Teacher Education Department (TED) – Multiple Subject Credential/MA Program

Teacher Education Vision and Mission

Vision:
In our research and practice we seek to create a community that inspires and prepares teachers who are skilled, introspective, and knowledgeable; collegial, responsive, and responsible; caring and equitable; and reflective agents of change.

Mission:
In pursuit of the preceding vision, we scholar-practitioners adhere to the following core principles:

Core Principles:
- **Equity, social justice, and care**: We prepare teachers to promote equity, respect, and caring for all persons. Our program engages teacher candidates to develop an educational philosophy, grounded in theory, research, and the socio-political context of schooling, towards challenging social, ecological, and educational injustice.
- **Justifiable student-centered pedagogy**: Our practice-based program develops teacher candidates' abilities to (1) reflect deep content knowledge of the disciplines, (2) make student-centered pedagogical choices informed by theory and research, and (3) leverage cultural wealth to empower students.
- **Wholistic Education and Advocacy for all Students**: We prepare collaborative and resilient teachers to attend to the social, emotional, and cultural dimensions of the student, particularly from historically marginalized populations.
- **Lifelong Learning through Reflection and Critical Inquiry**: We prepare teachers to commit to inquiry to inform their efforts to create inclusive, relevant, rigorous, transformative educational experiences attuned to students' identities.

Candidate Professional Dispositions
We embed the four principles above in course work and field experiences to prepare teacher candidates who reflect the following professional dispositions through their actions:

Skilled, Introspective, and Knowledgeable
- Demonstrate pedagogical content knowledge and a passion for discipline-specific lifelong learning
- Make decisions informed by theory and research
- Commit to ongoing inquiry reflecting ever-changing student needs
- Value critical thinking, problem solving, and learning to use one's mind well

Collegial, Responsive, and Responsible
- Collaborate with colleagues, other professional partners, families, and community members
- Contribute actively in learning experiences
- Respond constructively to meet field and course work obligations

Caring and Equitable
- Recognize teaching as moral, ethical, and political work
- Believe that every student can learn
- Challenge prejudice and bias

- Attend to social and emotional dimensions of teaching and learning
- Cultivate reciprocal, respectful, and caring relationships
- Ensure affirming, inclusive, and equitable treatment of all

Reflective Agents of Change
- Understand teacher's role in school system and reform
- Seek opposing views and constructive critique
- Question beliefs and practices, including one's own
- Commit to ongoing inquiry
- Commit to creating just, civil, and democratic learning spaces

Multiple Subject Credential / MA Program Pathways

MSCP/MA Traditional/Regular Student Teaching Model
- Full time = 3 semesters
- Part time = at least 4 semesters
- Candidates are placed in K-8 classrooms in two or more grade spans during their student teaching
- First semester of student teaching is part time (1 day and 2 half days) and increases to full time during the second semester (5 full days)
- Responsible for Summative Teacher Performance Assessment (CalTPA)
- Candidate may pursue a Foundational or Single Subject credential to enable them to teach departmentalized settings at the middle school level

MSCP/MA with Bilingual Authorization Program Model (in addition to the traditional model)
- Designed for candidates who are bilingual/biliterate in English and Spanish
- Candidates are required to:
  - Take 3 of the credential courses taught including assignments that need to be completed in Spanish
  - Student teaching/intern placement is in a bilingual classroom
  - In addition to meeting the credential requirements (3 courses + student teaching), candidates need to pass CSET III: Spanish (LOTE), test code 147
- Candidates who have demonstrated language proficiency in Spanish through the CTC-approved examination may be assigned to approved bilingual-authorized teaching assignments

MSCP/MA Intern Model
- Credential granted by the California Commission on Teacher Credentialing (CCTC)
- Legal agreement between university and partner districts
- 100% responsible for academic work
- Responsible for Summative Teacher Performance Assessment (CalTPA)
- 100% responsible to employer - evaluated as a first year teacher

To apply to the Intern Model Program (also see Appendix I), admitted MSCP/MA Traditional or BAP candidates must have completed:
- All foundation courses
- Completed Subject Matter Competency requirement
- Passed the US Constitution requirement
- A personal statement detailing their qualifications
- A disposition interview with Program Coordinator

Approved Intern candidates are responsible for securing a job offer in a program approved district and teaching assignment.

Special Education Concurrent Program (in addition to the traditional model)
- Candidates interested in pursuing a MSCP and an Ed Specialist credential (mild/moderate) in Special Education should consider the Concurrent Program
- Program is "housed" in the Special Education Dept - see their website for more information and application process
- Field service - two semesters in each program for student teaching or intern placement(s) - must be complete for each credential program

Required Coursework for a California Preliminary Credential

Important: *Students must be admitted to the Multiple Subject Credential Program before taking credential courses offered through the Teacher Education Program. Course sequence and/or requirements may vary slightly across program pathways.*

Table 1: MSCP/MA Sequence Models.

MSCP/MA Sequence Models
Full Time – 3-Semesters
Part Time – 5 semesters

Full Time Timeline

Semester 1	Semester 2	Semester 3
294	108A (b)	108C
224	108B	143B (b)
208 (b)	260	MA = 298
108D	143A (b)	
262 (b)	MA = 250	

MA participation survey   Program objective change to MA
                                           (Financial aid students must notify FA of OC)

Part-Time Timeline

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5
224	108B	208 (b)	143A (b)	143B (b)
262 (b)	294	108D	108A (b)	108C
			260	TBD - (180 for non-MA)
			MA = 250	MA = 298

(b) – Bilingual Authorization Program classes taught with Spanish components
MA candidacy classes highlighted in yellow.
Only classes offered in Summer are Semester 1 classes.

Table 2: Required Credential Courses.

Course	Title	Units
FOUNDATION COURSES		
EDTE 208*	Educational Sociology	**3**
EDTE 224	Seminar in Educational Psychology	**3**
EDTE 262*	Classroom Issues in the Language/Literacy of L2 Learners	**3**
EDEL 294	Research and Practices in Health and Special Education	**3**
CURRICULUM COURSES		
EDEL 108A*	Curriculum: Reading/Language Arts // Pre-requisite: EDTE 262 or Concurrent enrollment in EDTE 262 (Requires prior approval by Department)	**3**
EDEL 108B	Curriculum: Science	**3**
EDEL 108C	Curriculum: Social Studies	**3**
EDEL 108D	Curriculum: Mathematics	**3**
FIELD EXPERIENCE		
EDEL 143A*	Field Practicum: Phase I // Pre-requisite: EDTE 262. Additional prerequisites are required for Intern candidates.	**4 – 6****
EDEL 143B*	Field Practicum: Phase II // Prerequisite: EDEL 143A.	**4 – 10****
EDTE 260	Critical Perspectives on Schooling in a Pluralist Democracy	**3**
MASTERS CURRICULUM		
EDTE 250	*Qualitative Research in Education*	**3**
EDTE 298	*EDTE 298 – Special Studies in Education (MA Project) Prerequisite: EDTE 250*	**3**

*Spanish Bilingual students must enroll in specific sections of these courses that are taught in English and Spanish.

** Assigned units for field service may vary by program model.

Note:

1. Only those admitted to the MSCP may take courses in the Teacher Education Department.

2. All courses are offered in both fall and spring terms. Summer session course offerings are contingent upon enrollment, faculty availability and budget. Field Service Practicum (EDEL 143A and EDEL 143B) is not available in summer.

3. If you have taken a course outside SJSU that you feel is very similar to a course taught in our program, you may petition for a review of Course Equivalency. If the review is approved, you are waived from taking the course in our program.

4. Candidates must complete credential and Master's Degree courses within seven years of their initial entry into the program. Candidates who extend their credential program beyond 10 years will need to retake the Multiple Subject CSET, RICA and/or update their Certificate of Clearance and TB Clearance to remain in or return to the credential program.

Program Admission and Application Requirements

Attend a General Advisement Session
http://www.sjsu.edu/elementaryed/programs/Multiple_Subject_Credential/advisement_session/

University Application
- Apply to the university via Cal State Apply (CSA): https://www2.calstate.edu/apply to the Graduate Admissions Applications link
- Choose as the Type of Student: Teacher Credential candidate and then the Multiple Subject Credential
- Be sure to meet the posted application and documentation due dates: http://www.sjsu.edu/graduateadmissions/deadlines/index.html.
- Submit official transcripts of all colleges attended. GPA minimum requirement is 2.87
  - Candidates completing the final semester of their undergraduate programs are also encouraged to apply
  - Candidates who have earned their degrees <u>outside</u> of the United States should follow the steps detailed in Appendix A.
- Use the <u>MSCP/MA Application Checklist</u> (see Appendix F) and the <u>Department Application Requirement Explanations</u> (Appendix B) to assist your application process
  - **Basic Skills Requirement** – Score report
  - **Subject Matter Competency** – verify by supplying either:
    1) Passing CSET scores for Multiple Subjects
    2) Elementary Approved Subject Matter Preparation Program – in effect as of fall 2017, form provided and completed by Undergraduate Subject Matter Academic Advisor for the following subjects:
    　　Liberal Studies - Susan Verducci (susan.verducci@sjsu.edu)
    　　Child & Adolescent Development - Emily Slusser (emily.slusser@sjsu.edu)
    　　Social Science - Maria Alaniz (maria.alaniz@sjsu.edu)
    　　Environmental Studies - Lynne Trulio (lynne.trulio@sjsu.edu)
    <u>and</u> counter signed by the College of Education Credential Analyst
  - **Resume**
  - **Statement of Purpose**
  - **Second Statement of Purpose for Bilingual Authorization Spanish applicants**
  - **Letters of Recommendation** - 3 dated and signed. New letters can be requested within the CalStateApply process. Letters signed/dated within 2 years of application submission may also be used. Only (1) letter may be from a personal friend.
  - **Pre-professional Experience -** Verification of (45) hours or equivalent (see Appendix H). SJSU's Hum 185 and CHAD 159 fulfills this requirement
  - Certificate of Clearance (see Appendix C)
- An <u>Admission Interview</u> will be scheduled with an advisor
  - If no response is received to our scheduling request via email/phone message, TED will assume the application has been voluntarily withdrawn.
  - If you are a bilingual applicant, your interview will be conducted in Spanish.

Tuition Considerations

- Tuition varies by institution and program length
- Financial aid, scholarships, and/or grants are available for eligible credential students
- Be sure to complete a Free Application for Federal Student Aid (FAFSA) application when you apply via Cal State Apply
- SJSU's Financial Aid and Scholarship office is your contact and resource for any questions
- SJSU's Bursar's office website provides tuition information

Application and Admission Related Contacts

Teacher Education Department
If you have any questions regarding your application or admission process, email Deb Codiroli at
deb.codiroli@sjsu.edu.

University Admission
Graduate Admissions and Program Evaluations (GAPE) is your best resource for the CalStateApply application and or admission related inquires (for both domestic and international student):

Phone: 408.283.7580

Email: graduate@sjsu.edu

Appendix A
Information about Degrees Earned Outside the US

Applicants must possess the equivalent of a Bachelor's Degree granted by a recognized and accredited post-secondary institution and program (the equivalent of a total of at least 16 years of academic education). Foreign transcript evaluation is a two-part process for individuals who earn their degree outside of the United States. The California Commission on Teaching Credentialing (CCTC) requires independent evaluation of transcripts via agencies they have approved while San Jose State University's Graduate Admission and Program Evaluation (GAPE) Department evaluates all foreign transcripts in house to determine degree equivalency. Admission to the program is contingent on **BOTH** CCTC and SJSU individually validating your foreign degree is equivalent to a U.S. Bachelors or higher degree.

Step 1: Apply to the university via Cal State Apply
International applicants are those who currently hold or are applying for an F-1 or J-1 visa and currently reside either in the U.S. or abroad. International applicants must inform Graduate Admissions and Program Evaluations (GAPE) of their current VISA status. Visit the GAPE website for information on how to apply as an international applicant: http://www.sjsu.edu/graduateadmissions/want-to-apply/international-steps-to-admission/index.html

- Submit a university application via https://www2.calstate.edu/apply. See instructions on pg. 5
- International Applicants must submit the appropriate application providing the information for the visa they hold at the time the application is submitted. (Example, if applicant currently holds an "H" visa, but anticipates changing to an "F" visa, they must submit a domestic application. The change in visa status may be requested only after the application process has been completed. If an applicant is not in the United States and requires an "F" visa to attend, they must submit an international application. If an applicant is transferring an "F" visa to SJSU, an international application is also required.)
- International applicants who have completed coursework at an institution outside the United States **MUST** provide a WES (World Education Services) ICAP, course-by-course evaluation. Mark sheets/transcripts must be sent directly to WES for evaluation. (SJSU must receive the academic record and the evaluation directly from WES.) A complete WES evaluation is preferred. However, GAPE will review applications of those in the final year of study. For these applicants, the WES Evaluation must contain a minimum of 7 semesters of work.
- More information can be found on the **International Applicants: How to Apply** page on the GAPE website at http://www.sjsu.edu/gape/.

Step 2: Foreign Degree Evaluation for California Commission on Teacher Credentialing (CCTC)
CTC must validate that your foreign degree is equivalent to a U.S. Bachelors or higher degree before you may apply to the Multiple Subject Credential Program at San Jose State University. This part of the evaluation is only for your department application and does not need to be submitted to GAPE for evaluation.
- Submit your foreign transcripts to one of the approved agencies for evaluation. For a list of agencies approved by the California Commission on Teacher Credentialing for Foreign Transcription Evaluation, please visit the CCTC website at: http://www.ctc.ca.gov/credentials/leaflets/cl635.pdf
- Request two sets of transcript evaluation. One for your records and one to submit with your application to the Teacher Education Department.
- If your evaluation determines that your foreign degree **is** equivalent to a U.S. bachelor's or higher degree, you may proceed to Step 3. A copy of the transcript evaluation should only be submitted with your application in Step 3.
- If your evaluation determines that your foreign degree IS NOT equivalent to a U.S. bachelor's or higher degree, you are not eligible to apply to the Multiple Subject Credential Program.

Step 3: Apply to Teacher Education Department for the Multiple Subject Credential Program
Candidates must submit an application via CalStateApply for the Multiple Subject Credential Program by the deadline. Please refer to pg. 5 for detailed information about the application requirements.

MSCP/MA Application

1. Apply to CalStateApply.

2. Prepare a brief (one page) <u>Resume</u> that details your college-level academic, employment, and volunteer experiences. In describing a position you held (employment or volunteer service), highlight the duties you performed and any awards/accomplishments you would like us to know about.

3. In your <u>Statement of Purpose</u>, explain how you arrived at your decision to become a teacher and your commitment to complete the requirements for the credential. Your essay should be one to two pages in length (double spaced, 10-12 font type).

4. For <u>bilingual program candidates a second Statement of Purpose</u> is required, written in Spanish explaining, "Why you want to teach in a bilingual classroom". Your essay should be one to two pages in length (double spaced, 10-12 font type).

5. Three (3) <u>Letters of Recommendation</u> - Your letters should speak to your qualities as a teacher. Only one letter of recommendation may be from a personal friend or acquaintance. Letters written by family members will **not** be accepted as letters of recommendation. The remaining two letters should be from those who know you as a in a work or voluntary service environment (eg. supervisor) or academic environment (eg. professor). All letters must be written within the past 2 years). All letters of recommendation must include the date the letter was written, the handwritten signature of the recommender, and contact information for the recommender.

==Photocopies may be submitted in place of original documents for the following requirements, #'s 6, 7, 8, 9 and 10.==

6. Provide Score Report Verifying Completion of <u>Basic Skills Requirement</u>. Applicants may satisfy the basic skills requirement by submitting score reports documenting successful completion of **ONE** of the following options:

- **Pass the California Basic Educational Skills Test (CBEST)**: To pass the CBEST, one must obtain a minimum score of 41 in each of the three sections—reading, writing, and mathematics. However, a score as low as 37 on an individual section is acceptable if the total score is at least 123. Any or all sections of the CBEST can be repeated as many times as necessary to obtain a passing score. CBEST passing scores remain valid indefinitely for all credential purposes.
- **Pass the CSET: Multiple Subjects plus the CSET: Writing Skills Examination**: Passing the CSET: Multiple Subjects examination in combination with the CSET: Writing Skills examination meets the basic skills requirement. Passing exam scores on the CSET: Multiple Subjects examination used only for purposes of meeting the basic skills requirement remain valid indefinitely. The CSET: Writing Skills may not be used alone and must always be used in combination with the CSET: Multiple Subjects examination.
- **Demonstrate proficiency on the California State University (CSU) Early Assessment Program**. Demonstrating proficiency on the CSU Early Assessment Program (EAP) (English and Mathematics sections) is sufficient to meet the basic skills requirement. For use of the EAP, individuals must achieve a score of "College Ready" or "Exempt" for both math and English.
- **Demonstrate proficiency on the California State University (CSU) Placement Examinations**: Demonstrating proficiency on the CSU Placement Examinations (English Placement Test [EPT] and Entry Level Mathematics [ELM]) is sufficient to meet the basic skills requirement. For use of

the EPT, individuals must achieve a score of 151. For use of the ELM, individuals must achieve a score of 50.

- **Pass a Basic Skills Examination from Another State**: There is no requirement for the date the examination was passed. The list of Basic Skills examinations from other states accepted by the Commission can be found at: http://www.ctc.ca.gov/credentials/leaflets/cl667.pdf.
- **Achieve the minimum acceptable scores on the College Board SAT examination**: Must achieve a score of at least 500 on the SAT English exam and a score of at least 550 on the SAT mathematics exam.
- **Achieve the minimum acceptable scores on the ACT examination**: Must achieve a score of at least 22 on the ACT English exam and a score of at least 23 on the ACT mathematics exam.
- **Achieve the minimum acceptable scores on selected College Board Advanced Placement (AP) examinations.** Individuals who achieve: 1) a score of 3 or higher on the College Board AP English exam; and 2) a score of 3 or higher on the AP Calculus exam or AP Statistics exam, are determined to have met the basic skills requirement.

7. Official Transcripts from ALL colleges & universities you attended. Students with pending degrees should submit current transcripts to start application file and will also need to submit final transcripts with degree conferred to complete your department file.

The minimum GPA required for admission into the Multiple Subject Credential Program is 2.87.

8. Provide documentation verifying minimum of 45 hours of Pre-Professional Experience. Pre-professional experience in a public school during the regular school day schedule is a requirement for admission. Document experience by using the Teacher Education Pre-professional Experience Verification Form (See Appendix H).

9. Provide verification of Subject Matter Competency by supplying either:
   1) Passing CSET scores for Multiple Subjects (See Appendix E for more information).
   2) Elementary Approved Subject Matter Preparation Program, in effect fall 2017, form provided and completed by Undergraduate Subject Matter Academic Advisor for the following subjects:
      Liberal Studies - Susan Verducci (susan.verducci@sjsu.edu)
      Child & Adolescent Development – Emily Slusser (emily.slusser@sjsu.edu)
      Social Science - Maria Alaniz (maria.alaniz@sjsu.edu)
      Environmental Studies - Lynne Trulio (lynne.trulio@sjsu.edu)
   and counter signed by the College of Education Credential Analyst

10. Provide Certificate of Clearance documentation (see Appendix C).

Additional Department Program requirements & explanations

Certificate of Clearance (CofC)
A CofC is a document that verifies that the individual has completed the Commission's (CCTC) fingerprint and character and identification process. As fingerprinting is a requirement for Emergency Permits, individuals holding **unexpired** permits do not need to complete the Certificate of Clearance. A copy of the Emergency Permit may be submitted to the Teacher Education Department in lieu of the Certificate of Clearance; however, it is applicant's responsibility to make note of the expiration date and update BEFORE the start of student teaching.

==Instructions (3 steps) on how to obtain the Certificate of Clearance (CofC):==

Step 1 – Live Scan Service
1. Make an appointment for Live Scan Service at SJSU Police Department by calling (408) 924-2172, see http://www.sjsu.edu/police/programs/livescan/index.html.
For additional Live Scan Service Locations: https://oag.ca.gov/fingerprints/locations.

2. Print three copies of Livescan 41-LS form and take with you to Live Scan appointment. (http://a.cms.omniupdate.com/10/#sjsu/sjsu/elementaryed/preview/docs/LiveScan Form.pdf)

Step 2 – Certificate of Clearance Application via CCTC
1. After live scan is done, complete online application for the Certificate of Clearance (CofC) via the CCTC website: https://www.ctc.ca.gov/credentials/apply.

2. Immediately following the successful submission of the online application, an email will be sent containing a confirmation number and a link to the Track Payment web page.

3. Once the CofC application is submitted, the system will search for your LIVESCAN electronic fingerprints, which is sent electronically to CCTC by the Live Scan Service.

4. When requirements for issuance of the CofC are completed an email will be sent informing the individual that the document has been granted and can be viewed in 48 hours on the Look-up and Status page: https://www.ctc.ca.gov/credentials/online-services.

Step 3 – Add your Certificate of Clearance to your CalStateApply application.

District-Level Fingerprint Clearance (prior to student teaching)
Although candidates are required to have a Certificate of Clearance on file with the California Commission on Teacher Credentialing, *some* of our participating districts require district-level clearance as well. Candidates should arrange an appointment with the participating district's Human Resources Department at least 10 working days before the start of the field placement/ student-teaching experience to ensure district-level fingerprint clearance is completed. Candidates may not begin their field placement without having both CTC and if required, district-level clearance.

TB Test
It is essential that every student-teacher provide documentation of the TB test taken within the last 3 years. In cases where the results were positive, we also need a copy of the X-ray report that verifies that TB is not present in your lungs. This documentation will be required in order to enroll in student-teaching (EDEL143A or EDEL143B).
Email a copy of your official test results to deb.codiroli@sjsu.edu.

Bilingual Authorization (Spanish)

Candidates in the Bilingual Authorization must satisfy second language requirements before student teaching, EDEL 143B or, for interns, prior to being placed in a bilingual intern assignment. The requirement is met by passing the CSET Spanish Subtest III exam (test code 147). Additional testing information about the CSET LOTE exams for Bilingual Authorizations is available at: https://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CA_CSET145_TestPage.html

Email a copy of your official test results to deb.codiroli@sjsu.edu.

For Spanish Bilingual Authorization only, passage of this subtest is not required if (1) you hold a valid, non-emergency Single Subject or Standard Secondary Teaching Credential with a major in the language authorized by the Bilingual Authorization you are seeking, or (2) you hold a three-year or higher degree from a foreign institution in which all instruction is delivered in the language authorized by the Bilingual Authorization you are seeking and the institution is equivalent in status to a regionally accredited institution of higher education in the United States.

Appendix D
Additional CTC Requirements to be Completed Before Applying for Preliminary Multiple Subject Credential

==Unless otherwise noted, the requirements listed below may be completed before, during, or after completion of the credential program coursework. However, all requirements must be completed before applying for your Preliminary Multiple Subject Credential at the end of the program.==

U.S. Constitution

California law requires individuals to verify completion of a course n the provisions and principles of the U.S. Constitution OR pass an examination given by a regionally-accredited college or university. All <u>intern candidates</u> must have completed the US Constitution prior to accepting an intern placement and/or offer of employment.

The U.S. Constitution requirement may be satisfied by <u>ONE</u> of the following methods:

1. If you received your **Bachelor's Degree from a CSU**, you have met this requirement. Requirement will be verified by degree conferred on official transcript.

2. **Course Option**. The courses listed at How to Meet the U.S. Constitution Requirements are approved by the CCTC to meet the U.S. Constitution requirement at Bay Area Community Colleges.

3. If you have taken a **course at another institution** that you believe satisfies the requirement but is not listed above, follow the instructions for the U.S. Constitution Requirement listed at How to meet the U.S. Constitution Requirements. The LCOE Credential Office will review the request and inform you of the decision.

4. **Exam Option**: Testing centers offer the U.S. Constitution exam. Candidates are required to complete this requirement prior to student teaching.

U.S. Constitution Testing Center.

Notre Dame de Namur University

Technology Level I Requirement (Standard 11 Using Technology in the Classroom)

Applicants for a Preliminary Credential demonstrate knowledge that includes general and specialized skills in the use of computers in educational settings. Candidates entering the MSC program after spring 2018 will be required to complete the Technology Requirement by completing the following two on-line courses. Also see Technology requirement.
1. Google Educator, Level 1**
2. Common Sense Media (Digital Literacy)**
**Important: In order to complete the Google Educator, Level 1 you must register using your official sjsu.edu email.
**Complete the one grade level band that is appropriate to a grade level in which you will be certified.

Documentation is required to verify completion of the Tech Requirement
You will receive completion certificates from both Google Educator and Common Sense Media, which you should also print and keep for your records. You will need to submit copies of both with your Preliminary Credential Application after completing the program.

CPR

All applicants for a Preliminary Certification must include certification of having completed Infant, Child and Adult CPR. Certification must be valid at the time of applying for the credential. See the How To Meet The Adult-Child-Infant CPR Requirement information listed at the LCOE Credentials Office webpage.

Reading Instruction Competence Assessment (RICA)

RICA is to be taken following completion of EDEL 108A (Reading and Language Arts Curriculum course). Candidates may not apply for their preliminary credential without having successfully passed the RICA. Passing scores for the RICA are valid for 10 years. See RICA website for registration and fee information.

Summative Teacher Performance Assessment (CalTPA)

CalTPA includes a summative Teaching Event project conducted as part of EDEL 143A and EDEL143B (Student Teaching) requirements, has embedded signature assessments in the credential coursework which make up your portfolio. It includes 2 cycles. The cost for each cycle is $150.00. Additional information is at CalTPA.

<u>**Appendix E**</u>
Policies, Credential Requirements and Additional Information

Program Planning Guide (PPG)
The **PPG** is your contract with the department. It **specifies which courses you are to take and in what sequence**. The form is generated based on your program pathway choice and a copy will be provided to you. The department database includes the contents of your program plan and it is used to determine the schedule of classes each semester. <u>Any change to your program plan must be authorized by the department.</u> To request a change in your plan, email Linda Sizelove-Secola (Program Advisor) at linda.sizelove@sjsu.edu and cc Deb Codiroli (Record Specialist) at deb.codiroli@sjsu.edu. If your request is approved, you will receive a revised PPG.

<u>**Course Sequence**</u>

When registering for classes follow your Program Planning Guide and keep the following course sequences in mind:
- EDTE 262 is a prerequisite for EDEL 108A and EDEL 143A
- EDTE 260, EDEL 108A and EDEL 143A are taken concurrently
- Bilingual candidates must take EDEL108A, EDTE 262, EDTE208, EDEL143A and EDEL143B from designated professors
- EDEL143A must be taken before EDEL143B
- EDTE 250 must be taken before EDTE 298

<u>**Schedule of Classes & Registration**</u>
The MSCP/MA schedule of classes is sent via email (by Marie Kochevar from marie.kochevar@sjsu.edu) to all students at the same time. Be sure to register for all classes according to your PPG on or before the last day to add and pay your tuition & fees on time**. If you do not pay by the deadline, you will be dropped. Late Adds will not be approved**.
- Fall class schedules are emailed to students in May
- Spring class schedules are emailed to students in October
- Summer class schedules are emailed to students in April

<u>**Grading Policy/Academic Probation**</u>
Students are expected to **maintain a grade point average of 3.0** or better in their academic work in MSCP/MA program. Failure to maintain a cumulative GPA of 3.0 will result in program probation and can result in program disqualification. In addition, each course must result in a Credit "CR" or a letter grade of "C" or higher. Grades of "C-" or lower will remain on your record, be computed for GPA, and require a retake of the course. Students disqualified from the University, on academic probation, or those with a GPA below 3.0 will NOT be eligible for Student-Teaching or Intern placement. A 3.0 GPA is required to apply for their MS Preliminary Credential.
Graduate students with unsatisfactory grades must petition through your academic advisor to add another course to the graduate degree program with unit value equivalent to that of the course in which the unsatisfactory grade was received. All students must be in clear academic standing (cumulative 3.0 GPA in graduate division) at SJSU to receive a Master's degree from this university.

Policy Regarding the Determination of Candidate Competence in Field Service Practicum: According to the Commission on Teacher Credentialing (CTC), candidates must attain competency in all areas of relevant content and communication outlined in the CTC standards. The Teacher Education Program has thus adopted procedures to ensure such competence. If a candidate performs unsatisfactorily in either phase of the practicum (EDEL 143A or 143B) by failing to achieve the expected level of performance, an improvement plan would be enacted. If the process of remediation is unsuccessful, or if the candidate is removed from a practicum placement, she or he will receive no credit for that phase of the practicum.

The candidate will have two opportunities to successfully complete either EDEL 143A or EDEL 143B. If time allows, the second opportunity may occur within the same semester. If there is not adequate time left in the semester, the second opportunity will

occur in a subsequent semester. Candidates with two unsuccessful experiences in either EDEL 143A or EDEL 143B will be disqualified from the MSCP/MA program.

Subject Matter Competency Requirement

If taking CSET, you may find the following information helpful.

CSET Multiple Subject subtests I, II, and III may be taken individually on separate dates but all three subtests must be passed to verify competence. The Multiple Subject CSET is a computer-based exam, available Monday-Saturday (excluding holidays) at most testing sites.

Passing scores are valid for 10 years.

SJSU or the Teacher Education department does not receive scores from any testing site. It is YOUR responsibility to upload a photocopy of your official scores to your program application.

Test Preparation resources:

- Additional testing information about the CSET is available at: http://www.ctcexams.nesinc.com/.
- CSET study guides can be purchased at any bookstore and also are available at libraries. Start a study group and study with other students who plan to enter the program.
- The LCOE Student Success Center at http://www.sjsu.edu/education/studentsuccesscenter/ also provides testing resources.

You may retake an exam if you do not pass, but must wait 45 days from your original test date to retake the exam.

Time Limit for Completing the Coursework

All coursework required for MSCP must be completed within seven years preceding the application for the Preliminary Credential. This also applies to course transfers. If courses become outdated, a student may request a course revalidation. The Department Chair will review all course revalidation requests which will be approved on a case by case basis. PLEASE NOTE: Candidates who did not complete their coursework within 10 years will need to retake all sections of the CSET to remain in/return to the program.

Appendix F
Application Checklist

Name_____

SJSU Student ID:_____

Attend an Applicant Orientation – http://www.sjsu.edu/teachered/admissions/applicant-orientations/index.html		
Create a timeline and begin preparing for needed exams		
Applicant – use this checklist to prepare your Cal State Apply application via https://www2.calstate.edu/apply		
Your Cal State Application will include:		

		Date completed
1	**Complete Basic Skills Requirement (CBEST, etc.) – Prepare to submit a *photocopy* of your passing scores. DO NOT SUBMIT ORIGINAL COPY, KEEP ORIGINALS FOR YOUR RECORDS.**	
2	**Complete Subject Matter Competency (either CSET or ESM Waiver)** **Prepare to submit a *photocopy* of passing scores or Waiver in in your department application packet. DO NOT SUBMIT ORIGINAL COPY, KEEP ORIGINALS FOR YOUR RECORDS.**	
3	**Resume**	
4	**Statement of Purpose – "Why I Want to be a Teacher" (all candidates in English)**	
5	**A Second Statement of Purpose for Bilingual Authorization Spanish applicants (written in Spanish)**	
6	**TRANSCRIPTS** - One set of <u>official</u> transcripts MUST be sent directly to GAPE	
7	**Letters of Recommendation – see Adv Guide pg. 5**	
	Letters of Recommendation 1 -	
	Letters of Recommendation 2 -	
	Letters of Recommendation 3 -	
8	**45 hours of Pre-Professional Experience -** **See instructions and document experience on the TE Pre-Professional Experience Verification Form (See Adv Guide, Appendix H)**	
9	**Certificate of Clearance -** Copy must show issuance date. Instructions on how to obtain the certificate **(See Adv Guide, Appendix C)**	

Name: _____ Student ID: _____

Documentation of Field Experience

A total of 45 hours is required for admission. You may use one or more of the options below to meet the 45-hour requirement. Please indicate the appropriate option(s) by circling the option number(s). Be sure to attach the required documentation verifying the completion of hours. This form must be signed and submitted by the document deadline.

1	2	3	4
Completion of 45-hours paid experience as a teacher's aide or teacher assistant in an elementary classroom. Minimum of 30-hours must be spent in direct or indirect contact with students. The classroom teacher, site administrator, or district administrator may verify this experience.	Completion of 45-hours as a classroom teacher in an elementary public school as a substitute teacher with a substitute permit, as verified by a district or site administrator.	Completion of 45-hours working as a volunteer. Minimum of 30-hours must be spent in a regular elementary education classroom with a credentialed teacher. The remaining 15-hours may be spent in an elementary level special education or special services classroom (e.g. SDC, ELL, or literacy-focused). The classroom teacher or site administrator may verify this experience.	Successful completion of any preparation for teaching course or courses which have field experience with elementary students. Please note course number(s) and titles(s) as they appear on your transcripts.

Options 1, 2, 3: School Service must have been at the K-8 level and in a public elementary school setting to be considered as pre-professional experience. The number of hours must be signed off by the supervisor/classroom teacher.

School: _____ District: _____
Position: _____Grade level: _____
Dates of Service: _____
Supervisor/Classroom Teacher Verification:
I (name) _____ certify that the above-name applicant served
_____ hours in an instructional capacity (substitute, aide, volunteer, tutor, etc.) as stated above.
Supervisor Signature: _____ Position: _____
Email: _____ Phone: _____ Date: _____
*Note: you may submit district-generated time-sheets in lieu of signature. Timesheets must delineate the time spent in the specific job classification and be signed by the supervising administrator. Please attach time-sheets to this form.

Option 4: Coursework. This option requires fieldwork experience in a K-8 setting as part of our undergraduate coursework as an approved preparation for teaching.
Course (title & number): _____ Semester: _____ College: _____
*Note: Attach transcripts reflecting the completion of each course. If the course is from a college other than SJSU, attach the syllabus highlighting the number of field hours required.

Appendix I
MSCP/MA Intern Pathway

Overview

The multiple subject intern program is a partnership between SJSU and the employing partner school district. The terms and agreements of the district/university partnership are detailed in a Memorandum of Understanding (MOU).

The intern program includes a Commission on Teacher Credentialing (CTC) required pre-clinical component that provide candidates with the knowledge and skills required prior to entering the classroom as the teacher of record.

Eligibility

- Potential intern candidates are identified through the candidate screening and interview process. Not every candidate who applies will be chosen as a candidate for the Intern Pathway. Intern-specific qualities and attributes include successful experience in working with children in a variety of capacities, skills, knowledge, and abilities related to teaching independently; and demonstrated readiness to be placed in a classroom as the teacher of record.
- Candidates must have met all application requirements, including successful completion of both the CBEST and Multiple Subject CSET examinations at the time they apply. Candidates must provide evidence of having met the US Constitution requirement as well.
- Candidates who are scheduled to complete their final phase of student teaching and have been offered a teaching position by a school district.
- Candidates who apply to waive the Student Teaching Phase 1 requirement based on past teaching experience and upon approval by the Program Coordinator.

Instructional Settings

Multiple Subject Settings: Intern candidates are authorized to teach in self-contained, teamed or CORE settings (two or more subjects taught to the same group of students) in a public or charter school. Please note that Advisory classes/courses do not qualify as a CORE subject area.

Multiple Subject Intern candidates are **not** authorized to teach in departmentalized settings (e.g., period-by-period scheduling in which candidates teach a single subject to differing groups of students).

Dual Immersion Settings: Bilingual Intern Candidates whose placements require them to teach in Spanish for any portion of the school day must have demonstrated proficiency in Spanish and passed Subtest III of the Spanish CSET (aka as Spanish LOTE III).

Support and Supervision of Interns

The California Commission on Teacher Credentialing requires all credential programs and employing districts to develop a support and supervision plan for the interns they serve. In addition, the Commission has set the following requirements for support and supervision hours to be provided to each intern:

- A minimum of 144 hours of support/mentoring and supervision shall be provided to each intern teacher per school year including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies. A minimum of two (2) hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days.

- In addition, the intern shall be provided with 45 hours of support/mentoring and supervision per school year, including in-classroom coaching, specific to the needs of English Language Learners.

Program Disclosures

- The intern program does not secure a teaching position for students. Students must obtain their own contract with a partnership district within the Department's Designated Supervisory Area.
- Interns are required to fulfill all MSC program requirements and remain in good standing in the program.
- Interns who exhibit dispositions contrary to the program's goals and mission, and/or do not demonstrate competence in teaching according the CA Teacher Performance Expectations may be required to exit the intern program.
- Interns are required to fulfill intern-specific program and CTC requirements (including documenting support/supervision hours received from the university and school district and meetings with the on-site support provider (coach).

Intern Program Application Checklist

	Action Items	**Date**
1	Attend Intern Program Information Session	
2	Declare as Intern Program Applicant by writing a Personal Statement, discussing the skills, dispositions, and experience that qualify you to be the Teacher of Record of a classroom.	
3	Interview with Program Coordinator	
4	Intern Qualified Memo Issued that can be used as a substitute for a credential in a job search.	
5	Interview with Districts	
6	Job Offer/Contract reviewed by Program Coordinator/Contract Approved	
7	Intern Memo Issued	
8	Apply for Intern Credential with University Credential Office	
9	Return signed Intern Agreement Form to Program Coordinator	

For more information or to apply for the internship program, please, contact the Intern Program Coordinator, Sweeney Hall 301, (408) 924-4077.