



School of Education and Counseling Psychology

Department of Education • Teacher Education Programs

MATTC Program Credential Candidate Handbook

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

2020-2021

Credential Candidate Name: _____

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September 2020

Welcome to MATTC, Santa Clara University’s **Master of Arts in Teaching + Preliminary Teaching Credential Program**. When the program’s acronym—MATTC—is said aloud, it sounds like “mattsie.”

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

The teacher education programs at Santa Clara University are strongly grounded in the Jesuit traditions of scholarly excellence, the pursuit of social justice, and the commitment to ethical engagement with others. With the help of our valued partners in local public schools, we strive to prepare education professionals to be focused on effective teaching, maximizing learning for every student, and creating just, caring learning environments in their classrooms, their schools, and in the communities in which they live and work.

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

Warmly,

Kathleen Jablon Stoehr, Ph. D.
Director of Teacher Education

NOTES:

1. The information in this handbook is accurate at the time of publication. Changes may be made during the academic year if deemed necessary by the Director of Teacher Education, the Chair of the Department of Education, the Dean of the School of Education and Counseling Psychology, or an appointed representative. Credential candidates will be informed of any changes in a timely manner.
2. As stated in the School of Education and Counseling Psychology’s 2020-21 Graduate Bulletin, all MATTC candidates are responsible for reading, understanding, and abiding by the policies and procedures presented in this program handbook.

MATTC Program Cornerstones

Department of Education Mission

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

Goals of the Department of Education

Faculty, staff, and students in the Department of Education strive to

- Make student learning our central focus
- Engage continuously in reflective and scholarly practice
- Value diversity
- Become leaders who model ethical conduct and a commitment to social justice
- Seek collaboration with others in reaching these goals

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

The Department of Education's mission and goals are manifest in MATTC's emphasis on credential candidates' continuous, collaborative engagement in a cycle of planning, implementation, and reflection. In their university coursework and their field experiences, MATTC candidates work together to develop the skills and dispositions necessary to analyze their own practice with insight and intelligence, to think deeply about the impact of their actions and decisions on their students' learning, and to embrace continual improvement as a foundation of their professional ethic.

MATTC Program Learning Goals (PLGs)

(More detailed descriptions of each PLG are provided on page 9)

Beginning teachers leave SCU's MATTC program ready to:

1. Maximize learning for every student
2. Teach for student understanding
3. Make evidence-based instructional decisions informed by student assessment data
4. Improve their practice through critical reflection and collaboration
5. Create productive learning environments
6. Apply ethical principles to their professional practice

CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION (2009)

The California Commission on Teacher Credentialing (CCTC) established professional standards to support educators in fulfilling their professional roles and responsibilities throughout their careers. The standards are not intended to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. In this document, the phrase “all students” refers to “students who are diverse in culture, race, ethnicity, language, gender, sexual orientation, socio-economic background, religion, learning abilities, and learning styles.”

1. Engaging and supporting all students in learning

- Use knowledge of students to engage them in learning
- Connect learning to students’ prior knowledge, backgrounds, life experiences, and interests
- Connect subject matter to meaningful, real-life contexts
- Use a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs
- Promote critical thinking through inquiry, problem solving, and reflection
- Monitor student learning and adjust instruction while teaching

2. Creating and maintaining effective environments for student learning

- Promote social development and responsibility within a caring community where each student is treated fairly and respectfully
- Create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students
- Establish and maintain learning environments that are physically, intellectually, and emotionally safe
- Create a rigorous learning environment with high expectations and appropriate support for all students
- Develop, communicate, and maintain high standards for individual and group behavior
- Employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn
- Use instructional time to optimize learning

3. Understanding and organizing subject matter for student learning

- Demonstrate knowledge of subject matter, academic content standards, and curriculum frameworks
- Apply knowledge of student development and proficiencies to ensure student understanding
- Organize curriculum to facilitate student understanding of the subject matter
- Utilize instructional strategies that are appropriate to the subject matter
- Use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all
- Address the needs of English learners and students with special needs to provide equitable access to the content

4. Planning instruction and designing learning experiences for all students

- Use knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction
- Establish and articulate goals for student learning
- Develop and sequence long-term and short-term instructional plans to support student learning
- Plan instruction that incorporates appropriate strategies to meet the learning needs of all students
- Adapt instructional plans and curricular materials to meet the assessed learning needs of all students

5. Assessing student learning

- Apply knowledge of the purposes, characteristics, and uses of different types of assessments
- Collect and analyze assessment data from a variety of sources to inform instruction
- Review data, both individually and with colleagues, to monitor student learning
- Use assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Involve all students in self-assessment, goal setting, and monitoring progress
- Use available technologies to assist in assessment, analysis, and communication of student learning
- Use assessment information to share timely and comprehensible feedback with students and their families

6. Developing as a professional educator

- Reflect on teaching practice in support of student learning
- Establish professional goals and engage in continuous and purposeful professional growth and development
- Collaborate with colleagues and the broader professional community to support teacher and student learning
- Work with families to support student learning
- Engage local communities in support of the instructional program;
- Manage professional responsibilities to maintain motivation and commitment to all students
- Demonstrate professional responsibility, integrity, and ethical conduct

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS (2016)

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

TPE 1: Engaging and Supporting all Students in Learning

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

TPE 2: Creating and Maintaining Effective Environments for Student Learning

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

TPE 3: Understanding and Organizing Subject Matter for Student Learning

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

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

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

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students/families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

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

MATTC General Academic Information and Policies

MATTC PROGRAM LEARNING GOALS

Extended Edition

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

1. Maximize learning for every student.

By setting rigorous learning goals; designing accessible, relevant, and equitable learning experiences; and providing appropriate supports as needed, MATTC teachers strive to ensure academic success for every student. They

- Adjust adopted curriculum and materials to meet student documented needs
- Use culturally responsive teaching strategies
- Recognize that learning and development patterns vary individually
- Plan instruction that connects curriculum to students' prior knowledge, experiences, and interests
- Differentiate instruction, vary activities, and provide timely feedback on student progress

2. Teach for student understanding.

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

- Establish coherent connections between student learning objectives, learning activities, and assessment of individual and whole-class progress
- Encourage students to explore multiple ways to approach tasks, to solve problems, and to assess their own understandings of the concepts being taught
- Create opportunities for students to explain their thinking, discuss their ideas, and consider the subject matter in innovative ways
- Monitor student comprehension while teaching and adjust instruction as needed

3. Make evidence-based instructional decisions informed by student assessment data

MATTC teachers integrate assessment, planning, teaching, and reflection in systematic and deliberate ways. Engagement in this instructional cycle facilitates their informed decision making and ongoing refinement of lessons and student assignments. They

- Employ formal and informal assessment to document student learning
- Understand the purposes and value of formative and summative assessment procedures
- Use student assessment data to guide short and long-range planning
- Document both the progress of the individual students and of the whole class
- Acknowledge the need for multiple sources of data in making principled decisions

4. Improve their practice through critical reflection and collaboration.

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

- Prioritize reflection and collaboration aimed at improving student learning outcomes
- Continue to develop new skills, strive toward expert knowledge, and deepen their professional capabilities through collaboration with colleagues
- Evaluate their efficacy by using professional judgment, knowledge of learning theories and educational research findings, and consultation with colleagues
- Systematically incorporate promising new instructional strategies into their practice and evaluate the outcomes in collaboration with colleagues

5. Create productive, supportive learning environments.

Teachers leave MATTC prepared to create collaborative classroom communities that encourage active engagement in learning and develop respect for individual differences. They

- Establish and maintain a safe and secure setting where taking intellectual risks, approaching problems in multiple ways, and learning from mistakes are valued as learning opportunities
- Encourage students' use of creativity, flexibility and persistence for academic growth
- Allow students to represent and express their learning in multiple ways
- Create ways for parents and families to become involved in supporting student learning
- Establish routines and procedures that allow the work of learning to take precedence in the classroom
- Support the development of classroom norms focused on respect for effort, appreciation of individual differences, and shared responsibility for the academic success of every student

6. Apply ethical principles in their professional practices.

MATTC teachers actively engage in their work with students, families, colleagues, and the community with a commitment to ethical practice. They

- Understand their responsibility for supporting students' growth across all developmental domains
- Strive to ensure access to rigorous, meaningful academic content for every student
- Employ creative alternatives to practices that might create inequitable learning opportunities or limit future educational options for any students
- Commit to maintaining appropriate credentials and qualifications and to pursuing further credentialing or endorsements as new possibilities are introduced by CTC
- Understand engagement in continuing professional development as an ethical responsibility and therefore work diligently to keep their practices up to date and in alignment with recent research findings and policy demands.

Notes:

Teacher Education at Santa Clara University: A Closer Look at the “MAT” and the “TC” in MATTC

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

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

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

- **Our teaching credential programs are fully accredited by the California Commission on Teacher Credentialing (CTC).** The CTC is the state agency that establishes and regulates the policies that shape the working lives of every credentialed educator in California. We must follow all CTC requirements without exception.
- **MATTC program completers earn preliminary (SB 2042) teaching credentials.** A preliminary 2042 credential includes English Learner Authorization (ELA). Preliminary 2042 teaching credentials are valid for 5 years from initial issuance and must be cleared within that period.
- **Preliminary credentials are cleared through public school teaching and participation in a CTC-authorized induction program.** In order to receive a recommendation for a California clear teaching credential, beginning teachers must successfully complete two full years of public-school teaching and an authorized Beginning Teacher Support Assessment (BTSA) induction program. The employing district recommends its teachers to CTC for their clear teaching credentials. Once awarded, a clear teaching credential must be renewed every 10 years.

Teacher Education at Santa Clara University: Information about Programs and Pathways

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

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

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

- **Preliminary teaching credential candidates are enrolled in one of five distinct pathways: Preservice, Catholic school, ExCEL, Intern, and BMATTC (Bilingual Authorization).**

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

The Catholic school pathway enrolls individuals who are already employed as full-time teachers of record in local Catholic schools. These working teachers take the same courses as other MATTC teachers but do so at a slower pace. The candidates in ExCEL are beginning teachers who live in community and teach in Catholic schools in the Diocese of San Jose and Monterey. Like the teachers on the Catholic school pathway, they take the same courses as the credential candidates on the preservice and Catholic school pathways, however, their program has additional expectations that create different contours for their program. Interested candidates should contact Dr. John Beltramo, Jbeltramo@scu.edu for ExCEL eligibility requirements.

Teachers in the Intern Program find their own teaching position in a local elementary, middle, or high school, negotiate with the administration of the school where they want to work, and—after passing all their mandated examinations and completing 120 hours of specified courses during the Summer quarter—teach independently for two years. At the end of the two years, teacher interns earn a preliminary MS or SS teaching credential. This is a very challenging way to earn a teaching credential, however, for credential candidates who need to earn money and have the stamina to work hard, it's a great option. Interested candidates should contact Kristy Cross, klcross@scu.edu for intern eligibility requirements.

Finally, our fabulous bilingual authorization program—B-MATTC—enables successful Spanish-English bilingual teaching credential candidates to teach and work in bilingual settings. If you are a fluent Spanish speaker who is interested in this option, please contact our Bilingual Coordinator, Claudia Rodriguez-Mojica at crodriguezmojica@scu.edu.

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

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

Credential Office

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

Credential Checklists

Credential Candidates should select the appropriate checklist for the program you have completed and submit all required documents on the checklist. Please submit all documents as a packet to credentials@scu.edu

Please refer to the following links for appropriate checklist requirements.

Multiple and Single Subject Intern Credential Checklist - <https://www.scu.edu/ecp/current-students/credential-services/>

Multiple and Single Subject Preliminary Credential Checklist - <https://www.scu.edu/ecp/current-students/credential-services/>

Academic Advising Overview

Initial program advising session

MATTC candidates are assigned their academic advisor by the end of the first two weeks of their first academic quarter. Candidates are expected to contact their advisor to schedule their first academic advising appointment to review their academic program requirements and create their initial program plan.

Your academic advisor

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

Communication

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

Locating and Accessing MATTC Program Information and Resources

Program-level information and resources are available online at
<https://www.scu.edu/ecp/programs/teacher-education/>

1. The School of Education and Counseling Psychology website

The SCU Teacher Education Program webpage <https://www.scu.edu/ecp/programs/teacher-education/> provides access to the academic calendar, the Graduate Bulletin and Handbooks, financial aid and scholarship information, course descriptions and schedules, and other handy resources including the Student Forms section.

2. The MATTC 2020-21 Candidate Handbook

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

3. Your Academic Advisor

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

4. Dr. Kathy Stoehr, Director of Teacher Education

Kathy is your key faculty contact for everything MATTC MS and SS.

Locating and Accessing Information and Resources for Specific MATTC Courses

1. Camino

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

2. Directly from your course instructors

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

Registering for MATTC Courses

Knowing your program (MS/SS-1 year or MS/SS-2 year) and pathway (Preservice, Intern, Catholic school, ExCEL, or B-MATTC) make course selection and registration easy. To meet the diverse needs of teaching credential candidates across our programs and pathways, we have carefully structured and organized the academic year's course schedule. Each quarter's course schedule specifies the courses to be taken by credential candidates in each pathway and in each program.

How do I know which courses to take?

1. Look at the program plan document that was completed during your initial academic advising meeting or at the curriculum sequence document you received at the advising meeting.
2. Find the section of the course schedule listing MS/SS Credential Program Courses for MATTC/Preservice pathway.
3. Look carefully at the course numbers and the course titles. Some MS and SS courses have identical titles but different course numbers; other MS and SS courses have similar titles but different course numbers.
4. You can verify your course selections using the MS and SS Curriculum Sequence Charts on the following pages.

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

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

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

MATTC- MS
One-Year Curriculum Sequence Chart

Summer Pre Session	Summer I	Summer II	Fall	Winter	Spring
June 15-19 (1 week)	June 22-July 22 (5 weeks)	July 27-Aug 28 (5 weeks)	Sept 21-Dec 4 (10 weeks)	Jan 4-Mar 12 (10 weeks)	March 29-June 4 (10 weeks)
EDUC 250 Ethics, Diversity, and Reflection: Introduction to TK-12 Teaching (2 units)	EDUC 248B Bilingual Foundations in TK-12 Education (BMATTC) (3 units)	EDUC 252 Social Foundations in TK-12 Education (2 units)	EDUC 249B Bilingual Methods in TK-12 Education (B-MATTC) (3 units)		EDUC 247B Latino/a Language and Culture in TK-12 (B-MATTC) (3 units)
	EDUC 253 Development and Learning in TK-12 (2 units)		<i>Health Education for Teachers Workshop (offered multiple times in fall by ECP's CPD)</i>		
	EDUC 221M Effective Teaching for Students with Disabilities in TK-12 (3 units)	EDUC 258 Elementary Classroom Management for (3 units)	* EDUC 259A Elementary Mathematics Methods I (3 units)	* EDUC 259B Elementary Mathematics Methods II (3 units)	EDUC 263 Elementary Methods for Social Studies and the Arts (3 units)
			EDUC 251 Technology for Elementary Teachers (3 units)	EDUC 265 Assessing Elementary Student Learning (2 units)	* EDUC 264 Elementary Methods for Science, Health, and Physical Education (3 units)
	EDUC 257 English Language Development in Elementary Schools (3 units)		* EDUC 261 Teaching Reading in Elementary Schools (3 units)	EDUC 262 Teaching Language Arts in Elementary Schools (3 units)	
		* EDUC 231A Ethical Reflective Practicum in Elementary Schools (2 units)	* EDUC 231B Ethical Reflective Practicum in Elementary Schools (4 units)	* EDUC 231C Ethical Reflective Practicum in Elementary Schools (6 units)	* EDUC 231D Ethical Reflective Practicum in Elementary Schools (6 units)

* Requires Placement

MATTC- SS One-Year Curriculum Sequence Chart

Summer Pre Session	Summer I	Summer II	Fall	Winter	Spring
June 15-19 (1 week)	June 22-July 22 (5 weeks)	July 27-Aug 28 (5 weeks)	Sept 21-Dec 4 (10 weeks)	Jan 4-Mar 12 (10 weeks)	March 29-June 4 (10 weeks)
EDUC 275 Ethics, Diversity, and Reflection: Introduction to TK-12 Teaching (2 units)	EDUC 248B Bilingual Foundations in TK-12 Education (B-MATTC) (3 units) EDUC 278 Development and Learning in TK-12 (2 units)	EDUC 277 Social Foundations in TK-12 Education (2 units)	EDUC 249B Bilingual Methods in TK-12 Education (B-MATTC) (3 units) <i>Health Education for Teachers Workshop (offered in Fall)</i>		EDUC 247B Latino/a Language and Culture in TK-12 (B-MATTC) (3 units)
	EDUC 221M Effective Teaching for Students with Disabilities in TK-12 (3 units)	EDUC 283 Secondary Classroom Management (3 units)	EDUC 296 Assessing Secondary Student Learning (2 units)		
			* EDUC 285A Secondary English Methods I (3 units)	* EDUC 285B Secondary English Methods II (3 units)	
			* EDUC 286A Secondary World Language Methods I (3 units)	* EDUC 286B Secondary World Language Methods II (3 units)	
			* EDUC 287A Secondary Mathematics Methods I (3 units)	* EDUC 287B Secondary Mathematics Methods II (3 units)	
			* EDUC 288A Secondary Science Methods I (3 units)	* EDUC 288B Secondary Science Methods II (3 units)	
			* EDUC 289A Secondary Social Studies Methods I (3 units)	* EDUC 289B Secondary Social Studies Methods II (3 units)	
	EDUC 282 English Language Development in Secondary Schools (3 units)		EDUC 276 Technology for Secondary Teachers (3 units)	EDUC 294A Adolescent Literacy Development I (3 units)	EDUC 294B Adolescent Literacy Development II (3 units)
		* EDUC 230 A Ethical Reflective Practicum in Secondary Schools (2 units)	* EDUC 230 B Ethical Reflective Practicum in Secondary Schools (4 units)	* EDUC 230 C Ethical Reflective Practicum in Secondary Schools (6 units)	* EDUC 230 D Ethical Reflective Practicum in Secondary Schools (6 units)

* Requires Placement

MATTC- MS Two-Year Curriculum Sequence Chart

Year 1			Year 2					
Fall	Winter	Spring	Summer Pre-Session	Summer I	Summer II	Fall	Winter	Spring
EDUC 251 Technology for Elementary Teachers (3 units)	EDUC 253 Development and Learning in TK-12 (2 units)	EDUC 252 Social Foundations in Education in TK-12 (2 units)	EDUC 250 Ethics, Diversity, and Reflection: Introduction to TK-12 Teaching (2 units)	EDUC 221M Effective Teaching for Students with Disabilities in TK-12 (3 units)	EDUC 258 Elementary Classroom Management (3 units)	<i>HEALTH EDUCATION FOR TEACHERS WORKSHOP</i>	EDUC 265 Assessing Elementary Student Learning (2 units)	EDUC 247B Latino/a Language and Culture TK-12 (B-MATTC) (3 units)
				EDUC 248B Bilingual Foundations in TK-12 Education (B-MATTC) (3 units)		EDUC 249B Bilingual Methods in TK-12 Education (B-MATTC) (3 units)		
EDUC 257 English Language Development in Elementary Schools (3 units)	EDUC 262 Teaching Language Arts in Elementary Schools (3 units)	EDUC 263 Elementary Methods for Social Studies and Visual Performing Arts (3 units)				*EDUC 259A Elementary Mathematics Methods (3 units)	*EDUC 259B Elementary Mathematics Methods (3 units)	*EDUC 264 Elementary Methods for Science, Health, and Physical Education (3 units)
						*EDUC 261 Teaching Reading in Elementary Schools (3 units)		
					*231A Ethical Reflective Practicum in Elementary Schools (2 units)	*231B Ethical Reflective Practicum in Elementary Schools (4 units)	*231C Ethical Reflective Practicum in Elementary Schools (6 units)	*231D Ethical Reflective Practicum in Elementary Schools (6 units)

* Requires Placement

MATTC- SS Two-Year Curriculum Sequence Chart

Year 1			Year 2					
Fall	Winter	Spring	Summer Pre-Session	Summer I	Summer II	Fall	Winter	Spring
EDUC 296 Assessing Secondary Student Learning (2 units)	EDUC 278 Development and Learning in TK-12 (2 units)	EDUC 277 Social Foundations in TK-12 (2 units)	EDUC 275 Ethics, Diversity, and Reflection: Introduction to TK-12 Teaching (2 units)	EDUC 221M Effective Teaching for Students with Disabilities in TK-12 (3 Units)	EDUC 283 Classroom Management (3 units)	<i>HEALTH EDUCATION FOR TEACHERS WORKSHOP</i>		EDUC 247B Latino/a Language and Culture in TK-12 (B-MATTC) (3 units)
				EDUC 248B Bilingual Foundations in TK-12 Education (B-MATTC) (3 units)				
EDUC 282 English Language Development in Secondary Schools (3 units)	EDUC 294A Adolescent Literacy I (3 units)	EDUC 294B Adolescent Literacy II (3 units)				*EDUC 285A Secondary English Methods I (3 units)	*EDUC 285B Secondary English Methods II (3 units)	
EDUC 276 Technology for Secondary Teachers (3 units)						*EDUC 286A Secondary World Language Methods I (3 Units)	*EDUC 286B Secondary World Language Methods II (3 Units)	
						*EDUC 287A Secondary Mathematics Methods I (3 Units)	*EDUC 287B Secondary Mathematics Methods II (3 Units)	
						*EDUC 288A Secondary Science Methods I (3 Units)	*EDUC 288B Secondary Science Methods II (3 Units)	
						*EDUC 289A Secondary Social Studies Methods I (3 Units)	*EDUC 289B Secondary Social Studies Methods II (3 Units)	
					*230A Ethical Reflective Practicum In Secondary Schools (2 units)	*230B Ethical Reflective Practicum In Secondary Schools (4 Units)	*230C Ethical Reflective Practicum In Secondary Schools (6 units)	*230D Ethical Reflective Practicum In Secondary Schools (6 units)

* Requires Placement

Assessment of MATTC Candidate Performance

California's teacher credentialing programs—like its TK-12 public school programs—are standards-based. The California Commission on Teacher Credentialing (CTC) established the Teaching Performance Expectations (TPEs) as the standards every prospective teacher must meet in order to be recommended for a preliminary MS or SS teaching credential. Every teaching credential program in the state is required to evaluate candidates' performance in relation to their mastery of the TPEs across all dimensions of the program (i.e., Teaching Performance Assessments (TPA), clinical practice field experience, and coursework) and to use that information to determine whether or not to recommend each candidate for a credential.

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

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

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

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

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

A candidate earns a 3 when s/he has done everything right, fulfilled every requirement and met every expectation.

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

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

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

- 1 = Far below expectations = D
- 2 = Approaching expectations = C
- 3 = Meets expectations = B
- 4 = Exceeds expectations = A

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

Overview of MATTC Performance Evaluation Standards

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

Requirements for Continued Enrollment in MATTC

MATTC candidates are required to demonstrate competence in four areas:

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

1. Academic performance and integrity

Credential candidates must maintain an overall grade point average of 3.0 or better in all coursework. Please refer to the School of Education and Counseling Psychology Graduate Bulletin 2020-21 for Academic Performance Standards <https://www.scu.edu/ecp/current-students/forms-and-policies/> Santa Clara University's commitment to academic excellence positions personal honesty and intellectual integrity as fundamental to teaching and learning. Therefore, all members of the University community are expected to be honest in their academic endeavors, whether they are working independently or collaboratively, especially by distinguishing clearly between their own original work and ideas, and those of others, whether published or not. MATTC credential candidates who violate copyright laws, including those covering the copying of software programs, or who knowingly alter official academic records from this or any other institution, are subject to disciplinary action.

2. Instruction in classroom settings

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

Credential candidates must receive satisfactory evaluations from their field supervisor and cooperating teacher(s) for all phases of the field experience in order to be recommended for their credential. It is the responsibility of the cooperating teacher, field supervisor, and SCU faculty to respond quickly if there are any serious concerns about a credential candidate's suitability for the profession. A Field Experience Performance Plan (FEPP), part of the multi-tiered intervention process through which we support and redirect credential candidates who are struggling to meet the program expectations, will be developed for candidates who are underperforming in their field placements (underperformance includes inadequate progress toward the TPEs, and deficiencies in oral and written English or in other areas of teaching practice).

The California Teaching Performance Assessment (CalTPA) is also a source of evidence of credential candidates' instructional proficiency. California requires all preservice candidates for Multiple Subject and Single Subject teaching credentials to pass all cycles prior to receiving a recommendation for their credential. SCU cannot recommend credential candidates for their California Preliminary Teaching Credential until they have passed all CalTPAs. For CalTPA dates and CALTPA mandatory orientations please see information provided on the following pages of this handbook. Dr. Melina Johnson is the coordinator of all TPA submissions so if you have any further questions, please contact her at (408) 554-3388, or email mrjohnson@scu.edu.

3. Professional conduct

Credential candidates must be able to cope with the demands and responsibilities of teaching and must consistently display conduct befitting the profession in their placement schools and in their classes at SCU. For the purposes of SCU's MATTC program, this includes (but is not limited to): meeting all university and program requirements and deadlines, including placement school expectations during field experiences; planning ahead to anticipate and respond to potential student teaching problems; adapting to institutional and/or professional expectations and policies; relating appropriately with students, parents, school staff (including cooperating teachers), SCU course instructors and SCU staff; demonstrating sensitivity to the social, cultural, economic, and linguistic context of the placement school environment; refraining from the use of drugs or alcohol while on the SCU campus and at the placement school; adhering to the placement school's expectations for dress, appearance, and personal hygiene; and following the absence reporting protocol presented in this handbook. Candidates whose professional behavior does not meet these minimal standards in the field may be put on a Field Experience Performance Plan (FEPP) or referred to the Education Professional Review (EPR) process noted in the School of Education and Counseling Psychology Graduate Bulletin 2020-21 for Academic Performance Standards. <https://www.scu.edu/ecp/current-students/forms-and-policies/>

The 2020-21 California Teaching Performance Assessment (CalTPA)

In addition to being assessed in your coursework and your placement classrooms, your mastery of the California Teaching Performance Expectations (TPEs) is also evaluated using a series of state-mandated performance tasks called the California Teaching Performance Assessment (CalTPA or just TPA). Every candidate recommended for the California preliminary multiple subject or single subject teaching credential must pass all TPAs.

WHO: For students who have enrolled in the 2020-2021 academic year.

WHAT: The State is requiring a **revised Teacher Performance Assessment (TPA)** that is very different in most aspects from the original TPA format. The revised CalTPA is structured around two full instructional cycles based on the pedagogical sequence of *plan, teach and assess, reflect, and apply*, each conducted within a school placement. The complete sequence will be addressed by each instructional cycle, with candidates providing evidence of instructional practice for each step. Acceptable evidence may be in a variety of forms, including annotated video clips and written narrative. As the revised CalTPA is designed to address subject-specific teaching and learning, candidates will be asked to respond to the instructional cycles within the context of their teaching assignments. See this website for more details and resources

http://www.ctcpa.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_AboutPage.html



INSTRUCTIONAL CYCLES

Instructional Cycle #1 focuses on developing an engaging content-specific lesson for one class and 3 focus students based on what you learn about their diverse assets and needs, including their prior knowledge, interests, and developmental considerations. In this cycle, you will demonstrate how you select an appropriate learning objective(s), determine what you expect your students to learn and how you will assess that learning, and develop content-specific activities and instructional strategies to develop your students' thorough understanding of the content you are teaching. This cycle also focuses on how you monitor student understanding during the lesson and make appropriate accommodations to support individual student learning needs. As you teach and video-record the lesson, you will demonstrate how you establish a positive and safe learning environment, provide social and emotional supports through positive interactions with students, and use resources, materials, and tools, including educational technology and assistive technologies as appropriate, to enhance content-specific learning.

Instructional Cycle #2 For this instructional cycle, you will develop a learning segment that includes several purposefully connected lessons that occur over multiple days to develop student knowledge and understanding within a particular content area. This sequence of lessons may be part of a longer unit of instruction and should have a clear starting point and ending point related to a particular learning goal. Your lesson sequence should introduce one or more interconnected concepts within the content area that build students' content knowledge and understanding over time. You will use several types of assessment and student results to support and promote deep learning of content, development of academic language, and engagement of students in the use of higher order thinking. For one class, you will use what you know about your students' assets and needs and learning context to plan and teach a learning segment based on California state standards using the content-specific pedagogy of your discipline. Throughout the content-specific learning segment, you will provide feedback to students about their academic performance(s) based on informal assessment(s), student self-assessment, and formal assessment results, and support students to use assessment feedback to advance their understanding. You will then analyze and reflect on the evidence you observed of student learning of content and development of academic language based on your learning goal(s) and objective(s) to either (a) create a re-teaching activity because students did not demonstrate the learning goal(s) and/or objective(s) of the instruction or (b) create a connecting activity to build on the instruction provided because students did demonstrate the learning goal(s) and/or objective(s) of the instruction.

HOW: Students will submit their completed TPA electronically directly to the State after they have paid a \$300.00 fee (Cycle #1 = \$150, Cycle #2 = \$150) and have their TPAs scored by a bank of readers throughout the state.

The date for the first TPA submittal (Cycle #1) is **December 3, 2020**. The exact date may shift one or two days depending upon information received from the State. Students will be notified if the date changes. The date for the second TPA submittal (Cycle #2) is **April 1, 2021**. The exact date may shift one or two days depending upon information received from the State. Students will be notified if the date changes.

***MATTC TPA Dates, Timelines, and Deadlines - 2020-21**
August 22, 2020 (10:00 - 11:00 am) – Introductory Workshop

Mandatory TPA Cycle 1 Workshop: **September 26, 2020**
Multiple-Subject Candidates (10:00 am -12:00 pm)
Single-Subject Candidates (2:00 pm -4:00 pm)
December 3, 2020 – Cycle 1 Due (results available December 23)

Mandatory TPA Cycle 2 Workshop: **January 9, 2021**
Multiple-Subject Candidates (10:00 am – 12:00 pm)
Single-Subject Candidates: 2:00 – 4:00 pm
April 1, 2021 – Cycle 2 Due (results available April 22)

Zoom information will be sent separately a few days before the workshop

Delayed completion of TPAs

Credential candidates who have gathered the documentation necessary for the TPAs prior to completing Clinical Practicum but have not written up or passed the two TPA tasks by the **May 20, 2021 deadline** will not be recommended for their California Preliminary Teaching Credential until both TPA tasks are passed. These individuals should immediately consult with their advisor to revise their status in the program.

MATTC CalTPA Support for All Candidates
Begin preparing for the MATTC
California Teaching Performance Assessment (CalTPA) NOW

Credential candidates are expected to play an active role in preparing themselves for success on the MATTC CalTPAs by taking advantage of the support provided by CTC and by SCU. In addition, there are some administrative and clerical tasks that must be accomplished before you can begin work on TPAs. Please complete these clerical tasks early in fall quarter.

1. Download and read the CTC CalTPA Preparation Materials

The CTC has developed the CalTPA Preparation Materials, these are an invaluable resource that should be read carefully. Candidates should download the PDF version of the TPA Preparation Materials from the following website (information on each of the TPA tasks, scoring rubrics for each task, and a glossary of key terms can also be found on this website):

http://www.ctcexams.nesinc.com/TestView.aspx?f=HTML_FRAG/CalTPA_PrepMaterials.html

These preparation materials are full of incredibly useful information, and a careful read-through will have a powerful impact on the quality of your completed CalTPA tasks. The preparation materials are updated periodically throughout the year. Please check back for changes throughout the year.

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

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

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

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

3. Secure permission to photograph/videotape your students

TPA Cycle 2 requires that you submit a videotape of yourself teaching a lesson to your students for 20 uninterrupted minutes. You must have parent permission to photograph or videotape students under the age of 18 and student permission from students aged 18 or older. In some districts, parents sign a blanket permission form for photography and video; in other districts the permission is secured at the school level. Ask your cooperating teacher for assistance accessing this information. Begin this process early—often this information is not readily available or easy to access and you do not want to delay your completion of the CalTPA requirements waiting for parent permission slips!

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

for use with the CalTPA. Those forms will be available from Dr. Melina Johnson mrjohnson@scu.edu, our Lead Assessor.

****Given that the 2020-21 academic year has started in a virtual format for most school districts, please contact Dr. Johnson for updated information regarding the filming of students as it becomes available.****

4. Attend the MATTC CalTPA Orientation Meeting and all MATTC CalTPA Task Workshops

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

CalTPA Submission and Deadlines

Your completed CalTPA tasks are submitted electronically and all CalTPA-related communication with the TPA Lead Assessor are conducted via email (using your scu.edu email address). Guidelines for the electronic CalTPA submission process will be distributed and discussed in the Orientation Workshop.

MATTC CalTPA scoring: “Pass” or “Revise and Resubmit”

Candidates who do not pass a MATTC CalTPA task should contact Dr. Melina Johnson, the TPA Lead Assessor mrjohnson@scu.edu, to schedule a resubmission meeting. The TPA Lead Assessor will work with the candidate to clarify any misunderstandings, to strengthen knowledge of the expectations for the task, and to develop recommendations for revising and resubmitting the written TPA document.

MATTC CalTPA “Do It Now” Checklist

- Download and read CTC CalTPA Preparation Materials
- Copy the dates for the CalTPA training workshops, task submission, and score from the chart into your personal calendar
- Begin to identify potential focus students (with the assistance of your cooperating teacher)
- Secure written parent permission to photograph and videotape your student

Academic Support Services Available for Credential Candidates

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

Multi-tiered Intervention and Support Process

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

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

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

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

The FEPP is a vital field support system provided by the MATTC Program (see FEPP Procedure and Template on **pages 32-34**). The purpose of the FEPP is to assist teacher candidates who are having difficulty demonstrating acceptable professional performance in their field placement classroom(s). This plan is developed by relevant members of the faculty in consultation with the Field Placement Coordinator, the credential candidate, and the field supervisor with input from the cooperating teacher.

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

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

- a) The development of a second FEPP with requirements to be completed by the candidate prior to, or concurrent with, the return to field placement.
- b) Academic Probation as outlined in the School of Education Counseling Psychology Graduate Bulletin 2020-21). *NOTE: Any candidate failing to make satisfactory progress by the end of the following quarter (except summer) will be dismissed from the MATTC program and the school.*
- c) Leave of Absence – Credential candidates may request a suspension of their enrollment by

- means of a leave of absence outlined in the SECP Graduate Bulletin (2020-21).
- d) Recommendation to the School of Education and Counseling Psychology (ECP) Dean for a Tier Three (3) Intervention: Dismissal from the MATTC program.

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

Field Experience Performance Plan (FEPP) Process

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

INSTRUCTIONS

REMEDIAION STRATEGIES

- CANDIDATE'S cooperating teacher(s) and field supervisor will assess his/her performance weekly using the standard MATTC formative assessment tool.
- CANDIDATE will receive feedback on his/her performance on all the elements on the assessment tool.
- CANDIDATE'S supervisors will attend closely to his/her performance in relation to the 4 key items identified on the score sheet specified in this FEPP.
- The supervisory personnel will maintain a strong focus on helping the CANDIDATE to achieve a significant improvement in the 4 key items.

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

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

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

TARGET DATES FOR MEETING THE EXPECTATIONS IN THIS FEPP

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

FAILURE TO MEET STATED GOALS AND EXPECTATIONS

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

- The development of a second FEPP with requirements to be completed by the candidate prior to, or concurrent with, the return to field placement.
- Academic Probation as outlined in the School of Education Counseling Psychology

Graduate Bulletin 2020-21). NOTE: Any CANDIDATE failing to make satisfactory progress by the end of the following quarter (except summer) will be dismissed from the MATTC program and the school.

- Leave of Absence – Credential candidates may request a suspension of their enrollment by means of a leave of absence outlined in the SECP Graduate Bulletin (2019-20).
- Recommendation to the SECP Dean for a Tier Three (3) Intervention: Dismissal from the MATTC program.

Field Experience Performance Plan (FEPP) Template

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

Candidate Name _____ **School** _____

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

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

RATING SCALE:

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

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

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

This **REMEDATION PLAN** takes effect on _____ and ends on _____.

SPECIFIC REMEDIATION STRATEGIES

1.

2.

3.

4.

5.

6.

Candidate Name _____ Date _____

Field Supervisor Name _____ Date _____

Cooperating Teacher Name _____ Date _____

Coordinator of Field Experience _____ Date _____

Candidate's Advisor _____ Date _____

MATTC Program Director _____ Date _____

Personal Support Services Available for Credential Candidates

Writing Support for All Candidates

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

Support for Candidates with Documented Disabilities

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

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

Support for Candidates who are Non-native English Speakers

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

Conflict Resolution Processes

Resolution of conflicts between credential candidates

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

Resolution of conflicts between credential candidates and SCU faculty members

Conflicts between a credential candidate and a faculty member or field supervisor are handled in a manner consistent with the University-wide policy detailed in the Graduate Bulletin of the School of Education and Counseling Psychology 2020-21. In the event of a grievance or dispute related to an academic course, the credential candidate should first speak directly with the course instructor. If the problem is not resolved, the credential candidate should submit the concern in writing to the Director of Teacher Education who will assist the credential candidate and faculty member in

resolving the problem. If the dispute involves the Director of Teacher Education, the Chair of the Education department will appoint another senior faculty member to mediate the dispute. The decision of the director or chair may be appealed to the dean. The decision of the dean is final.

Resolution of conflicts between credential candidates and cooperating teachers

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

Counseling and Psychological Assistance

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

Career Center Services for Graduate Students in Education

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

In addition, the Career Center hosts On-Campus Interviews (OCI) in March for our credential candidates who are seeking teaching positions. A Career Center representative will visit your Clinical Practicum classes to present material on successful resumes and to provide step-by-step instructions for signing up for OCI via BroncoLink. Public school districts, charter schools, Catholic schools, and private schools seeking to hire elementary, middle, and high school teachers participate in OCI.

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

Other Academic Policies¹

MATTC Program Time Limits

Candidates must complete all the credential program requirements—coursework, field experience, and the California Teaching Performance Assessments (TPAs)—within three (3) years of beginning the program, including leaves of absences and any other breaks in attendance.

Limits of SCU's Authority

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

¹For a complete presentation of all Education Department and the School of Education and Counseling Psychology policies and procedures, please see the *ECP Graduate Bulletin, 2020-2021*.

PLEASE NOTE:

The California Commission on Teacher Credentialing has the right to make changes to the Preliminary MS and SS Teaching Credential Program standards at any time.

These changes may have an impact on the specific skills and practices included on the formative and summative evaluation forms we use to assess your student teaching performance in your clinical practice field experience placement classrooms.

Should this occur, the specific changes will be discussed in your Ethical Reflective Practicum seminars.

Overview of MATTC Clinical Practice Field Experiences

Introduction to MATTC Clinical Practice Field Experience

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

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

- Your Coordinator of Field Experience (Dr. Melina Johnson, Single Subject Mrjohnson@scu.edu or Ms. Cyndy Pizzo, Multiple Subject cpizzo@scu.edu)will organize your placement. Your Ethical Reflective Practicum Instructor will meet with you every week in your Ethical Reflective Practicum seminar.
- Your Field Supervisor will visit your placement classrooms to observe your teaching and provide you with constructive feedback.
- Your Cooperating Teacher(s) will commit to sharing their classrooms and their students with you, model best teaching practices, and help you develop the professional knowledge and skills you need to be successful teachers.

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

Graduated Responsibility in Field Placements

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

While the expectations for teaching performance are the same, the specific details of the field experience are different for multiple subject and single subject credential candidates. Specific information for each credential program is provided in separate sections of this handbook: information for Multiple Subject candidates begins on **page 63**; information for Single Subject candidates begins on **page 78**.

Ethical Reflective Practicum Seminar

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

Being present in class, participating in class, and being on time to class is vital to your learning and to the learning of others. Therefore, all candidates may **only miss one class session per quarter**. This absence may result in a loss of points affecting your final grade in the class and therefore should be discussed with your instructor. We realize that extenuating circumstances (e.g., severe illness, death of a close family member, physical emergency, car trouble, religious holiday observance) may result in an unintended absence or tardiness, therefore you will need to contact the instructor to receive makeup work or other necessary accommodations.

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

How Placements Are Made

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

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

Close ties are established between our cooperating teachers, our field supervisors, the Coordinators of Field Experiences, and the Director of Teacher Education in order to maximize the coherence and alignment between our credential candidates' experiences in their placement classrooms and their university classrooms. Through orientation meetings, professional development sessions designed to support field supervisors and cooperating teachers in their work with our credential candidates, and ongoing dialogue about school-university collaboration, we work together to reach our shared goal: ensuring that MATTC graduates develop the skills necessary to integrate theory and practice and to become successful teachers.

Securing a Placement

Our Coordinators of Field Experience are responsible for making clinical practice placements for all MATTC credential candidates. Candidates are not permitted to arrange their own placements.

Each local school district has different practices and expectations regarding the placement of student teachers in their schools. Certain districts require all prospective student teachers to interview with school principals or department heads; others allow principals to determine whether or not they want to interview prospective student teachers before placing them; some principals choose to interview student teachers seeking placement in one content area (mathematics, for example) but not in other content areas. Other district principals do not interview prospective student teachers. MATTC's policy is to abide by the procedures established in each placement district and to respect the wishes of the district and site administrators.

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

The Coordinators of Field Experience make every effort to find an appropriate field placement for each MATTC credential candidate. However, acceptance into MATTC does not guarantee that we will be able to secure a placement for you. For example, it would be difficult to find an appropriate clinical practice field experience placement for a single subject World Languages credential candidate who is seeking to become a teacher of a language that is not typically taught in public middle or high schools (e.g., Latin, Russian, Hebrew, Portuguese) in the local area. Should this occur, we would work with the candidate to devise a mutually acceptable solution.

Placement Constraints

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

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

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

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

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

About Your cooperating Teachers

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

Cooperating teachers are expected to:

- Treat credential candidates as equals and with professional respect
- Introduce credential candidates to colleagues/staff/aides/administrative assistants at the school site
- Introduce credential candidates to their class
- Establish a designated work area in the classroom and provide keys (unless this violates district regulations), supplies, computer access for credential candidates
- Share classroom and school calendar and bulletins weekly
- Involve credential candidates in daily lessons on a gradual basis
- Inform credential candidates when they are ready to take on responsibility for teaching each quarter
- Check credential candidates' daily and weekly lesson plans on Friday prior to teaching (not during the lessons) and provide constructive formative feedback
- Share resources and ideas for lesson/unit plans with credential candidates
- Provide credential candidates with constructive suggestions on a daily and weekly basis
- Explain the reasoning and rationale behind their decisions regarding instruction, curriculum, classroom management, student discipline
- Share unit tests and quizzes and provide the rationale behind their construction
- Share standardized test scores, formal assessment data, and informal documentation of student learning and demonstrate how those data are used to inform instructional decision making and to adapt lessons

- Explain student IEPs and 504 plans and offer guidance for working collaboratively with special education teachers. *Please note that credential candidates MUST have access to IEPs and 504 Plan documents when they accept responsibility for planning, teaching, and assessing student learning.*
Include credential candidate in at least one IEP meeting and one Student Success Team meeting
- Share CELDT scores of identified English Language Learners and explain how to use the CELDT data to adapt instruction
- Support the credential candidates' requirement to visit other classes/cross-curricular areas/grade levels at the school site and to spend one week of visitation at another school either within the district or a different district during the fall quarter.
- Allow credential candidates to teach lessons, practice instructional strategies, and engage in other professional activities in the placement classroom as required for SCU course assignments
- Assist candidate in completing the tasks on each month's Required Experience Checklist during fall quarter
- Arrange for credential candidates to attend at least one staff meeting, one or more parent conference(s), and one relevant school function or activity
- Assist in supporting credential candidates' maintenance of their Lesson Plan Google Folder or physical binder, log sheet of meetings, professional goals, and reflections. This folder or physical binder shall be accessible and present at all times at school for review by the Field Supervisor.
- Support credential candidates with their completion of the Teaching Performance Assessment tasks, including securing parent permission forms
- Complete 4 formative evaluations of the credential candidate during both Winter and Spring quarters (a total of 8 formative evaluations over the year); discuss their evaluations with the candidate, and provide the candidate and the field supervisor with copies of the evaluations
- Complete 2 summative evaluations—one narrative and one quantitative—of the credential candidate's performance at the conclusion of both Winter and Spring quarters (a total of 2 summative numerical rating scales and 2 narratives over the year); discuss the evaluations with the candidate; provide the credential candidate and the field supervisor with copies of the evaluations
- Participate in a 3-way Benchmark Conference with the credential candidate and field supervisor to discuss the credential candidate's progress in the field placement at the end of Fall, Winter, and Spring quarters. The Fall Benchmark conference concludes with a recommendation for the candidate's readiness to advance to student teaching; the Winter Benchmark conference concludes with a recommendation regarding the candidate's suitability for continuation in student teaching; the Spring Benchmark conference concludes with a decision about whether or not the candidate has consistently demonstrated a level of mastery of the TPEs appropriate for a beginning teacher, has satisfied the requirements for Clinical Practicum, and should be recommended to the teacher education faculty in the Department of Education for their preliminary teaching credential.

About Your Field Supervisors

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

Field Supervisors are expected to:

- Conduct a meeting with the cooperating teacher(s) and credential candidate at the start of the academic year to (a) review the expectations, policies, and procedures for the field experience; (b) explain SCU's expectations for the cooperating teacher; (c) discuss the field supervisor's role in the process of support, evaluation and interaction throughout the year; and (d) cover all items on the list of discussion topics provided at the field supervisors' orientation meeting in August
- Visit with the credential candidate at least once per month for observation and conversation during Fall quarter (no evaluations are completed during this quarter)
- Support the credential candidate by reviewing lesson plans, answering questions, brainstorming solutions to field-based challenges, etc.
- Maintain ongoing contact and communication with both cooperating teacher(s) and credential candidate throughout the year. Assist with and validate the completion of tasks of each month's Required Experiences Checklist
- Facilitate logistics surrounding the TPA tasks (securing forms, videotaping, etc.) as necessary
- Meet at least once per month with candidate's cooperating teacher to review candidate progress
- Exercise their responsibility for taking appropriate action if credential candidate experiences difficulty meeting expectations for teaching performance
- Complete 4 formative evaluations of the credential candidate during Winter and Spring quarters (a total of 8 formative evaluations over the year); discuss the evaluations with the candidate, and provide the candidate and the cooperating teacher with copies of the evaluations
- Complete 2 summative evaluations—one narrative and one quantitative—of the credential candidate's performance at the conclusion of Winter and Spring quarter (a total of two summative quantitative rating scales and 2 summative narratives over the year); discuss the evaluations with the candidate; provide the credential candidate and the cooperating teacher with copies of the evaluations
- Participate in a 3-way Benchmark conference with the credential candidate and cooperating teacher(s) to discuss the credential candidate's progress in the field placement at the end of Fall, Winter, and Spring quarters. The Fall Benchmark conference concludes with a recommendation to advance the candidate to student teaching; the Winter Benchmark conference concludes with a recommendation for the candidate to continue in student teaching; the Spring Benchmark conference concludes with a decision regarding the candidate's ability to consistently demonstrate a level of mastery of the TPEs appropriate for a beginning teacher, has satisfied the requirements for Clinical Practicum, and should be recommended for their preliminary teaching credential.

Santa Clara University MATTC Lesson Plan Template

Teacher Candidate: _____ Date: _____

Subject Area	Lesson Title	Grade Level
Student Academic Learning Objectives (SWBAT- “Students will be able to...”)		
Student Language Development Objectives (SWBAT- “Students will be able to...”)		
CCS Standards/State Content Standards	English Language Development Standards	
Materials and Preparation		
Anticipatory Set/Introduction with HOOK		
Lesson Procedure		
Closure Activity		
Specific Literacy Strategies and Adaptations for ELLs, or Special Needs Students		
Assessment of Student Academic/Language Learning Objectives		
Reflection		

Santa Clara University MATTC Lesson Plan Rubric

Assignment	Elements	Unacceptable	Below	Meets	Exceeds
Lesson Plan Design	Student Academic Learning Objectives	Student academic learning objectives are missing, unclear, or unrelated to standards.	Student academic and/or language learning objectives do not provide a clear sense of what students will know and be able to do as a result of the lesson. Few objectives are connected to relevant standards.	Student academic and/or language learning objectives provide a general sense of what students will know and be able to do as a result of the lesson. Most of the objectives are related to relevant standards.	Student academic and/or language learning objectives provide a clear sense of what students will know and be able to do as a result of the lesson. All objectives are closely related to relevant standards.
	Student Language Learning Objectives	Student language learning objectives are missing, unclear, or unrelated to standards.			
	CCSS/Content Standards/ELD Standards	No standards are mentioned. Lesson is not related to standards.	Relevant standards are alluded to in lesson. Lesson is related to standards.	Relevant standards are referenced and clearly influence lesson.	Key standards are referenced. Lesson is guided by standards.
	Materials and Preparation	Materials list and/or preparation instructions are missing or underdeveloped.	Some preparation instructions and/or a partial list of materials is provided. Materials are related to implementation of lesson.	Specific preparation instructions are provided. Materials list is clear and complete. Materials enhance lesson.	Detailed preparation instructions are provided. Materials list is clear and complete. Materials greatly enhance lesson. Plan includes notes about locating guests, additional resources.
	Anticipatory Set/ Introduction	No anticipatory set or introduction included.	Anticipatory set consists of stating the objectives to the class.	Anticipatory set revisits earlier learning and probes what students know	Anticipatory set engages students' attention/curiosity and probes prior knowledge
	Procedures	Procedures are not clearly described. Procedures are unrelated to objectives.	Procedures are briefly described. Procedures relate peripherally to objectives.	Procedures are clearly described and linked to objectives.	Procedures are described in detail and provide a logical path to meeting objectives.
	Closure	No closure is included.	Closure is perfunctory; teacher restates lesson objectives to the class.	Closure requires students to restate what they learned and to make connections to objectives.	Closure requires students to synthesize or apply their new knowledge/skill in a meaningful, relevant way.
	Strategies/ Adaptations for English Learners	No strategies/adaptations are specified to support ELs.	Plan includes simple or general adaptations for ELs.	Plan includes specific adaptations to lesson that support ELs' learning	Plan includes specific adaptations to lesson that support ELs' learning and are differentiated by language proficiency levels
	Assessment of Academic Learning Objectives	No assessment of student mastery of academic learning objectives or assessment is unrelated to objectives/standards.	Assessment is related to objectives/standards but no adaptation for ELs or the assessment tool is not provided	Assessment is related to objectives/standards and adaptation for ELs or the assessment tool is provided	Assessment is related to objectives/standards and adaptation for ELs and the assessment tool is provided
	Assessment of Language Learning Objectives	No assessment of student mastery of language learning objectives or assessment is unrelated to objectives/standards.			
	Reflection	Reflection focuses on student learning and on strategies for increasing Instructional effectiveness.	Reflection describes what went well/poorly but also considers the teacher's role in student success/difficulty.	Reflection is superficial, describes what went well and went poorly during the lesson.	No reflection is included.

Clinical Practice Field Experience Benchmarks

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

1. Before You Can Get Started

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

2. Approval to Begin Clinical Practice Field Placement Experience

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

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

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

3. Advancement to Clinical Practice Student Teaching

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

- Advancement to Student Teaching. Criteria for advancement include (but are not limited to) successful engagement in mini-teaching and other instruction-related assignments for credential program courses; satisfactory completion of **all** tasks on each monthly Required Experiences Checklist.
- Delayed Advancement to Student Teaching. Possible reasons for delayed advancement to student teaching include; weak performance in Fall quarter field experience; or excessive absences from the field placement or SCU classes.

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

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

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

4. Benchmark Review/Continuation in Clinical Practice Student Teaching

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

This mid-program review involves a rigorous evaluation of candidates' progress toward mastery of the TPEs. The mid-program review is conducted as a 3-way conference with the credential candidate, cooperating teacher(s), and field supervisor, and the outcome is documented on the Continuation in Clinical Practice Student Teaching form. There are two possible outcomes of the Benchmark Review conference:

- Continuation in Student Teaching. Criteria for continuation in student teaching include, but are not limited to, making acceptable professional progress toward mastery of the TPEs as determined by ratings on the formative evaluations performed by the cooperating teacher and field supervisor, earning scores of 3 or higher on every element of the Winter quarter summative evaluation form, and fulfilling all requirements for Clinical Practicum II (EDUC 231C for MS or EDUC 230C for SS).
- Continuation in Student Teaching with Concerns. If either the cooperating teacher or field supervisor feel a candidate has not made adequate progress or has demonstrated weak performance in relation to specific TPEs, the candidate will receive a recommendation of "continuation with concerns." Candidates who continue in student teaching with concerns receive detailed feedback from their cooperating teacher and field supervisor, including a list of the critical areas of underperformance they must address, and clearly stated performance expectations that must be met by the end of May. Candidates who continue in student teaching with concerns and do not meet the expectations listed on their Continuation in Student Teaching form may fail Clinical Practicum III, withdraw from the program, and/or will be ineligible for a recommendation for a preliminary teaching credential until all areas of concern have been resolved.

Each credential candidate must file a copy of the **Mid-Program Review/Continuation in Reflective Practice Student Teaching form - page 52**, signed by the cooperating teacher(s), field supervisor, and Reflective Practicum instructor with the Director of MATTC before the first day of Spring quarter in order to continue in student teaching. Credential candidates cannot be recommended for their credential without submitting this completed form.

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

5. Field Experience Completion

At the conclusion of Spring quarter, credential candidates participate in a 3-way Benchmark conference with their cooperating teacher and field supervisor to assess their satisfaction of all field experience requirements. There are two possible outcomes of this Benchmark conference:

- Successful Completion of Field Experience Requirements. Criteria for satisfactory completion of all field experience requirements include consistent performance of the TPEs at a level of proficient or higher (documented by scores of 3 or 4 on the Spring summative evaluation form) and successful fulfillment of all requirements for Clinical Practicum III (EDUC 231-MS or EDUC 230-SS). Candidates who received a Continue in Student Teaching with Concerns recommendation at the end of Winter quarter must also demonstrate (a) consistently improved practices in the critical areas of underperformance and (b) achievement of the specific performance expectations determined by their cooperating teacher and field supervisor and indicated on their Continuation in Student Teaching with Concerns form.
- Unsuccessful Completion of Field Experience Requirements. Candidates who received a Continue in Student Teaching with Concerns recommendation at the end of Winter quarter but have not demonstrated (a) consistently improved practices in the critical areas of underperformance and/or (b) achievement of the specific performance expectations indicated on their Continuation with Concerns forms may earn a rating of Unsuccessful Completion of Field Experience Requirements. Candidates who continued in student teaching without concerns but failed to make acceptable progress toward proficiency in implementing the TPEs and/or performed poorly in one or more specific areas of practice during Spring quarter could also receive an Unsuccessful Completion of Field Experience Requirements rating. Candidates who earn this rating may not be eligible for our recommendation for a preliminary teaching credential.

NOTE: Each credential candidate must file a copy of the **Completion of Clinical Practice Field Placement form - page 52**, signed by the cooperating teacher(s), field supervisor, and Coordinator of Field Experience, with the Director of MATTC by the Wednesday immediately before Commencement. Credential candidates will not be recommended for their credential without submitting this completed form.

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

Approval for Advancement to Student Teaching

Teacher Candidate Printed Name _____ School Name _____

Section 1: TO BE COMPLETED BY CLINICAL PRACTICUM INSTRUCTOR

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

Instructor Printed Name/Signature/Date _____

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

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

Cooperating Teacher 1 Printed Name/Signature/Date _____

Cooperating Teacher 2 Printed Name/Signature/Date _____

Field Supervisor Printed Name/Signature/Date _____

Coordinator of Field Placements Printed Name/Signature/Date _____

Section 3: TO BE COMPLETED BY TEACHER CANDIDATE

I am prepared to begin independent student teaching.

Teacher Candidate Printed Name/Signature/Date _____

Final approval given upon completion of Sections 1-3

Director of Teacher Education Printed Name/Signature/Date _____

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

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

Delayed Advancement to Clinical Practice Student Teaching

Credential Candidate Printed Name _____

The credential candidate named above has not yet met all criteria for advancing to student teaching.

Area(s) of weakness are noted below:

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

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

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

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

Coordinator of Field Placements Printed Name/Signature/Date

Candidate Signature/Date

Director of Teacher Education Printed Name/Signature/Date

Assistant Dean Printed Name/Signature/Date

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

Denied Advancement to Student Teaching

Credential Candidate Printed Name _____

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

UNACCEPTABLE PERFORMANCE IN SCU COURSEWORK

Explanation:

UNACCEPTABLE PERFORMANCE IN FIELD PLACEMENT

Explanation:

UNSUITABILITY FOR THE PROFESSION

Explanation:

OTHER REASON(S)

Explanation:

CANDIDATE ELECTED TO WITHDRAW

Explanation:

Coordinator of Field Placements Printed Name/Signature/Date

Candidate Signature/Date

Director of Teacher Education Printed Name/Signature/Date

Updated 01/26/18

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

Mid-Program Review/ Continuation in Student Teaching

Candidate Printed Name _____ **Student ID#** _____

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

Final approval given upon completion of Sections 1-3

Coordinator of Field Placements Printed Name/Signature/Date

Director of Teacher Education Printed Name/Signature/Date

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

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

Completion of Clinical Practice Field Placement

Credential Candidate Printed Name _____ Student ID# _____

SUCCESSFUL COMPLETION	
The candidate named above has completed an academic year-long field placement and progressed in mastery of the Teaching Performance Expectations to a level proficiency appropriate for a beginning teacher. This performance is evidence of the candidate's readiness for a preliminary teaching credential recommendation.	
_____	_____
Field Supervisor Printed Name/Signature	Date
_____	_____
Cooperating Teacher Printed	Date
_____	_____
Credential Candidate	Date
_____	_____
The candidate named above has completed all requirements for EDUC 231 (MS)/ 230 (SS) Clinical Practicum.	
_____	_____
Clinical Practicum Instructor Printed	Date

UNSUCCESSFUL COMPLETION	
The candidate named above has completed an academic year-long field placement but <u>HAS NOT</u> progressed in mastery of the Teaching Performance Expectations to a level proficiency appropriate for a beginning teacher. This performance is evidence that the candidate is not ready for a preliminary teaching credential recommendation.	
_____	_____
Field Supervisor Printed Name/Signature	Date
_____	_____
Cooperating Teacher Printed	Date
_____	_____
Credential Candidate Signature	Date
_____	_____
By not making acceptable progress in the clinical practice field placement, the candidate named above <u>HAS NOT</u> completed all requirements for the Clinical Practicum.	
_____	_____
Clinical Practicum Instructor Signature	Date

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

Coordinator of Field Placements Printed Name/Signature/Date

Director of Teacher Education Printed Name/Signature/Date

Evaluation of MATTC Candidates' Teaching Performance

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

Ongoing inquiry and reflection (Summer 2, Fall, Winter, and Spring quarters)

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

Ongoing professional conversation (Summer 2, Fall, Winter, and Spring quarters)

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

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

Benchmark conferences (Fall, Winter, and Spring quarters)

At the conclusion of each quarter, the cooperating teacher and the field supervisor conduct a three-way Benchmark conference with the credential candidate to discuss the candidate's progress in the ethical reflective practice field placement. The Fall Benchmark conference concludes with a recommendation about the candidate's readiness to advance to student teaching; the Winter Benchmark conference concludes with a recommendation about the candidate's suitability to continue in student teaching; the Spring Benchmark conference concludes with a decision regarding successful completion of MATTC's clinical practice field experience requirements.

Formative evaluations (Winter and Spring quarters)

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

Summative evaluations (Winter and Spring quarters)

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

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

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

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

4 = Candidate's performance of the TPEs exceeds expectations for a beginning teacher

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

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

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

2 = Candidate's performance of the TPEs is approaching expectations for a beginning teacher

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

1 = Candidate’s performance of the TPEs unacceptable, even for a beginning teacher

A 1 is a rating that indicates poor performance. Earning a rating of 1 is not the end of your teaching career, but it is evidence of the need to invest significant time and effort in strengthening your teaching. A score of 1 is equivalent to “Uh-oh! This is a problem.”

N.O. = Lesson provided no opportunity to observe this skill

This rating is neutral and non-judgmental. An N.O. rating is not evidence of a credential candidate weakness; it simply indicates that the field supervisor or cooperating teacher did not have an opportunity to observe the credential candidate demonstrating a particular skill in the given lesson.

Summary of Field Experience Evaluation Ratings

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

Rating	Relation to California Teaching Performance Expectations (TPEs)	Frequency with which this rating is awarded	Equivalent phrase
4	Exceeds	Rarely	Wowie Zowie!
3	Meets	Regularly	Yes!
2	Approaching	Regularly	Almost there!
1	Unacceptable	Rarely	Uh-oh!
N.O.	Not observed	Regularly	<silence>

How are credential candidates assessed?

We use two types of evaluation: formative evaluations and summative evaluations. The *formative* evaluation forms—for both MS and SS—focus on credential candidates’ ability to teach subject matter in the relevant content areas. For example, the History-Social Science candidates have to know how to engage adolescent students in activities that will enable them to understand the material. Multiple Subject candidates will be assessed using 8 separate documents; one for each content area they teach. The *summative* evaluation forms—for both MS and SS—focus on the candidates’ ability to provide consistently excellent learning experiences to all the students in their classrooms.

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

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

Formative and Summative Field Evaluation Forms

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

Multiple Subject Content Areas

English Language Arts

Mathematics

History-Social Science

Science

Physical Education

Health Education

Visual and Performing Arts

Single Subject Content Areas

English

History-Social Science

Mathematics

Science

World Language (Spanish Only)

Formative/Summative fillable forms can be found using the following link:

<https://sites.google.com/a/scu.edu/ecp-assessment/>

MS Formative Assessment Forms

Winter Quarter

Spring Quarter

MS Summative Assessment Forms

Winter Quarter

Spring Quarter

SS Formative Assessment Forms

Winter Quarter

Spring Quarter

SS Summative Assessment Forms

Winter Quarter

Spring Quarter

Standards for Professional Conduct in Clinical Practice Schools

Placement start and end date

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

Following academic calendars

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

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

Attendance in your placement classroom

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

Absence reporting protocol

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

Placement school arrival and departure

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

SCU course obligations

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

Communication with cooperating teacher

During all three quarters of field experience, credential candidates are expected to initiate and maintain open lines of communication with their cooperating teachers. This includes things like finding out how your cooperating teacher would prefer to be contacted if you are ill or running late (phone? text message? email?); whether it would be better for you to submit your lesson plans electronically or in hard copy form; if there are specific days or times for meetings with the grade-level team or the other teachers who teach the same course preparation and whether or not you would be welcome at those meetings; when you should actually arrive in the morning (if the cooperating teacher wants you there at 7:15 instead of 7:30, or at 7:45 instead of 7:30, do your best to accommodate this adjustment); and so on. Communication with your cooperating teacher is a significant professional responsibility and taking this very seriously will improve your student teaching experience tremendously.

Transportation

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

Preparation expectations

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

Technology use

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

Appropriate dress

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

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

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

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

Only single subject Physical Education credential candidates are permitted to wear shorts or other athletic apparel at their placement school. Female credential candidates are not permitted to wear leggings, jeggings, or yoga pants to their placement. Male credential candidates are not permitted to wear shorts to their placement.

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

Language

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

Adherence to professional expectations at placement school

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

Corporal punishment of students

Corporal punishment is not permitted at any time.

Physical contact with students

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

Confidentiality of student information

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

Use of instructional materials at placement schools

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

Administration of student medication

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

Photography and videotaping of students

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

Student supervision INSIDE the classroom

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

Student supervision OUTSIDE the classroom

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

Field trip policy

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

Mandated reporting of child abuse

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

Substitute teaching policies for MATTC candidates

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

1. After securing an Emergency 30-Day Substitute Teaching Permit from CTC and completing the placement school district's required steps for registering as a substitute teacher, credential candidates are permitted to work as a full-day or half-day substitute teacher for their cooperating teacher at any time.
2. Credential candidates are not required to substitute teach for their cooperating teacher until they feel ready to manage the class and the curriculum.
3. Credential candidates may accept a substitute teaching position at their school site during their scheduled placement hours only in an emergency situation and with the approval of the cooperating

- teacher. Observation hours missed when subbing must be made up on Fridays or in the afternoons.
4. When a credential candidate has two cooperating teachers (as is the case with all MS candidates), working as a substitute for one cooperating teacher may impact the candidate's ability to fulfill professional responsibilities for the other cooperating teacher. If you are a credential candidate in this situation, please secure permission from the impacted cooperating teacher before agreeing to serve as a substitute for the other cooperating teacher.
 5. Requirements and expectations regarding substitute teaching are different in each quarter of the clinical practicum sequence:

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

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

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

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

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

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

Long-term substitute teaching policy

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

Information for MATTC- Multiple Subject (MS) Candidates Earning your California Preliminary Multiple Subject Teaching Credential

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

Satisfy the Basic Skills Requirement

This requirement can be satisfied in several ways:

- (a) passing the California Basic Educational Skills Test (CBEST) <http://www.ctcexams.nesinc.com/>
- (b) earning a score of “College Ready” or “Exempt” on both the English and the math sections of the CSU Early Assessment Program
- (c) earning a score of 151 or higher on the English subtest and a score of 50 or higher on the Math subtest of the CSU Placement Examinations <https://www.calstate.edu/eap/>
- (d) passing a basic skills examination in another US state
- (e) earning a score of 500 or higher on the English section and 550 or higher on the math section of the SAT exam
- (f) earning a score of 22 or higher on the English section and 23 or higher on the math section of the ACT
- (g) earning a score of 3 or higher on the English Language and Composition or the English Language and Literature AP exam **and** on the AP Calculus AB, AP Calculus BC, or AP Statistics exam
- (h) Multiple Subject candidates may also satisfy the BSR by passing the three Multiple Subject subtests of the California Subject Examinations for Teachers (CSET) examination AND passing the Writing Skills CSET subtest <http://www.ctcexams.nesinc.com/>

Demonstrate subject matter competence

Credential candidates must pass all three subtests of the CSET (California Subject Examinations for Teachers) Multiple Subjects exam, information available at <http://www.ctcexams.nesinc.com/>

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

Deadlines for score submission vary by program start date

Secure CTC Certificate of Clearance.

This is a two-step process.

STEP 1. Complete the LiveScan fingerprinting process.

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

STEP 2. Apply for the appropriate CTC-authorized document.

Do you have an original transcript that shows your completion of a Bachelor's degree **AND** an original document showing your satisfaction of the Basic Skills Requirement?

YES? Apply for a 30-Day Emergency Substitute Permit (see 2A below).

NO? Apply for a Certificate of Clearance (see 2B below).

Please note: if you get a Certificate of Clearance now (because it's your only option), you will still have to get a 30-Day Sub Permit before advancing to student teaching in January.

2A. How to apply for an Emergency 30-Day Substitute Permit

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

2B. How to apply for a Certificate of Clearance.

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

Submit evidence of negative results on a MAN-TOUX tuberculin (TB) test that are less than four years old

Candidates should keep their original test result paperwork and submit one copy to the Credential Analyst/Authorized Designee. You will also need to submit a copy of your TB test results to your placement school district.

Contact the Human Resources Department at the district office in your clinical practice field placement district in early August.

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

If you have a 30-Day Sub Permit, register as a sub with your placement school district.

Candidates are encouraged to substitute teach for their cooperating teachers. We strongly recommend that candidates limit their substitute teaching only to their placement school.

Submit completed Approval to Begin Clinical Practice Placement form

Your field supervisor will distribute and collect these forms.

- Pass RICA (Reading Instruction Competence Assessment) for Multiple Subject Candidates
Take this examination after completing EDUC 261- Teaching Reading in Elementary Schools.
Information and exam dates are available at <http://www.rica.nesinc.com/>

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

- Get the signatures required to complete the Advancement to Student Teaching form**
Submit one copy, along with all supporting paperwork, to the Credential Analyst/Designee.

March: Things to do before continuing in student teaching

- Complete 10 consecutive days of full responsibility for solo teaching (mornings only)
- Earn scores of 3 or higher on your Winter summative evaluations and continue in student teaching OR
Earn scores of 2 or 3 on your Winter summative evaluations and continue in with concerns
- File signed completed Mid-Program Review form. Submit one copy to the Credential Analyst.

May: Things to do to complete the MATTC program requirements

- Complete 10 consecutive full days of solo teaching (all content areas)
- Earn a score of 3 or higher on all elements of your Spring summative evaluations
- File signed completed Completion of Clinical Practice Field Placement form
- Pass all courses and fulfill all MATTC requirements

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

- Pass all California Teaching Performance Assessment Tasks (CalTPAs)
- Submit Petition for Credential Recommendation and all supporting documentation to credentials@scu.edu

MATTC-MS Clinical Practice at a Glance

		SUMMER 2/FALL			WINTER			SPRING
COOPERATING TEACHER	FIELD SUPERVISOR	CREDENTIAL CANDIDATE	PLACEMENT SCHEDULE	Complete and submit Approval to Begin Clinical Practice Field Placement Benchmark Form	<p>Mon-Thurs mornings (arrive 30 minutes before students; leave at lunch)</p> <p>Follow placement school district calendar. Spend 7-8 weeks with each Cooperating Teacher</p> <p>Visit alternate placement site(s) and other grade levels</p>	<p>Mon-Fri mornings (arrive 30 minutes before students; leave when class breaks for lunch) PLUS one afternoon each week for planning with MT</p> <p>Follow placement school district calendar. Spend entire quarter w/one Cooperating Teacher</p>	<p>Mon – Fri all day (arrive 30 minutes before students; leave 30 minutes after students leave)</p> <p>Follow placement school district calendar. Spend entire quarter w/other Cooperating Teacher</p>	
					<p>Plan and teach three lessons 1 P.E. 1 Visual or Performing Arts 1 lesson for CalTPA, Cycle #1</p> <p>Complete all lessons/ assignments for SCU classes</p> <p>Pass CalTPA Cycle #1</p> <p>Satisfy all CTC and program requirements</p>	<p>Assume responsibility for planning and teaching daily lessons in one, then two, then three morning instructional blocks. Spend two weeks with full responsibility for planning, teaching, and assessing student learning in all morning lessons.</p> <p>Satisfy all CTC and program requirements</p>	<p>Assume responsibility for planning and teaching lessons in all content areas. Spend two weeks with full responsibility for planning, teaching, and assessing student learning in all content areas.</p> <p>Pass CalTPA, Cycle #2</p> <p>Satisfy all CTC and program requirements</p>	
					<p>4 observation visits</p> <p>Informal conversations w/ credential candidate</p> <p>Support candidate in completing all checklist tasks</p> <p>Conduct 3-way conference with credential candidate & cooperating teacher</p>	<p>Complete 4 formative evaluations with post-observation debriefs</p> <p>Complete summative evaluation forms- rating scales & narrative</p> <p>Conduct 3-way conference with credential candidate & cooperating teacher</p> <p>Collect completed evaluation documents from cooperating teacher</p>	<p>Complete 4 formative evaluations with post-observation debriefs</p> <p>Complete summative evaluation forms- rating scales & narrative</p> <p>Conduct 3-way conference with credential candidate & cooperating teacher</p> <p>Collect completed evaluation documents from cooperating teacher</p>	
					<p>Informal conversations with credential candidate</p> <p>Support and provide feedback on candidate’s performance of all checklist tasks</p>	<p>Complete 4 formative evaluations with post-observation debriefs</p> <p>Complete summative evaluation forms- rating scales & narrative</p> <p>3-way conference with credential candidate and field supervisor</p> <p>Submit completed evaluation documents to Field Supervisor</p>	<p>Complete 4 formative evals w/post-observation debriefs</p> <p>Complete summative eval forms-rating scales & narrative</p> <p>3-way conference with credential candidate and field supervisor</p> <p>Submit completed evaluation documents to your Field Supervisor</p>	
				Complete and submit Advancement to Clinical Practice Student Teaching Benchmark Form				
				Complete and submit Mid-Program Review/ Continuation in Clinical Practice Student Teaching Benchmark Form				
				Complete and submit Completion of Clinical Practice Field Experience Benchmark Form				

Overview of MS Clinical Practice Field Experience and Expectations

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

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

Starting Your Placement

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

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

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

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

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

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

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

Your Clinical Practicum instructor will provide you with Fall Required Experiences Checklist (see p. 72). The checklist includes a variety of tasks, activities, and assignments that you will be expected to complete in your placement that month. Your cooperating teachers and field supervisors will help to ensure that you successfully complete your checklist.

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

Fall Quarter: Pre-Student Teaching (10 weeks)

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

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

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

During Fall quarter, you observe, assist your cooperating teacher, and begin supervised practice teaching by working one-on-one with students and teaching small group lessons. You will have at least three opportunities to engage in whole-group instruction: you are required to plan and teach one PE lesson, one Visual/Performing Arts lesson, and a lesson in a content area of your choice. You may also have the opportunity to teach some small-group math lessons as assignments in your EDUC 259A – Elementary Mathematics Methods course.

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

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

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

Candidates must successfully complete CalTPA Cycle #1 during this academic quarter.

Winter Quarter: Student Teaching I (10 weeks)

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

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

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

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

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

Eight times during Winter quarter credential candidates will be observed teaching lessons and provided with formative feedback. The cooperating teacher and the field supervisor complete four formative evaluations each. At the conclusion of the quarter, the cooperating teacher and field supervisor complete two summative evaluations—one narrative and one quantitative—that document the candidate's performance during the quarter. Candidates must receive only scores of 3 or higher on their summative evals to continue in student teaching without concerns.

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

Note: On Campus Interviews typically take place toward the end of this quarter; credential candidates must make arrangements with their cooperating teacher that will allow them both to attend their scheduled on-campus interviews and also to complete their 10 full mornings of solo teaching.

Spring Quarter: Student Teaching II (10 weeks)

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

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

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

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

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

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

Candidates must successfully complete CalTPA Cycle #2 during this academic quarter. *NOTE – MATTC CalTPA Cycle #2 is the most complicated and difficult. It involves receiving parents' permission to videotape students; arranging to borrow cameras, tripods, microphones from Media Services; ensuring that students who don't have permission to be videotaped are not in the filmed footage and making sure that you complete all the steps laid out for this task.*

MATTC- Multiple Subject Clinical Practicum Fall Quarter Required Experience Checklist

- August**
- Participate in introductory meeting with cooperating teachers and field supervisor
 - Introduce yourself to school support staff
 - Review school emergency procedures
- September**
- Observe cooperating teacher and other teachers daily
 - Participate in lesson presentations
 - Participate in individual student interactions to get to know students
 - Review student homework to get to know student learning levels
 - Maintain weekly reflective journal
 - Review formal test data, including CELDT scores for ELs
 - Identify underperforming subgroups and the students in these subgroups
 - Identify strategies the cooperating teacher uses to address all student needs
 - Attend and participate in Back to School Night
 - Become familiar with school campus and school neighborhood
- October**
- Interview the principal and a cooperating teacher
 - Continue observations of teachers at other grade levels
 - Identify lesson strategies and instructional activities as presented by cooperating teacher
 - Conduct four-day visitation to another school site (Oct. or Nov.)
 - Review student homework
 - Participate in classroom instruction
 - Maintain weekly reflective journal
 - Plan and teach either a PE or a Visual/Performing Arts lesson
- November**
- Plan and teach your CalTPA Cycle #1, lesson (using the SCU Lesson Plan Template); get cooperating teacher's feedback
 - Participate in classroom instruction
 - Review student homework
 - Maintain weekly reflective journal
 - Participate in parent-teacher conferences
 - Plan and teach a lesson in the content area you DIDN'T choose in October
- December**
- Complete and submit CalTPA Cycle #1 by Dec. 3rd**
 - Participate in 3-way Benchmark Conference regarding advancement to student teaching, get signatures on Advancement to Student Teaching form
 - Turn in all required documentation to Credential Analyst or Designee
 - Maintain weekly reflective journal
 - Turn in your weekly reflective journal to your Clinical Practicum instructor
- January**
- Instruct daily using SCU format lesson plans; complete reflections on lessons
 - Implement discipline plan
 - Receive written evaluations from cooperating teacher and field supervisor

Suggested Pacing Guide for Multiple Subject Credential Candidates

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

REMINDER! Credential candidates are expected to

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

Overview of Summer 2: MS credential candidates...

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

Spend 2 weeks in one Cooperating Teacher's classroom and 2 weeks in the other Cooperating Teacher's classroom

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

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

Overview of Fall Quarter: MS credential candidates...

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

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

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

Do whole-group instruction to fulfill SCU course requirements

- a. Math lessons for EDUC 259A – Elementary Mathematics Methods
- b. One PE lesson and one Visual and Performing Arts lesson for Clinical Practicum

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

- c. Other lessons specified by course instructors
- d. Your lesson for CalTPA Cycle #1.

Are visited by their field supervisor, but not evaluated

Complete all tasks on the Fall Required Experiences Checklist

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

Complete all necessary requirements for Advancement to Student Teaching

Submit CalTPA Cycle #1.

↻ SUGGESTED PACING FOR FALL QUARTER ↻

August

- Field supervisor conducts meeting with CT and TC covering items on Field Supervision Checklist

Week of August 3, 10, 17, 24

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

September

- Field supervisor makes second visit
- Candidate continues with observation and reflective journal
- Candidate teaches either a PE lesson or a Visual/Performing Arts Lesson in first placement
- Candidate completes September Required Experiences Checklist for Clinical Practicum

October

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

November

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

December

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

Overview of Winter Quarter: MS credential candidates...

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

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

Complete two weeks of morning solo teaching.

↻ SUGGESTED PACING FOR WINTER QUARTER ↻

January

- Begin Winter quarter field placement when placement school resumes after Winter break.
- Candidate begins to plan and teach one morning instructional block (opening routine, whole group literacy instruction, etc.)
- Field supervisor begins formative evaluation
- Cooperating teacher completes first formative evaluation
- TPA Information session on **January 9th**: Multiple-Subject Candidates 10:00 am – 12:00 pm
Single-Subject Candidates 2:00 pm – 4:00 pm
- Field supervisor continues formative evaluation
- Cooperating teacher continues formative evaluation

February

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

March

- Field supervisor continues with formative evaluation
- Cooperating teacher continues with formative evaluation
- Field supervisor completes summative evaluation forms
- Cooperating teacher completes summative evaluation forms
- Cooperating teacher takes back the class
- Field Supervisor notifies Coordinator of Field Experiences if any credential candidates will be continuing in student teaching with concerns
- Candidate, field supervisor, and Cooperating Teacher conduct 3-way Benchmark conference
- Candidate submits Continuation in Student Teaching form
- Field supervisor collects all documents from Cooperating Teacher and turns all documents in to the Coordinator of Field Experiences

Overview of Spring Quarter: MS credential candidates...

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

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

Complete two full weeks of solo teaching.

Submit CalTPA, Cycle #2, April 1st

↪ SUGGESTED PACING FOR SPRING QUARTER ↪

April

- Candidate begins second classroom placement; remains in placement all day.
- Candidate begins planning and teaching one morning instructional block
- Field supervisor completes first formative evaluation
- Candidate continues teaching first instructional block; adds a second instructional block
- **CalTPA Cycle #2 due April 1st**
- Cooperating teacher completes first formative evaluation
- Candidate continues with existing responsibilities; adds a third instructional block
- Candidate assumes full responsibility for planning/teaching/assessing all morning
- Field supervisor completes second formative evaluation
- Candidate adds one afternoon instructional block
- Cooperating teacher completes second formative evaluation

May

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

June

- Candidate gives class back to cooperating teacher
- Cooperating teacher completes summative evaluation forms
- Candidate, field supervisor, and cooperating teacher conduct 3-way Benchmark conference
- Candidate submits Completion of Field Experience form
- Field Supervisor collects all documents from Cooperating Teacher and turns all documents in to the Coordinator of Field Experiences
- Candidate spends 5 days per week in placement until end of students' school year
- June 11, 2021 - Participate in SCU Graduate Commencement Ceremony



Earning your California Preliminary Single Subject Teaching Credential Information for MATTC Single Subject (SS) Candidates

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

☐ Satisfy basic skills requirement

This requirement can be satisfied in a variety of ways:

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

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

☐ Demonstrate subject matter competence

Credential candidates must either pass all subtests of the CSET (California Subject Examinations for Teachers) required for the subject area they will be teaching (information available at <http://www.ctcexams.nesinc.com/>) or provide documentation of completion of a CTC-approved subject matter waiver program in their student teaching content area.

Please note: You are responsible for providing Luz Zamora with valid documentation of your CBEST/CSET scores. Submit materials via email to credentials@scu.edu.

☐ Secure CTC- Certificate of Clearance.

This is a two-step process.

STEP 1. Complete the LiveScan fingerprinting process.

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

STEP 2. Apply for the appropriate CTC-authorized document.

Do you have an original transcript that shows your completion of a Bachelor's degree **AND** an original document showing your satisfaction of the Basic Skills Requirement?

YES? Apply for a 30-Day Emergency Substitute Permit (see 2A below).

NO? Apply for a Certificate of Clearance (see 2B below).

Please note: if you get a Certificate of Clearance now (because it's your only option), you will still have to get a 30-Day Sub Permit before advancing to student teaching in January.

2A. How to apply for an Emergency 30-Day Substitute Permit

- Go to the Santa Clara County Office of Education (1290 Ridder Park Drive, San Jose).

Bring your

- a) Original documentation of satisfying the basic skills requirement
 - b) Official undergraduate transcript OR original undergraduate diploma
 - c) Accepted form of payment
 - d) signed copy of your LiveScan form, just in case
- Complete the 30-Day Emergency Substitute Permit application.

2B. How to apply for a Certificate of Clearance.

- Go to the CTC website link: https://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52_2

- Follow the steps provided in the link to complete your Certificate of Clearance application.

Contact your advisor if you have problems with the application. Hint: Use the pull-down menu next to "2. Type of Credential" to select Certificate of Clearance.

- Submit evidence of negative results on a MAN-TOUX tuberculin (TB) test that are less than four years old**

Candidates should keep their original test result paperwork and submit one copy to the Credential Analyst/Authorized Designee.

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

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

- If you have a 30-Day Sub Permit, register as a substitute with your placement school district.**

Candidates are encouraged to substitute teach for their Cooperating Teacher. We strongly recommend that candidates limit their substitute teaching only to their placement school.

- Submit completed Approval to Begin Clinical Practice Placement form**

Your field supervisor will distribute and collect these forms.

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

- Get the signatures required to complete the Advancement to Student Teaching form**
Submit one copy, along with all supporting paperwork, to the Credential Analyst/Designee.

March: Things to do before continuing in student teaching

- Independently plan, teach, and assess student learning in two (2) morning class periods
- Earn scores of 3 or higher on your Winter summative evaluations and continue in student teaching OR
Earn scores of 2 or 3 on your Winter summative evaluations and continue with concerns.
- File completed Mid-Program Review form. Submit one copy to the Credential Analyst.

May: Things to do to complete the MATTC program requirements

- Independently plan, teach, and assess student learning in two (2) morning class periods and one (1) afternoon class period
- Earn a score of 3 or higher on all elements of your Spring summative evaluations
- Pass all courses and fulfill all MATTC requirements
- File signed Completion of Clinical Practice Field Placement form

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

- Pass all California Teaching Performance Assessment Tasks (CalTPAs **OR** MATTC CalTPAs)
- Submit Petition for Credential Recommendation and all supporting documentation to credentials@scu.edu

MATTC-SS Clinical Practice At A Glance

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

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

Overview of SS Clinical Practice Experience and Expectations

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

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

Starting Your Placement

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

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

Your Ethical Reflective Practicum

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

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

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

Your Clinical Practicum instructor will provide you with Fall Required Experiences Checklist (see p. 88). The checklist includes a variety of tasks, activities, and assignments that you will be expected to complete in your placement that month. Your cooperating teachers and field supervisors will help to ensure that you successfully complete your checklist.

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

Fall Quarter: Pre-Student Teaching (10 weeks)

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

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

Credential candidates must use the SCU lesson template to write thorough, detailed lesson plans for every lesson they teach. Lesson plans must be completed, written, and given to the Cooperating Teacher for review and approval at least 1-2 days in advance of the day on which the lesson is to be taught. Candidates are also required to create and share a Lesson Plan Google Doc Folder or physical binder that contains all their lesson plans and reflections, is continually updated, and easily available to field supervisors during their observation visits. Writing all those lessons may seem like a waste of time, but it will benefit you in the end—when you walk out of your placement school with a year's worth of lesson plans!

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

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

During Fall quarter, you will be completing Cycle #1–TPA #1. You will be fully prepared for success on these tasks if you have downloaded and read the TPA Candidate Handbook, paid attention in your classes, and attended the TPA Workshops offered by our TPA Lead Assessor, Dr. Melina Johnson.

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

Winter Quarter: Student Teaching 1

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

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

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

Note: On Campus Interviews typically take place toward the end of this quarter; credential candidates must make s with their I teacher that will allow them both to attend their scheduled on-campus interviews and also to complete their solo teaching assignments.

Spring Quarter: Student Teaching 2

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

Credential candidates will be evaluated eight times during Spring quarter. Both the cooperating teacher and the field supervisor will complete four formative evaluations. They will also complete two summative evaluations—**one narrative and one numerical**— that document the candidate's performance during the quarter. All candidates must attain a score of 3 on all elements of their summative evaluations to successfully complete the clinical practice field experience.

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

Candidates must successfully complete CalTPA, Cycle #2, during this academic quarter. NOTE: *MATTC CalTPA, Cycle #2 is the most complicated and challengingt. It involves receiving parents' permission to videotape students; arranging to borrow cameras, tripods, microphones from Media Services; ensuring that students who don't have permission to be videotaped are not in the filmed footage and making sure that you complete all the steps laid out for this task.*

***There may be some modifications as a result of the COVID-19 situation. More information will be provided by Dr. Melina Johnson (TPA Coordinator) as the academic year progresses.**

MATTC-Single Subject Clinical Practicum Fall Required Experience Checklist

- August**
- Participate in introductory 3-way meeting with cooperating teacher and field supervisor
 - Introduce yourself to school support staff
 - Review school emergency procedures
- September**
- Observe cooperating teacher and/or department members daily
 - Participate in lesson presentations
 - Facilitate student group work
 - Participate in individual student interactions to get to know students
 - Review student homework to get to know students' achievement levels
 - Learn all students' names
 - Complete reflective journal daily w/ attention to your questions, cooperating teacher's instructional and class management strategies, etc.
 - Select students for case studies
 - Check EL learners' CELDT scores
 - Identify the school's underperforming subgroups and the students in your classes who are identified as belonging to those subgroups
 - Identify strategies cooperating teacher uses to address needs of underperforming subgroups
- October**
- Teach parts of cooperating teacher's lessons with cooperating teacher feedback
 - Meet principal, vice principal and counselors
 - Complete cross-curricular observations of teachers in other subject areas
 - Identify lesson strategies and instructional activities as presented by cooperating teacher
 - Review student homework
 - Lead classroom discussions
 - December 3rd: Submit MATTC CalTPA #1**
 - Maintain daily writing in reflective journal
- November**
- Plan and teach your CalTPA, Cycle #1 lesson (using the SCU Lesson Plan Template); get cooperating teacher's feedback
 - Conduct four days of visitation at different school site
 - Involve yourself in activities with students
 - Participate actively in cooperating teacher's lessons
 - Continue to review student homework
 - Observe and note strategies for student test preparations
 - Maintain daily writing in reflective journal
- December**
- Participate in closing activities at end of semester-finals, grades, etc.
 - Turn in first week lesson plans for January for review by cooperating teacher
 - Develop scope & sequence of first unit of instruction w/approval of cooperating teacher
 - Develop class green sheet/course syllabus and discipline plan
 - Participate in 3-way Benchmark Conference regarding advancement to student teaching, complete Advancement Form
 - Turn in all required documents to Credential Analyst
 - Maintain daily writing in reflective journal
 - Complete and submit CalTPA, Cycle #1 by Dec. 3rd**
- January**
- Instruct daily using SCU format lesson plans; complete reflections on lessons
 - Implement green sheet/syllabus, and discipline plan
 - Receive written evaluations from cooperating teacher and field supervisor
 - Review school emergency procedures

Suggested Pacing Guide for Single Subject Credential Candidates

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

REMINDER! Credential candidates are expected to

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

Overview of Fall Quarter: SS credential candidates...

Are at your school sites Mondays through Thursdays from before school until noon. Your morning start time is 30 minutes prior to your students' start time.

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

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

Are visited by their field supervisor, but not evaluated

Spend a week observing at an alternate school site in November

Complete all tasks on their Required Experiences Checklist

Complete all necessary requirements for Advancement to Student Teaching

Submit CalTPA, Cycle #1.

☞ SUGGESTED PACING FOR FALL QUARTER ☞

August

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

Week of August 3, 10, 17, 24

- Fall field placements begin on or before students' first day of school.
- Candidate observes in first placement classroom Mondays—Thursdays from 7:30 am till lunchtime every week until the students begin their Winter break.

September

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

October

- Field supervisor makes third visit
- Candidate continues with observation and reflective journal
- Completes checklist as assigned by the Coordinator of Field Experiences
- **Submit MATTC CalTPA #1 by December 3rd**

November

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

Week of November 16

- Candidate completes case studies on assigned students

Week of November 23

- SCU Thanksgiving break- No SCU classes 11/26-27.
- Follow placement school calendar for break schedule

December

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

Overview of Winter Quarter: SS credential candidates...

Are at their school sites from Monday through Friday from before school (30 minutes before students arrive) until noon and one afternoon a week to plan with their cooperating teacher and to observe the class in the afternoon. The credential candidate and cooperating teacher will mutually agree on the afternoon.

☞ SUGGESTED PACING FOR WINTER QUARTER ☞

January

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

- Cooperating teacher completes first formative evaluation
- Field supervisor completes first formative evaluation
- Cooperating teacher continues formative evaluation

February

- Field supervisor continues formative evaluation
- Cooperating teacher continues formative evaluation
- Field supervisor continues formative evaluation
- Cooperating teacher continues formative evaluation

March

- Field supervisor continues formative evaluation
- Cooperating teacher completes summative evaluation forms
- Field supervisor completes summative evaluation forms
- Field supervisor notifies Coordinator of Field Experiences if any credential candidate will be continuing in student teaching with concerns
- Spring Quarter begins
- Candidate, field supervisor, and Cooperating teacher conduct 3-way Benchmark conference
- Candidate submits Continuation in Student Teaching form
- Field supervisor collects all documents from Cooperating teacher and turns all documents in to the Coordinator of Field Experiences

Overview of Spring Quarter: SS credential candidates...

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

↻ SUGGESTED PACING FOR SPRING QUARTER ↻

April

- Candidate begins second classroom placement; remains at placement school all day.
- Candidate begins teaching a 3rd class; this class **MUST** meet in the afternoon
- Cooperating teacher formative evaluation (in 3rd class added)
- Field supervisor formative evaluation (in 3rd class added)
- Cooperating teacher continues formative evaluation
- Field supervisor continues formative evaluation
- Cooperating teacher continues formative evaluation (in 3rd class added)
- **CalTPA Cycle #2 due April 1st**
- Field supervisor continues formative evaluation (in 3rd class added)
- Cooperating teacher continues formative evaluation
- Field supervisor continues formative evaluation
- Cooperating teacher completes summative evaluation forms
- Field supervisor completes summative evaluation forms
- Monday – Memorial Day. No school
- Candidate, field supervisor, and cooperating teacher conduct 3-way Benchmark conference
- Candidate submits Completion of Field Experience form
- Field supervisor collects all forms from cooperating teacher and returns them to the Coordinator of Field Experiences
- Candidate spends 5 days per week in placement until end of students' school year
- **All TPAs must be passed prior to petitioning for your preliminary credential.**
- June 11, 2021 - Participate in SCU Graduate Commencement Ceremony



Handy Information for All Credential Candidates

Earning the Preliminary MS or SS Teaching Credential

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

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

1. File a **“Petition for Credential” form after all grades are posted**. The forms are available online at the School of Education and Counseling Psychology website <https://www.scu.edu/ecp/current-students/forms-and-policies/> Please note that your credential recommendation will not be filed with CTC until you have completed all the preliminary credential program requirements.
2. All clinical practice evaluations, TPA documentation and course grades are turned in by June 8th. Once this occurs, the Credential Analyst or Designee updates each preliminary teaching credential candidate’s file and contacts CTC directly to recommend the successful candidates for their preliminary MS or SS teaching credentials. When CTC receives your credential recommendation, you will be notified by email and given payment instructions. During June and July, our credential analyst will send your credential recommendation to CTC and soon after it will be posted on the CTC website.

Earning the MAT Degree

1. MATTC students who are eligible to earn the MAT degree upon completion of their preliminary credential requirements must file a **“Petition to Graduate” form by Friday, February 12, 2021**. The forms are available online at the School of Education and Counseling Psychology website <https://www.scu.edu/ecp/current-students/credential-services/>. Filing this petition alerts the Office of Student Services and Assessment that you are petitioning for the MAT degree.
2. Specific information about Graduate Commencement will be available on the SCU website at <http://www.scu.edu/commencement/graduate/>.
4. SCU Graduate Commencement is on **June 11, 2021**. Based on the turnaround time in 2020, your degree will probably be visible on your SCU transcript by mid-July. Diplomas are mailed by the Office of the Registrar in late summer.
5. Degrees are not posted until ALL spring quarter grades have been submitted for ALL programs. Conferrals take place approximately 2 weeks after grades are due (June 16th).

Resources for Graduate Students

SAGE- Student Association for Graduate Education

SAGE provides opportunities for graduate students in Education to socialize, network, and have fun together. And, since membership in SAGE is covered by student fees, you're already a member! SAGE also has an excellent Professional Development Reimbursement Program- there's money available to support student memberships in professional organizations, travel expenses for students presenting at a conference, conference attendance, and even subscriptions to professional publications. Find out more at <https://www.scu.edu/ecp/current-students/studentorgs/> or contact the SAGE Advisor – TBA

Main Campus Resources

Library/Learning Commons

The library is always a useful resource for graduate students, and our library has some special extras features especially for teachers. The Curriculum Collection on the second floor has copies of California-adopted textbooks and the associated instructional materials in all TK-12 content areas, supplemental materials and other resources, all available for student checkout. Even better, Education has a designated librarian, Gail Gradowski, an incredibly knowledgeable professional who is available to assist credential candidates. She can track down electronic resources, offer reviews of software and other educational materials, and support your lesson and unit plan development. You can reach Gail at (408)554-5438 or at ggradowski@scu.edu. The library's hours vary throughout the year <http://www.scu.edu/library/info/hours/>

Media services

Located on the first floor of the Library/Learning Commons (down the first hallway on the left), Media Services has a range of technology and equipment available for student check-out: digital video and still cameras, tripods, wireless clip-on microphones, classroom “clicker” response systems, and other kinds of peripherals. Reserve equipment online at <https://www.scu.edu/is/academic-technology/avmedia-equipment-resources-and-services/> or by calling 554-4520, emailing dmaloney@scu.edu, or at Media Services office between 8 am and 5 pm Monday – Friday. Many of you will need to visit Media Services in Spring when it's time for you to make your MATTC TPA Cycle #2 teaching video.

Malley Center Gym

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

MATTC COURSE DESCRIPTIONS

All course numbers begin with *EDUC*. The first number in cross listed courses refers to the MS section and the second number refers to the SS section.

* Cross Listed MATTC Courses

* NOTE – Candidates must register for the appropriated EDUC course listed on their program plan

250/275. Reflection, Ethics, Diversity, and the Self: Introduction to TK-12 Teaching

This course focuses on credential candidates' professional development and their integration of the academic, practical, ethical, and legal aspects of the teaching profession. Required of all multiple and single subject teaching credential candidates. Successful completion of this course is a prerequisite or co-requisite for entrance into your clinical practice field experience in August. (2 units)

252/277. Social Foundations in TK-12 Education

Credential candidates examine the relationship between schools and the broader context of U.S. society. Drawing from academic disciplines such as history, philosophy, sociology, and law, this course examines how politics, culture, and language interact with the policies and practices of education in a democratic and diverse society. Required of all multiple and single subject teaching credential candidates. (2 units)

253/278. Development and Learning in TK-12 Education

Drawing on both developmental and educational psychology, this course examines theories and patterns of learning, development, and individual differences as they relate to teaching practices and educational programs. Required of all multiple and single subject teaching credential candidates. (2 units)

221M. Effective Teaching for Students with Disabilities in TK-12

This course, offered to coincide with the start of the academic year at local TK-12 public and Catholic schools, introduces multiple and single subject credential candidates to a range of strategies for learning about their students' background knowledge, experiences, and interests and for identifying their academic and social skill levels. Required of all multiple and single subject credential candidates. (3 units)

B-MATTC Courses

247B. Latino/a Language and Culture in TK-12

This course is designed to enable students to develop an awareness and understanding of the traditions, roles, status, and communication patterns of Latina/os as practiced in the United States and their country of origin. Students will acquire skills to discern patterns of cultural relationships among Latina/os in the US and CA. *NOTE: This class will be taught in Spanish.* (3 units).

248B. Bilingual Foundations in TK-12 Education

This course enables B-MATTC candidates to develop an awareness and understanding of foundational issues in bilingual education and bilingualism. Students learn about the legal and legislative foundations of bilingual education in the United States. *NOTE: This class will be taught in Spanish.* (3 units).

249B. Bilingual Methods in TK-12 Education

This course focuses on the methodology of instructing students in Spanish and English in TK-12 settings. The course addresses issues related to content scaffolding, biliteracy development and the assessment of emergent bilinguals. This course is offered as an elective (3 units).

Multiple Subject Courses

251. Technology for Elementary Teachers

This course develops the theory-based knowledge and practical skills that enable credential candidates to integrate technology in an elementary school learning environment across the curriculum in meaningful ways. Required of all multiple subject teaching credential candidates. (3 units)

258. Elementary Classroom Management

Designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining a productive elementary school learning environment. Includes consideration of strategies both for preventing and for responding to inappropriate student behavior as well as for adapting classroom procedures to support English learners and students with special needs. This course, required of all multiple subject teaching credential candidates, does not require concurrent enrollment in an Ethical Reflective Practicum placement or a full-time teaching position. (3 units)

259A. Elementary Mathematics Methods 1

Prepares K-8 educators to be effective beginning teachers of mathematics. Credential candidates examine specific issues concerning curriculum content and design, assessing and building on diverse students' mathematical thinking, establishing a mathematics classroom environment conducive to enhancing all students' mathematical learning, and lesson planning and reflection to meet the needs of English learners, students with special needs, and students with a variety of backgrounds, interests, and prior experiences with mathematics. This course, required of all multiple subject teaching credential candidates, is a prerequisite for EDUC 259B Elementary Mathematics 2, and requires concurrent enrollment in EDUC 231B Ethical Reflective Practicum, or full-time teaching position. (3 units)

259B. Elementary Mathematics Methods 2

This course is a continuation of EDUC 259A Elementary Mathematics Methods I and may not be taken by students who have not completed the prerequisite course without permission of the Director of Teacher Education. This course, required of all multiple subject teaching credential candidates, and requires concurrent enrollment in EDUC 231C Ethical Reflective Practicum, or a full-time teaching position. See description for EDUC 259A above. (3 units)

261. Teaching Reading in Elementary Schools

This course enables credential candidates to develop awareness and understanding of current theories and best practices of comprehensive, balanced reading instruction in elementary school settings. Candidates will learn how to adapt instruction to meet the needs of individuals based on their cultural, linguistic, and experiential backgrounds and their specific needs as learners. Content presented in this course prepares candidates for the Reading Instruction Competence Assessment (RICA). This course, required of all multiple subject teaching credential candidates, must be taken concurrently with enrollment in EDUC 231B Ethical Teaching Practicum or a full-time teaching position. (3 units)

262. Elementary Language Arts Methods

A study of language arts teaching strategies, with a focus on teaching writing to students in grades TK-8, including English learners and students with special needs. Focused attention is given to techniques for integrating literature and language arts instruction with science and social studies content. This course, required of all multiple subject teaching credential candidates, does not require concurrent enrollment in an Ethical Reflective Practicum placement or a full-time teaching position. (3 units)

263. Elementary Methods in Social Studies and the Visual and Performing Arts

Credential candidates closely examine California's elementary content standards to develop proficiency in creating instructional units that effectively integrate elementary social studies content with content presented in the Visual and Performing Arts standards. Strategies for teaching social studies, visual arts and performing arts to all students, including English learners and students with special needs, are a focus of this course. This course is required of all multiple subject teaching credential candidates but does not require concurrent enrollment in a school placement or a full-time teaching position. (3 units)

264. Elementary Methods in Science, Health, and Physical Education

Credential candidates learn how to design, implement, and evaluate standards-based science lessons and how to integrate content from the California content standards for science, health, and physical education into the science curriculum in meaningful ways. This course emphasizes mastery of instructional strategies that create opportunities for all students, including English learners and students with special needs, to read and write about science, health, and physical activity. This course is required of all multiple subject teaching credential candidates and must be taken concurrently with enrollment in EDUC 231D Ethical Teaching Practicum or with a full-time teaching position. (3 units)

265. Assessing Elementary Student Learning

Designed to help credential candidates understand, integrate, and skillfully apply standards governing educational assessment in culturally and linguistically diverse elementary classrooms. Emphasis is placed on building quality into assessment, on successfully matching important learning outcomes with the items and tasks used to measure them, and on using assessment data to inform teaching practice. This course also addresses assessment of the academic content mastery of English learners and students who are significantly above or below grade level expectations. This course is required of all multiple subject teaching credential candidates but does not require public school placement or a full-time teaching position. (2 units)

257. English Language Development in Elementary Schools

Provides knowledge of the structural, semantic, and cultural aspects of the process of language acquisition and offers practical information about the cognitive development of bilingual learners in grades K-8. Credential candidates develop an understanding of the theory, principles, methods, and practice of teaching linguistically diverse learners and use professional inquiry to enhance their awareness of personal attitudes toward different cultural, linguistic, and socioeconomic groups of elementary school students. Satisfies requirements for multiple subject teaching credential candidates and does not require enrollment in a Clinical Practicum placement or full-time employment as a full time teacher. This course can serve as a substitute for EDUC 257 or EDUC 282. (3 units)

231A. Ethical Reflective Practicum in Elementary Schools

This practicum supports preservice credential candidates during the first quarter of their clinical practice field placement which begins in Summer 2. Provides guidance in the gradual assumption of teaching responsibility in public school classroom settings and features regularly scheduled seminars and speakers. Credential candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to continue in the Ethical Reflective Practicum sequence. Academic and teaching performance equivalent to a B is required to earn a passing grade. Required of all multiple subject credential candidates completing the preservice pathway. (2 units)

231B. Ethical Reflective Practicum in Elementary Schools

This practicum supports preservice credential candidates during the first full quarter of their ethical reflective practicum field placement. Provides guidance in the gradual assumption of teaching responsibility in public school classroom settings and features regularly scheduled seminars and speakers. Credential candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to continue in the Ethical Reflective Practicum sequence. Academic and teaching performance equivalent to a B is required to earn a passing grade. Required of all multiple subject credential candidates completing the preservice pathway. (4 units)

231C. Ethical Reflective Practicum in Elementary Schools

This practicum supports preservice credential candidates during the third quarter of their ethical reflective field placement. Provides guidance in the assumption of full time student teaching responsibilities and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a multiple subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade. Required of all multiple subject credential candidates completing the preservice pathway. (6 units)

231D. Ethical Reflective Practicum in Elementary Schools

This practicum supports preservice candidates during their final quarter of their ethical reflective field placement in Spring. Provides guidance in the assumption of full time student teaching responsibilities and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a multiple subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade. Required of all multiple subject credential candidates completing the preservice pathway. (6 units)

231E. Ethical Reflective Practicum-Catholic School Teachers

This practicum sequence supports multiple subject preservice credential candidates who are full time teachers in elementary Catholic schools and mirrors the content in Ethical Reflective Practicum 231 (A-D) by providing guidance and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a multiple subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade.

231I. Ethical Reflective Practicum- Interns

This practicum sequence is specially designed to support multiple subject credential candidates who have chosen to work in a school full time. The courses mirror the content in Ethical Reflective Practicum 231 (A-D) and provide guidance and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a multiple subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade.

Single Subject Courses

276. Technology for Secondary Teachers

This course develops the theory-based knowledge and practical skills that enable credential candidates to integrate technology in single subject learning environments across the curriculum in meaningful ways. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full-time teaching position. (3 units)

282. English Language Development in Secondary Schools

Provides knowledge of the structural, semantic, and cultural aspects of the process of language acquisition and offers practical information about the cognitive development of bilingual learners in grades 6-12. Credential candidates develop an understanding of the theory, principles, methods, and practices of teaching linguistically diverse learners and use professional inquiry to enhance their awareness of personal attitudes toward different cultural, linguistic, and socioeconomic groups of secondary school students. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full-time teaching position. (3 units)

283. Secondary Classroom Management

Designed to familiarize credential candidates with many effective techniques, procedures, and models for establishing and maintaining a productive secondary school learning environment. Includes consideration of strategies both for preventing and for responding to inappropriate student behavior as well as for adapting classroom procedures to support English learners and students with special needs. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full-time teaching position. (3 units)

285 – 289. Secondary Content-Specific Methods Blocks

These courses are designed to enable single subject credential candidates to develop the pedagogical content knowledge necessary to teach their specific academic subject effectively to all students. Special attention is paid to developing candidates' ability to use Specially Designed Academic Instruction in English (SDAIE) skills to give all students equitable access to curriculum content. All single subject credential candidates are required to take the Methods I and Methods II block in the content area aligned with the credential they are seeking. Single subject credential candidates in art, music, and physical education should enroll in the social sciences methods course block. Enrollment in these courses requires concurrent enrollment in EDUC 230B and EDUC 230C or employment as a full-time teacher. (3 units per class)

285A. Secondary English Methods 1

This course is a prerequisite for EDUC 285B.

285B. Secondary English Methods 2

Enrollment in this course requires successful completion of EDUC 285A.

286A. Secondary World Language Methods 1

This course is a prerequisite for EDUC 286B.

286B. Secondary World Language Methods 2

Enrollment in this course requires successful completion of EDUC 286A.

287A. Secondary Mathematics Methods 1

This course is a prerequisite for EDUC 287B.

287B. Secondary Mathematics Methods 2

Enrollment in this course requires successful completion of EDUC 287A.

288A. Secondary Science Methods 1

This course is a prerequisite for EDUC 288B.

288B. Secondary Science Methods 2

Enrollment in this course requires successful completion of EDUC 288A.

289A. Secondary Social Sciences Methods 1

This course is a prerequisite for EDUC 289B.

289B. Secondary Social Sciences Methods 2

Enrollment in this course requires successful completion of EDUC 289A.

294A. Adolescent Literacy Development I

Presents research-based principles for effective literacy instruction in secondary school settings. Attention is given to strategies that promote academic reading and writing competence in linguistically diverse classrooms. This course includes a six-week tutorial with a middle, high school, or junior college student that utilizes multiple assessments to target the literacy needs in a striving adolescent learner. This course, required of all single subject teaching credential candidates, does not require concurrent enrollment in a Clinical Practicum placement or a full-time teaching position. (3 units)

294B. Adolescent Literacy Development II

This course focuses on reading as a tool for learning from printed texts. Candidates learn to use a range of instructional strategies that enable students—including students with foundational skill deficits, students who are English language learners, and advanced learners—to develop confidence, awareness, and control when applying themselves independently to the demands of reading in all content areas. This course is required of all single subject teaching credential candidates and does not require enrollment in a Clinical Practicum placement or a full-time teaching position. (3 units)

296. Assessing Secondary Student Learning

Designed to help credential candidates understand, integrate, and skillfully apply standards governing educational assessment in culturally and linguistically diverse elementary classrooms. Emphasis is placed on building quality into assessment, on successfully matching important learning outcomes with the items and tasks used to measure them, and on using assessment data to inform teaching practice. This course also addresses assessment of the academic content mastery of English learners and of students who are significantly above or below grade level expectations. This course is required of all single subject teaching credential candidates and does not require concurrent enrollment in a Clinical Practicum placement or a full-time teaching position. (2 units)

230A. Ethical Reflective Practicum

This practicum supports preservice credential candidates during the first quarter of their clinical field placement in Summer 2. Provides introductory information and guidance in the assumption of student teaching responsibilities and features regularly scheduled seminars and speakers. Credential candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to continue in the Ethical Reflective Practicum sequence. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course is a prerequisite for EDUC 230B. Required of all single subject credential candidates completing the Preservice pathway. (2 units)

230B. Ethical Reflective Practicum

This practicum supports preservice credential candidates during their first clinical field placement. Provides guidance in the assumption of full time student teaching responsibilities and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a single subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course is a prerequisite for EDUC 230C. Required of all single subject credential candidates completing the Preservice pathway. (4 units)

230C. Ethical Reflective Practicum

This practicum supports preservice credential candidates during their first clinical field placement. Provides guidance in the assumption of full-time student teaching responsibilities and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a single subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade. This course is a prerequisite for EDUC 230D. Required of all single subject credential candidates completing the Preservice pathway. (6 units)

230D. Ethical Reflective Practicum

This practicum supports preservice credential candidates during their final clinical field placement. Provides guidance in the assumption of full time student teaching responsibilities and features regularly scheduled seminars and speakers. Credential candidates are responsible for teaching two morning classes and one afternoon class. (6 units)

230E. Ethical Reflective Practicum-Catholic School Teachers

This practicum sequence supports single subject preservice credential candidates who are full time teachers in elementary Catholic schools and mirrors the content in Ethical Reflective Practicum 230 (A-D) by providing guidance and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for either a single subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade.

230I. Ethical Reflective Practicum- Interns

This practicum sequence is specially designed to support single subject credential candidates who have chosen to work in a school full time. The courses mirror the content in Ethical Reflective Practicum 230 (A-D) and provide guidance and features regularly scheduled seminars and speakers. Candidates must meet established benchmarks for the development of academic and professional competence to satisfy course requirements and to earn a recommendation for a single subject teaching credential. Academic and teaching performance equivalent to a B is required to earn a passing grade.

304. Teaching Performance Assessment Assistance and Support

This course is designed to support multiple or single subject credential candidates on the preservice pathway in the successful completion of the California Commission on Teacher Credentialing Teaching Performance Assessment (TPA) requirement. This course may be taken multiple times for credit. (1 unit)

Glossary of Acronyms and Teacher Education Terminology

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

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

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

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

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

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

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

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

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

CBEST- California Basic Educational Skills Test

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

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

CCSS- Math- Common Core State Standards for Mathematics

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

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

CSET- California Subject Examinations for Teachers

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

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

CTC- Commission for Teacher Credentialing. Also called CCTC.

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

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

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

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

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

EPR- Education Professional Review. Credential program faculty conduct an EPR to evaluate a candidate's professionally relevant behaviors, and demeanor to assess the candidate's suitability for the teaching profession. More information on the EPR Process can be found in the School of Education and Counseling Psychology Graduate Bulletin 2020-21 for Academic Performance Standards.

<https://www.scu.edu/ecp/current-students/forms-and-policies/>

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

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

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

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

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

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

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

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

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

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

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

MS- Multiple Subject teaching credential

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

NCLB (No Child Left Behind)- Former federal education policy aimed at ensuring that every student's academic performance meets or exceeds the expectations embodied in the state's rigorous content standards. NCLB has had a tremendous impact on curriculum, assessment, on expectations for teachers, and on the learning climate in US public schools. It was recently replaced with the Every Student Succeeds Act (ESSA).

OCI- On campus interviews; organized by Career Services and conducted in mid-March. Remember to set up BroncoLink and EdJoin profiles/accounts before March.

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

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

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

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

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

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

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

R-t-I- See Response to Intervention

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

SS- Single Subject teaching credential

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

TPA- Teaching Performance Assessment, a performance-based evaluation of credential candidates’ competencies consisting of 4 separate tasks that must be successfully completed in order to earn the preliminary teaching credential. The TPA assesses credential candidates’ mastery of the TPEs. Teachers in the CatMAT program do not take the TPAs.

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

Watch Your Language: A Credential Candidate’s Guide to “Adaptations”

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

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

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

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

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

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

Special Education

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

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

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

The adaptations available to students who receive special education services are (a) accommodations and/or (b) modifications and/or (c) strategies. **Only students with an Individual Education Program Plan (IEP) are eligible to receive accommodations and/or modifications.** There’s no guesswork in special education: the accommodations or modifications a student must receive are spelled out in an IEP.

By contrast, all students are eligible to receive instructional supports and to be taught with specific strategies that will enhance their success, but the supports and strategies are selected by their teachers based on observation, available assessment data, and reflection and are not mandated by law.

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

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

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

Gifted and Talented Education (GATE)

Students who have been identified as gifted/talented should receive instructional supports that provide curriculum enrichment and/or acceleration. These students are not eligible for an IEP, and they do not receive accommodations or modifications. The California Department of Education recommends that teachers provide their GATE students with “instructional opportunities” and “differentiated activities.” For example, GATE students typically benefit from instructional challenges that deepen their engagement with the content the class is studying, open-ended performance tasks that require creativity and initiative, and experiences that allow them to develop specialized expertise in some aspect of the content presented in an instructional unit.

English Language Learners

Schools are required by law to make provisions to support all English learners. However, the federal and state laws regarding the public education of English learners are not as detailed as those regarding the education of students with special needs. Each school district defines the amount of time ELs spend in an English Language Development (ELD) program receiving targeted support learning English communication skills and academic language.

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

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

Remember to watch your language! Unless you’re talking about a student with an IEP, use the terms ADAPTATIONS, STRATEGIES and INSTRUCTIONAL SUPPORTS!

Important Teacher Education Contact Information

For assistance with...	Contact...
MATTC program expectations/requirements Support and assistance of any other kind	Director of MATTC Dr. Kathy Stoehr- Guadalupe Hall 251 kstoehr@scu.edu 408-551-3497 (office)
Education Department issues	Education Department Chair Dr. Pedro Hernandez-Ramos- Guadalupe Hall 253 hernandezramos@scu.edu 408-551-4131 (office)
CTC Credential Requirements and Recommendations	Registration and Enrollment credentials@scu.edu ecpservices@scu.edu
Course schedules and classrooms	Education Department Senior Admin Asst. Teresa Wagner-Guadalupe Hall 233 tcwagner@scu.edu 408-551-2558 (office)
Financial Aid (SEC)	Graduate Admissions Advisor Samantha Kibbish

	skibbish@scu.edu 408-554-4723 (office)
Field Placements and Supervision	Coordinator of Field Experiences- MS Cyndy Pizzo- Guadalupe Hall 248 cpizzo@scu.edu 408-482-9735 (cell) Coordinator of Field Experiences - SS Dr. Melina Johnson-Guadalupe Hall 244 mjohnson@scu.edu (408) 551-3388 (office)
Intern Program	Intern Coordinator Kristy Cross- Guadalupe Hall 237 klcross@scu.edu 408-551-3524 (office)
B-MATTC Program	B-MATTC Coordinator Claudia Rodriguez-Mojica- Guadalupe Hall 254 crodriguezmojica@scu.edu (408) 551-3498 (office)
ExCEL Program TK-12 Catholic Education Program	ExCEL/TK-12 Catholic Education Program Coordinator Dr. John Beltramo – Guadalupe Hall 242 jbeltramo@scu.edu (408) 551-3525 (office)
Teaching Performance Assessments (TPAs) Information/Workshops, Revision Support, Assessor Training	TPA Lead Assessor Dr. Melina Johnson- Guadalupe Hall 244 mrjohnson@scu.edu 408-551-3388 (office)
Santa Clara University Campus Safety	Emergencies: 554-4444 Non-emergencies: 554-4441
Mental Health Support Counseling and Psychological Services SCU 24-hour crisis hotline	408-554-4172 408-551-1760

Cooperating Teacher(s) Name and contact info

Field Supervisor Name and contact info

Placement School Information

Placement School District Information