from EDSE 405.

**Domain #3 - Assessment Strategies**

Provide evidence of your proper implementation of assessment strategies. This may be demonstrated by including an Assessment Plan and classroom evaluations of field experience. Include Assessment Plan from EDSE 408.

**Domain #4 - Reflection and Practice**

Include a reflection of your practice and teaching.

# EDSE Portfolio Assignment Assessment

by CSUB Admin

## Assessment

**Purpose: Please use this rubric to guide in compiling your portfolio.**

### Assessment of EDSE Portfolio

	<b>Target (5 pts)</b>	<b>Acceptable (3 pts)</b>	<b>Unacceptable (1 pt)</b>
<b>Selection of Artifacts that address specific CSTPs and TPEs (1, 20%)</b>	The artifacts and work samples are clearly related to the TPEs and/or standards and provide evidence of professional knowledge and skill.	The majority of the artifacts and work samples are clearly related to the TPEs and/or standards and provide evidence of professional knowledge and skill.	The artifacts and work samples may show evidence of a relationship, but they do not clearly and directly relate to the TPEs and/or standards.
<b>Activities and Opportunities found in TPAs (1, 20%)</b>	The artifacts and work samples clearly and directly relate to the four TPA domains.	The majority of artifacts and work samples clearly and directly relate to the four TPA domains.	The artifacts and work samples may show evidence of a relationship, but do not clearly and directly relate to the four TPA domains.
<b>Reflective narratives (1, 20%)</b>	The reflections clearly describe the ways in which artifacts in the portfolio demonstrate achievement of each teaching standard or goal and include professional growth goals for continued learning.	The majority of reflections clearly describe ways in which artifacts in the portfolio demonstrate achievement of each teaching standard or goal and include professional growth goals for continued learning.	Reflections may not clearly describe why artifacts in the portfolio demonstrate achievement of each teaching standard or goal and include professional growth goals for continued learning.
	Reflections illustrate the ability to critique work effectively and provide suggestions for constructive, practical alternatives.	The majority of the reflections illustrate the ability to critique work effectively and provide suggestions for constructive, practical alternatives.	Generally, reflections do not illustrate the ability to critique work effectively and provide suggestions for constructive, practical alternatives.
<b>Format and Organization (1, 20%)</b>	The portfolio follows the general guidelines and is organized and easy to navigate.	The portfolio follows the general guidelines and is reasonably organized and compiled.	Some of the portfolio follows the general guidelines and some of the portfolio is reasonably organized and compiled.
<b>Control of language and mechanics (1, 20%)</b>	The written language conforms to the basic principles of effective writing and is free of errors and flaws.	Most of the written language conforms to the basic principles of effective writing, generally with few flaws.	The written language does not conform to the basic principles of effective writing.

## APPLYING FOR YOUR CREDENTIAL

### **SB 2042 Preliminary Credential with an English Language Learner Authorization:**

Currently, the Preliminary Credential is valid for five years. Candidates will have five years from the issue date of the Preliminary Credential to upgrade to a "Professional Clear" Credential.

The following items are required in order to qualify for the **Preliminary Credential with an AB 1059 Approval:**

1. Completion of a Bachelor's Degree. If candidate graduated from another institution (not CSUB) official transcripts must be in student teaching file and must have the Bachelor's Degree posted.
2. Successful completion of a Teacher preparation program including supervised student teaching and the student teaching portfolio in LiveText.
3. U.S. Constitution: A course in US Constitution is required to apply for the Preliminary or Initial Professional Clear Credential. This may be obtained by taking one the following courses or by exam through the History Dept. *CSUB: US History 231, PoliSci 101 BC: HIST 17A or equivalent coursework or test from another institution*
4. Completion of subject matter by either coursework or exam. CSET Exam scores are required. If candidate has not submitted passing scores, please do so as soon as possible to the Secondary Student Teaching Evaluator. If completing subject matter by coursework, please obtain a signed subject matter form from your academic department. Transfer candidates must have the subject matter form co-signed by your academic department and the credential analyst from university where the subject matter was completed. This form must be in your student teaching file.
5. Passage of the CBEST Exam.
6. Original Certificate of Clearance form. The candidate may submit a Xerox copy of an "Emergency Credential, Pre-intern Credential or Intern Credential" in lieu of the original Certificate of Clearance form. Please make sure that one or the other is on file in your student teaching file.
7. Completion of EDBI 475 and EDBI 476 for the English Language Learner Authorization is infused into credential program.
8. CTAP Level I Certificate. This may be obtained by taking EDCI 579, EDSE 400, or contact KCSOS or your school district for a certificate if you completed CTAP Level I at one of these sites. Candidates must develop a portfolio and submit it to a Level III technology instructor for approval. For more information on how to develop a portfolio visit: [www.ctap.org](http://www.ctap.org).
9. CPR Certification in Infant, Child & Adults.

To upgrade to a SB 2042 Professional Clear credential, candidate must complete all the requirements by choosing ONE of the following options:

1. A Commission-approved Induction Program including a formal recommendation from the program sponsor **and** a valid CPR card (Infant, Child, Adult).  
**-OR-**
2. A California Beginning Teacher Support and Assessment (BTSA) program, **and** health education, **and** special education, **and** appropriate computer-based technology.  
**-OR-**
3. Fifth year of study including a formal recommendation from the college or university, **and** advanced health education, **and** advanced special education, **and** advanced computer-based technology (CTAP Level II) **and** an advanced course in teaching English learners. (This option is not available at CSUB)

## **INTERN CREDENTIALS**

A candidate may qualify for an Intern Credential by meeting the following requirements:

- Admitted as a post-bac student to CSUB **and** to the Secondary Education Credential Program
- Verification of Employment (school district contract or letter of intent)
- Fingerprint Clearance
- Passage of CBEST
- Verification of Degree
- Verification of 100% Subject Matter Competency
- A course in US Constitution
- TB clearance
- Current CPR certificate

Candidates may contact Naomi Poppen, EDUC 110, 654-2090 for application forms and fees.

## **Continuous Enrollment and Graduation Requirements**

To maintain rights to a set of graduation requirements, a student must remain in continuous enrollment or attendance. This means that the student must enroll during two quarters or one semester of each calendar year at CSUB, another CSU campus, or a California Community College. Absence due to an approved educational leave or for attendance at another accredited institution of higher learning shall not be considered an interruption in attendance if the absence does not exceed two years.

If a student feels there are special circumstances that he or she would like to have considered, they may appeal to the University's Appeal Committee or the School of Education Special Consideration Committee. The reason a student may be considered for waiver of this requirement is if he or she has only one course left, such as final student teaching. If the committee determines not to provide a waiver, or if the student clearly had a break in continuous enrollment or attendance, then the new graduation or program requirements apply.

## **CSU CREDENTIAL PROGRAM SURVEY**

At the completion of the Teacher Education Single Subject Credential Program, and upon application for the Preliminary Credential, each candidate will complete an anonymous online survey to evaluate the program in which they have participated. A verification of completion of the survey will become part of the participant's credential file.

1. Log on to your individual computer.
2. Enter: <http://www.csuexitsurvey.org/>
3. Follow the instructions on the website to complete the survey. At the end of the process you will be given an opportunity to PRINT a Verification of Survey Completion page.
4. Submit the print-out of that page to your university supervisor, or to Sharon Carson, evaluator, Credentials Office.

The individual results are confidential, but the overall results are used in the evaluation of program.

**CSU EXECUTIVE ORDER No. 758**  
**TEACHER EDUCATION BASIC CREDENTIAL PROGRAMS**

“Executive Order No. 758 **establishes standards for entrance to and continuation in teacher education basic credential programs.** It establishes standards for admission to teacher education basic credential programs and for entrance to a student teaching experience, addresses the evaluation of subject matter competence for an entrant to a teacher education basic credential program and notes a limitation on the transfer of community college credit in education to a teacher education basic credential program.”



Section I.A. speaks to the requirements needed for admission to a teacher education basic credential program (GPA, documented field experience, prerequisite courses, suitable aptitude, standards of health and physical fitness). Section I.A.8. specifically states: **“The candidate shall have demonstrated personality and character traits that satisfy the standards of the teaching profession. The teacher education faculty of the campus, who may also consider information from public school personnel and others, shall make the assessment of the candidate. The campus may use tests, observations, and interviews for this assessment.”**

As is stated in the opening paragraph, these standards are applicable for admission to a basic credential program and continuation in a basic credential program.

The requirements outlined in Executive Order No. 758 shall be in effect for candidates applying to enter a teacher education basic credential program in Fall 2001 or later.

**CSU General Provisions – Section 19 Confidential Records**

Students must abide by prescribed confidentiality and privacy guidelines including pupil’s records. Such records and information are to be held in strictest confidence under the Family Educational Rights and Privacy Act and the California Education Code and shall not be disclosed to third parties.



## **STUDENT COMPLAINT AND GRIEVANCE PROCEDURES**

The policy and procedures for filing a complaint and/or grievance deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals. The complaints and/or grievances may concern but are not restricted to (1) an assigned final course grade, (2) administration of records, (3) admission to a program, or (4) requirements for program completion. Group grievances are not permitted.

Complaints and/or grievances will not involve allegations of dishonesty or abuse of professional responsibility as such allegations fall strictly under formal university disciplinary proceedings.

Procedures for redress of grievances must protect the respondent against unsubstantiated and false charges of bias or unfairness. Therefore, in a grievance there is a presumption that procedures have been fairly followed. It is the responsibility of the grievant to demonstrate otherwise. The final responsibility for assigning or changing a student's record rests solely with the faculty, academic administrators, or staff professionals.

**Complaint Procedures:** (A) Before resorting to a grievance, a student shall exhaust all complaint procedures at the department/school level. (B) The student shall first address the complaint with the concerned faculty, academic administrator, or staff professional. If the complaint is not resolved at this level, the student should then meet with the program director and/or department chairperson. (NOTE: It is acceptable for the program/department to have in place a Committee that hears/reviews complaints and submits its findings/recommendations to the program director/ department chairperson prior to the student meeting with the program director and/or department chairperson.) (C) If the complaint is not resolved with the program director/department chairperson, the student should meet with the school Dean. (D) If the complaint is still unresolved after meeting with the school Dean, the student may then, and only then, file a written grievance with the Office of the Academic Vice President within a period of seven (7) working days following the date the above complaint procedures were concluded.

## **ACCOMMODATIONS FOR SPECIAL NEEDS**

To request academic accommodations due to a disability, please contact the Office of Services for Students with Disabilities (SSD) as soon as possible. Their office is located in SA 140, and they may be reached at 661-654-3360 (voice), or 661-654-6288 (TDD). If you have an accommodations letter from the SSD Office documenting that you have a disability, please present the letter to your advisor and instructor during their office hours as soon as possible so you can discuss the specific accommodations that you might need in particular classes.



## Glossary of Terms

AB 1059 – *Assembly Bill requires the Commission to provide teachers with an examination route to earn certification to teach English learners in English.*

Academic year – *Three consecutive quarters about ten weeks in length, commencing with the opening of Fall quarter.*

Academic Dishonesty – *(CHEATING) is a broad category of actions that use fraud and deception to improve a grade or obtain course credit.*

Accredited University – *to provide with credentials, to give official authorization to or approve of.*

Advisors – *gives advice to students*

Application Session – *an orientation session to apply to the credential program*

BCLAD – *Bilingual, Cross-cultural, Language & Academic Development is an authorization to provide specialized instruction to individuals for whom English is a second language.*

Candidate – *student in the credential program*

CBEST – *California Basic Educational Skills Testing which verifies an individual's basic skills proficiency in the areas of reading, writing and mathematics.*

CLAD - *Cross-cultural, Language and Academic Development*

Coursework – *courses taken in the credential program*

CPR – *cardiopulmonary resuscitation that covers infant, child, and adult CPR skills.*

Credential – *authorizes a teacher to teach in a classroom*

CSET – *California Subject Examinations for Teachers is a series of subject matter examinations for prospective teachers who choose to meet the subject matter competence requirement.*

CTAP level I – *California Technology Assistance Project is a class to help teachers meet basic proficiency certification as they increase their skills by using and integrating technology.*

Educational Autobiography – *Resume vita*

Fieldwork Experience – *Student participation in program activity which takes place in a K-12 setting, but during which the candidate does not assume responsibility for daily student teaching.*

Fingerprint Clearance – *is normally completed when an applicant applies for a first-time credential, certificate, waiver, or emergency permit, or when a credential candidate applies through a college or university for a Certificate of Clearance to begin student teaching.*

GPA – *Grade point average*

Grievance Procedures – *filing a complaint and/or grievance deal only with individual student complaints and/or grievances against the actions and/or decisions of faculty, academic administrators, or staff professionals.*

Livescan – *a process by which an individual's fingerprints are electronically scanned, the fingerprint information digitized, and the fingerprint images printed on a transmission that is electronically submitted to the Department of Justice.*

LiveText – *Web-based subscription that allows users to create and submit projects and assignments on-line*

Orientation – *informational session*

Overload petition – *candidate with a CSUB GPA of 2.5 or above may request permission to enroll in more than 17 units per quarter*

Portfolio – *accumulation of one's work*

Professional Collaboration – *problem solving and critical thinking strategies and the respectful appreciation of differing points of view*

Professional Competence – *maintain high programmatic outcomes that reflect research-based practices*

Quarter – *10 weeks*

References letters – *provide two letters from two sources*

SB 2042 – *Prepares teachers to meet the academic needs of English Language*

Secondary – *Also called Single. To teach in a single subject area.*

Single Subject – *Also called Secondary. To teach in a single subject area.*

Special Admit – *if GPA falls below admission requirements can apply for*

Special needs (Accommodations for) – *request academic accommodations due to a disability*

Student teaching – *experiences in a professional preparation program that expose credential candidates to a variety of instructional activities.*

Subject Matter Competency – *to be 80% complete with subject matter*

TB – *Tuberculosis*

TPE – *Teacher Performance Expectancies*

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