

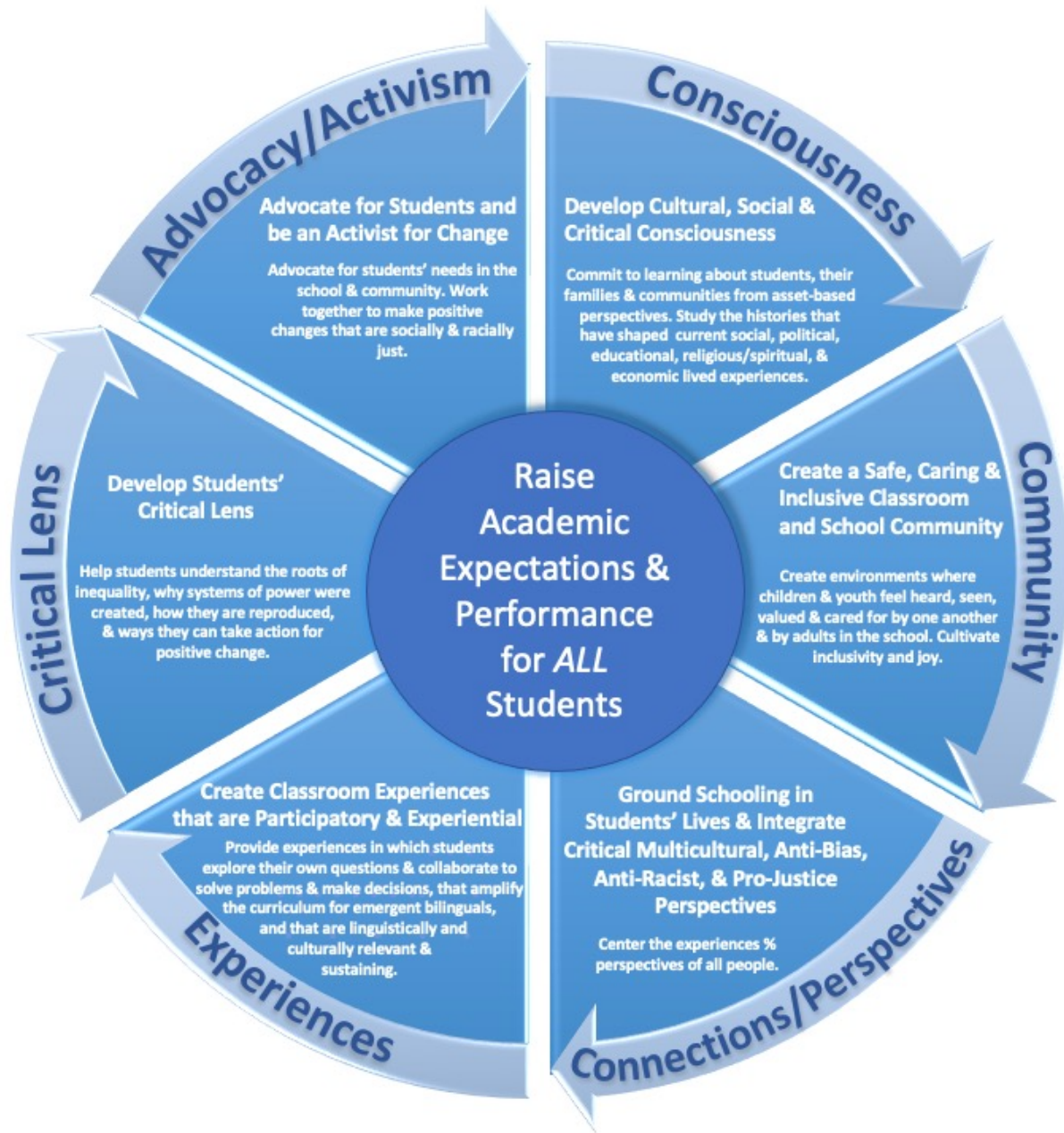
**UNIVERSITY OF CALIFORNIA
SANTA CRUZ
MASTER OF
ARTS/CREDENTIAL PROGRAM**



**STUDENT
HANDBOOK**

2024-2025

UCSC MA/CREDENTIAL PROGRAM WHEEL OF SOCIAL JUSTICE



*Adapted from "Introduction: Creating Classrooms for Social Justice and Equity."
Classrooms, Vol. 1, 2007.*

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WELCOME

Dear Master of Arts/Credential Students,

On behalf of the faculty, staff and teacher supervisors, we would like to welcome you to the Master of Arts in Education and Teaching Credential Program (MA/Credential Program) at the University of California, Santa Cruz! We look forward to a year in which you will not only experience growth in academic learning and pedagogical knowledge, but also one in which you will develop a meaningful vision of your role as a teacher and the impact you will have on the lives of students, their families, and their communities, and on society at large. We anticipate that you will continue to build on this vision in your subsequent years as a practicing teacher.

Since you will earn both a teaching credential and a Master of Arts degree in one year, completing the program requires a *significant* commitment of time on your part. You will need to balance the multiple demands of university graduate-level coursework, student teaching in a TK-12 school district, a teacher performance assessment, and additional California state credential requirements. In order to help you prepare for the year ahead, we are providing an MA/Credential Program Handbook, which includes program descriptions, policies and schedules.¹ You are required to be familiar with information contained within this handbook as well as to read and follow monthly MA/Credential Program bulletins.

The faculty, staff and teacher supervisors are here to support you in your journey through the program. We look forward to seeing you embark on your future career as a teacher who enhances the learning and wellbeing of all students.

Sincerely,

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¹ Program policies and schedules are subject to revision.

UC SANTA CRUZ MA/CREDENTIAL PROGRAM VISION

The overarching goal of the UCSC MA/Credential Program is to develop teachers who are advocates for social justice dedicated to fostering equitable and effective schooling and life opportunities for all students and members of the school community.

Please see the *Teaching and Learning for Social Justice and Equity* graphic on the inside front cover of this handbook for more information on what it means to teach for equity and justice.

OUR GUIDING PRINCIPLES

We are committed to preparing future teachers who:

- Conceive of students' varying abilities, interests, and perspectives as resources for learning and teaching
- Include innovative approaches to instructional practices, lesson design, and performance assessment
- Engage their TK-12 students with challenging content and standards in a wide range of disciplines
- Engage their TK-12 students in the critical analysis of social justice issues aimed at building a just and democratic society

As educators, we recognize that our work is ongoing and evolving.

PROGRAM OVERVIEW

The UCSC Master of Arts in Education/Credential Program (MA/Credential Program) prepares teachers for California's culturally and linguistically diverse children and youth. Through a combination of coursework, classroom placements, investigations, and research, candidates in our program learn to integrate theoretical perspectives with teaching practice. We seek to prepare our graduates to be informed, articulate, analytic education leaders within schools and the community.

The MA/Credential Program is intensive, full-time and 12 months in duration. This five-quarter program is comprised of two summers and one academic year. Master's candidates are admitted to begin the program in the Summer Quarter only, and no candidate is admitted on a part-time basis. Upon completion, candidates earn a combined California SB2042 Preliminary Teaching Credential and Master of Arts Degree in Education. Graduates are prepared to teach all students in their credential area, including English language learners.

Candidates are admitted into one of two credential programs—multiple subjects or single subject. The preliminary multiple subjects teaching credential qualifies candidates to teach in self-contained classrooms, typically in grades TK-5, where all core subjects are taught by the same teacher. The preliminary single subject teaching credential qualifies candidates to teach in a departmentalized setting, typically in grades 6-12, where the teacher is generally responsible for teaching one subject. The single subject program offers the following subject areas: mathematics, English, social sciences, and science.

We also offer an optional Bilingual Authorization Program in Spanish designed to prepare qualified multiple and single subject candidates to teach in Spanish/English bilingual settings. Through a three-quarter sequence of bilingual coursework and, for multiple subjects candidates, a bilingual field study practicum, candidates develop and demonstrate the knowledge, skills and abilities related to the context of bilingual education, bilingualism and bilingual methodology.

MASTER OF ARTS IN EDUCATION CAPSTONE PORTFOLIO

The comprehensive requirement for Master of Arts in Education is the capstone portfolio. The capstone portfolio includes the edTPA Teacher Performance Assessment, a final essay, *Becoming an Educator (BAE)*, and in the case of single subject candidates, a content study that is completed in a Fall Quarter content course. These components provide candidates with an important opportunity to articulate their vision of teaching and learning in a way that integrates research and theoretical perspectives with classroom practice. The portfolio is intended to be the culmination of the candidate's work over the course of the Master of Arts program and to demonstrate the depth, as well as the breadth, of the candidate's understanding and achievement.

California requires all candidates for a preliminary Multiple and Single Subject Teaching Credential to pass a performance assessment as part of the requirement for earning a teaching credential. These assessments are designed to measure candidates' knowledge, skills, and ability in relation to California's Teaching Performance Expectations (TPEs), including demonstrating their ability to appropriately instruct all TK-12 students in the California State Content Standards. The edTPA is a performance assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE). Additional guidance and support are offered in EDUC 200, 201, and 202, the student teaching seminar courses.

Further information about the BAE and Teacher Performance Assessment are below in this handbook.

The Content Study for Single Subject candidates is a demonstration of the candidate's knowledge with respect to the content for which they are responsible and with appropriate practices for teaching this content. Content Study Guidelines will be provided in fall research and theory courses for Single Subject candidates.

STANDARDS FOR CONTINUED ENROLLMENT

Programs preparing teachers must hold fast to the highest ideals of academic and professional integrity. Consequently, the faculty at UC Santa Cruz developed the following policies for the continued enrollment of candidates who are not making satisfactory progress toward becoming a thoughtful, skilled, and responsible educator.

UCSC MA/Credential candidates are required to demonstrate competence in four broad areas of teaching:

- Academic progress in coursework
- Knowledge of teaching content and essential skills
- Demonstration of skilled pedagogy in classroom settings
- Professional conduct befitting a responsible educator

If the candidate fails to demonstrate competence in any one of these areas, it will be brought to the attention of the Teacher Education Committee (TEC). Upon review, the TEC's decision may result in a memorandum of understanding, academic probation or dismissal from the program.

Academic Progress in Coursework

Candidates who receive one or more grades of *Unsatisfactory*, a *C or below*, or an *Incomplete* in any master's/credential course are not considered to be making satisfactory progress. The candidate will be reviewed for continued enrollment in the program, placed on academic probation, and may be recommended for dismissal.

Candidates must adhere to the Official Academic Integrity Policies of the University. The full document can be found [here](#).

A candidate who receives an *Incomplete* in any required course has one academic quarter to remove the *Incomplete*. If the *Incomplete* is from a course in the Spring Quarter, the candidate then has until the last day of Fall Quarter to remove the *Incomplete*.

Knowledge of Teaching Content and Essential Skills

California Commission on Teacher Credentialing (CTC) regulations require that all state credential candidates verify knowledge of subject matter competency prior to daily student teaching responsibilities. Candidates who are admitted without meeting this requirement must complete a Memorandum of Understanding (MOU) stipulating they will meet the subject matter competency requirement by the end of Fall Quarter. Candidates not meeting the subject matter competency requirement by this date will be required to withdraw and may request to take a one-year leave of absence from the MA/Credential Program. If a candidate takes a one-year leave of absence and does not return, the candidate must reapply to the MA/Credential program.

Artificial Intelligence and ChatGPT

All work submitted in the MA/Credential program must be original. No work generated through artificial intelligence (AI) can be submitted as your own. Contributions from any source, including AI sources such as ChatGPT, must be properly quoted and cited. Failure to do so constitutes a violation of the [university graduate student academic integrity policy](#).

Demonstration of Skilled Pedagogy in Classroom Settings

The successful development of teaching skills in classrooms is the culmination of a teacher education program. Therefore, by the end of their program, candidates must demonstrate teaching competence in the classroom based upon the California Teacher Performance Expectations (TPEs). Candidates who are not making adequate progress toward this goal as assessed by their Teacher Supervisor and Cooperating Teacher will be required to meet with the advising team (supervisor, faculty advisor and Director of Teacher Education), which will evaluate the candidate's performance in this area. Depending upon the nature and extent of the deficiencies, the advising team will develop a plan of action. If the candidate has not made sufficient progress in acquiring teaching competence, the candidate's standing will be reviewed by the TEC for further action (see above).

If a candidate's school placement is terminated by the Cooperating Teaching, the school principal, or other school district personnel, the candidate's status will be immediately reviewed by the TEC for further action. See *STUDENT TEACHING* section below for more information.

Demonstration of Professional Conduct

Credentialed public-school teachers are responsible for the care of children and youth. Therefore, MA/Credential candidates must consistently display conduct befitting the profession. To this end, candidates must be able to cope with the demands and responsibilities of teaching as outlined below:

- Meet all University and MA/Credential Program requirements, punctuality requirements, and deadlines (including enrollment and course deadlines, attending classes, program meetings, etc.).
- Meet TK-12 Student Teaching Responsibilities: Maintain regular attendance, arrive on time and have lessons and materials prepared.
- Plan ahead to anticipate needs and potential student teaching problems.
- Adapt to institutional and/or professional expectations and policies.
- Relate respectfully and appropriately to TK-12 students, parents, school staff (including Cooperating Teachers), and university faculty and staff. Candidates must maintain professional verbal and written communication (including through email). Candidates are not to engage in online social networks with TK-12 students in their placements.
- Demonstrate sensitivity to the social, cultural and economic context of the school environment.
- Adhere to school expectations for dress, appearance, personal hygiene, and use of personal technology devices.

Candidates who are not making adequate progress toward this goal will be required to meet with their advising team (Teacher Supervisor, Faculty Advisor, and Director of Teacher Education), which will evaluate the candidate's performance in this area and, depending upon the nature and extent of the deficiencies, may develop a plan of action. Failure to meet with the advising team will result in a recommendation to the Teacher Education Committee for dismissal. If the candidate has not made sufficient progress in demonstrating professional conduct or the extent of the deficiencies are severe, the candidate's standing will be reviewed by the TEC for further action (see above).

If a candidate's school placement is terminated by the Cooperating Teaching, the school principal, or other school district personnel, the candidate's status will be immediately reviewed by the TEC for further action. See *STUDENT TEACHING* section below for more information.

The TEC reviews the enrollment status of candidates who are failing to meet expectations in any of the above categories. If the TEC recommends dismissal from the program, TEC sends its

recommendation to the Education Department faculty. If the faculty concurs with the TEC's recommendation, it forwards the recommendation for dismissal to both the candidate and the Dean of Graduate Studies, who has ultimate responsibility for dismissal. Candidates wishing to appeal the faculty's recommendation must do so in writing to the Department Chair within ten days of notice.

Grading Policy for Graduate Students

The Graduate Student Handbook provides policy for the evaluation of all UCSC Graduate Students:

All graduate students in graduate or undergraduate courses will be graded Satisfactory (S), Unsatisfactory (U), or Incomplete (I). Graduate students also have the option of receiving a letter grade of A, B, C, D, or F in most courses. The grades of A or B shall be awarded for satisfactory work. Grades of C or below will not satisfy any course requirement for a graduate degree at UCSC. A graduate program has the option of requiring letter grades or S/U grades for any graduate course offered by that program.

Under the grading options, you will receive Satisfactory/Unsatisfactory unless you elect the letter grade option (A, B, C, D, F). The choice is yours at the time of enrollment and can be changed up to the end of the third week of instruction for the quarter.

Procedures for Assessing and Responding to Student Teaching Performance Deficiencies

At any time while a candidate is enrolled in the program, if the candidate's Cooperating Teacher, Site Principal, Teacher Supervisor, or the MA/Credential Director of Teacher Education identifies deficiencies in student teaching or other classroom placement activities, the following options may be considered:

- The Cooperating Teacher or Teacher Supervisor may identify performance and pedagogical areas for growth and provide written and oral feedback to the teacher candidate with corrective suggestions. The Teacher Supervisor may also consult with the MA/Credential Director to help determine a plan of action. The Teacher Supervisor will follow-up with more frequent visits to the candidate's placement to determine and ensure the candidate's performance improvement.
- The Cooperating Teacher, school or district administrator, or Teacher Supervisor may bring to the attention of the candidate issues based on professional conduct in the classroom and school policy. Depending on the nature and extent of the deficiencies, the Teacher Supervisor and/or Cooperating Teacher will provide corrective suggestions to resolve the issue. If the candidate fails to meet in a timely manner with the Teacher Supervisor and/or Cooperating Teacher, the candidate will be referred to the Director of Teacher Education.

If in either of the two situations a candidate does not satisfactorily make the necessary performance improvements (*or* the nature and/or extent of the deficiency is severe), the MA/Credential Director will require a meeting of the candidate's advising team (Teacher Supervisor, Faculty Advisor and Director of Teacher Education).

The advising team will evaluate the candidate's performance in this area and, depending upon the nature and extent of the deficiencies, the advising team will develop a plan of action. If the candidate has not made sufficient progress in demonstrating professional conduct (*or* the nature and/or extent of the deficiency is severe), the candidate's standing will be reviewed by the TEC for further action, which may include: (a) required leave of absence from the student teaching placement and the program for further development, (b) recommendation for program withdrawal, or (c) recommendation for dismissal from the program.

MA/CREDENTIAL PROGRAM ADVISING OVERVIEW

Teacher Supervisors, education faculty, and the director utilize a collaborative approach to candidate advising and jointly oversee and maintain ongoing communication regarding the academic progress and development of teaching practice of MA/C candidates. In addition, the Faculty Advisor, Teacher Supervisor, and director may meet together with individual candidates to seek solutions to any issues that may arise (see *Standards for Continued Enrollment*). If the candidate fails to meet in a timely manner to discuss issues that have been brought to the candidate's attention, the candidate will be referred to the TEC for possible dismissal.

Teacher Supervisor

The supervisor plays the primary role in advising on general issues related to a candidate's development as a teacher. Advising will include, but is not be limited to, placements, student teaching seminar, the Teacher Performance Assessment, and the development of teaching practice. Supervisors begin working with candidates August and continue to advise candidates throughout the academic year on an individual and group basis regarding their progress in the program.

Director of Teacher Education

The Director of Teacher Education is responsible for the overall administration of the MA/C Program, as well as supporting Teacher Supervisors in offering supervision and coursework. The director is a member of the UCSC Senate faculty and serves as a liaison between the department faculty and the MA/C Program. Students with concerns or questions regarding program administration, scheduling, foundational learning goals, program activities, or the operations of the program may contact the Director of Teacher Education.

MA/C Coordinator, Credential Analyst, and Graduate Student Advisor (Student Affairs Officer)

The Credential Analyst maintains a credential advising program for current and prospective students, monitors the academic progress of MA/C students, provides academic counseling for students not meeting MA/C Program expectations or State credentialing requirements, provides transcript evaluation for credential authorization eligibility, reviews and approves credential applications, certifies and recommends candidates for California teaching credentials, administers the MA/C admissions process, and coordinates fellowships and scholarships. The MA/C Credential Analyst is available to provide information and individual guidance on credential requirements.

MA/C Program Assistant

The Program Assistant manages and provides training on the implementation and use of the MA/C Program's data information systems; assists with communications and coordination of the MA/C student placements in TK-12 schools including securing agreements (MOUs) with cooperating districts; coordinates, collects and analyzes data for individual student and program evaluation; coordinates the annual Teacher Performance Assessment, including providing support with video equipment protocols and procedures; and schedules and coordinates MA/C events.

Faculty Advisor

A faculty advisor is also available to meet with individual candidates on issues including, but not limited to, course concerns and progress in academic coursework. The faculty advisor also has the role of reading and providing feedback on the candidate's draft of the Becoming an Educator Essay (capstone requirement).

Faculty advisors meet with candidates in the spring to review a draft of the BAE. If any academic or other concern arises during the year, candidates may request a meeting with their faculty advisor, or the advisor may request a meeting with the candidate.

Leave of Absence

In some circumstances, students may be granted a one-year leave of absence. Students in good standing may reapply for an additional year's leave. Students who are not in good standing, possibly due to extenuating circumstances, may appeal to TEC for an additional year's of leave.

Other MA/Credential Program Advising Resources

In order to ensure that all candidates are informed on program policies, credential requirements, and deadlines, candidates receive a copy of the MA/Credential Handbook during the initial program orientation. They also receive *monthly* program bulletins. Candidates are responsible for adhering to all deadlines and policies contained within the MA/Credential Handbook and monthly bulletins.

COURSEWORK OVERVIEW

Coursework for the MA/Credential Program spans five terms: Summer, Fall, Winter, Spring and a final Summer. Most terms are ten weeks in length, though the summer terms are shorter. The first summer term also includes a “Summer Bridge” that serves as a bridge between the end of Summer Session and Fall Quarter and provides an early start to some of Fall Quarter courses.

Please keep in mind that classes may be held at offsite locations such as school sites, the County Office of Education or at the Monterey Bay Aquarium. Instructors may propose alternate meeting locations to the Director of Teacher Education given full agreement of students in the given class.

Please note that during the academic year, candidates take breaks according to their student teaching placement school’s calendar, *not* the UCSC calendar, unless the two coincide. This applies to both the placement and the quarter end and start dates.

It is imperative that **all absences from a course be communicated to the instructor prior to the missed class.** There may be student teaching placement activities that occur at times that candidates are in class. In such a case, candidates must attend class unless prior permission and arrangements have been made with the instructor.

STUDENT TEACHING

The UCSC MA/Credential Program provides student teaching experiences over three quarters, allowing candidates to participate in public school classrooms throughout the year. During a candidate's time in the program, they will be placed in public school classrooms and mentored by classroom teachers known as Cooperating Teachers (CTs). In addition to the support of a Cooperating Teacher, our program employs Teacher Supervisors to instruct the student teaching seminars and supervise teacher candidates in their placements. Teacher Supervisors support teacher candidates' development by observing, providing feedback to and evaluating teacher candidates in their classroom placements.

Placement of Teacher Candidates

Teacher Candidates are placed with Cooperating Teachers in public elementary, middle school/junior high and high school classrooms throughout Santa Cruz County and other nearby counties. Teacher Supervisors work with school principals to identify qualified Cooperating Teachers to make appropriate student teaching assignments. Specific grade level and subject area placements are determined by the academic preparation, interests and goals of each teacher candidate, as well as by state credential requirements.

The MA/C Program has close and long-standing relationships with schools and school districts in the region. However, school personnel and district trustees have the ultimate authority over who is permitted in the schools, including student teachers. If placement school personnel terminate a candidate's placement, for any reason, the MA/C Program cannot force the school, or any other school, to accept a candidate's placement. Therefore, termination of a placement by school personnel may lead to program dismissal. (See also *STANDARDS FOR CONTINUED ENROLLMENT*.)

The Teacher Supervisor and MA/C director must be given all relevant information regarding a candidate's specific placement needs. Being proactive and sharing any critical medical or other safety information is essential to a successful placement. Candidates who have any condition that could jeopardize their safety or the safety of the TK-12 students under their charge are *strongly* advised to inform the Director of Teacher Education upon admission. Failure to disclose a condition that endangers TK-12 student safety could result in dismissal.

Because the student teaching experience is an essential part of the candidate's professional preparation, every effort is made to place candidates with exemplary teachers. Teacher candidates are placed with Cooperating Teachers who meet the following criteria:

- Recommendation of the school principal, who is charged with making final decisions regarding the selection of Cooperating Teachers
- Excellent rapport with pupils, parents and colleagues
- Use of a diverse and standards-based instructional program
- Interest in mentoring a teacher candidate and willingness to accommodate program requirements
- At least three years of successful teaching experience, preferably teaching in classrooms including English Language Learners

MULTIPLE SUBJECTS STUDENT TEACHING PLACEMENT

For multiple subject candidates, the first placement, Beginning Student Teaching (EDUC 200), starts within the first few days of the public schools' academic calendars (start dates vary for districts from early to mid-August) and continues through mid-December. Candidates visit placement classrooms as observers or visitors a minimum of 15 hours from the first week of school to Labor Day, carefully working around the summer course schedule.

After Labor Day, and in conjunction with the "Summer Bridge" classes on campus, candidates begin a weekly schedule of a minimum of 16 hours per week in their placement classroom. The Summer Bridge, an unofficial start to some Fall classes, serves as a "bridge" between the end of summer courses and the official start of the UCSC Fall Quarter. Once Fall Quarter begins at UCSC, candidates take on more responsibilities in the placement classroom as defined by their University Teacher Supervisors and Cooperating Teachers.

The second multiple subjects placement starts mid-December and continues until the end of the placement school's calendar (early to mid-June). **Please note that candidates take Spring Break when their placement school is on Spring Break, and NOT during the UCSC Spring Break, UNLESS the two coincide** (we advise candidates to keep their Spring Break plans flexible in the event that the demands of the Teaching Performance Assessment require attention). Multiple subjects candidates are in their second placement full-time during the Spring Quarter.

Teacher candidates are typically provided experiences in both primary (TK to 2nd) and upper (3rd to 5th) grade classrooms. Since the time spent in the second student teaching assignment is longer than the first, and the level of participation is more intensive, we try to arrange the second student teaching placement at the grade level candidates want to be employed in as a new teacher. For example, candidates who want to teach 3rd – 5th grade are ordinarily placed in a TK – 2nd grade classroom for the first student teaching assignment and in a 3rd – 5th grade classroom for the second student teaching assignment.

UCSC follows a ten-week quarter system for courses. During Fall and Winter Quarters candidates are in placement approximately 16 hours a week and take additional courses at UCSC. The specific number of days and hours per week will be discussed in the Beginning Student Teaching Seminar (EDUC 200), which starts during the Summer Bridge in September. During the Spring Quarter, candidates take the advanced student teaching seminar and are in their placement full-time (five days a week for the entire school day). Bilingual Authorization candidates enroll in additional UCSC coursework, EDUC 212A, B, and C: Bilingualism and Biliteracy, a series of three two-credit courses, offered in the Fall, Winter, and Spring Quarters.

We work closely with the schools to arrange the student teaching placements. Placements are in classrooms with exemplary teachers and in schools using standards-based instruction. At least one placement classroom must have a significant number of English Learner students. In addition, at least one placement must also be in a hard-to-staff and/or under-performing school.

Candidates complete a student teaching placement information survey that assists Teacher Supervisors when making the student teaching placement assignments. **Candidates shall not contact schools or teachers to arrange student teaching placements.**

This is a very brief overview of the student teaching portion of the UCSC program and is subject to modifications. More details will be discussed in the student teaching orientation in August and during

the Beginning Student Teaching Seminar, which starts during the Summer Bridge (after Labor Day in September). If you have specific questions prior to Summer Bridge, you may contact the Program Director of Teacher Education or your University Teacher Supervisor.

SINGLE SUBJECT STUDENT TEACHING PLACEMENT

For single subject candidates, the first placement, Beginning Student Teaching (EDUC 200), starts within the first few days of the public schools' academic year (depending on the district, from early to mid-August) and continues through to the Thanksgiving holiday break (with the exception for students in yearlong placements such as resident teachers). Candidates visit placement classrooms as observers or visitors for a minimum of 15 hours from the first week of school to Labor Day, carefully working around the summer course schedule.

After Labor Day, and in conjunction with the "Summer Bridge" classes on campus, candidates begin a weekly schedule in their placement classroom as an assistant/observer. The Summer Bridge, an unofficial start to some Fall Quarter classes, serves as a "bridge" between the end of summer courses and the official start of the UCSC Fall Quarter. Once Fall Quarter begins at UCSC, candidates take on more responsibilities in the placement classroom as defined by their supervisors and Cooperating Teachers. Candidates in a placement that follows a traditional schedule must be in their placement classroom five days each week; candidates in a placement classroom that follows a block schedule will be at their placement site between three and five days per week; the specific schedule will be arranged with the supervisor. Single-subject candidates are in their placement classrooms for a minimum of 15 hours per week after Labor Day and through the Fall Quarter.

The second placement begins after the Thanksgiving holiday break and follows the public schools' academic calendar. This second placement continues until the end of the placement school's calendar (early to middle June). **Please note that candidates take Spring Break when their placement school is on Spring Break, and NOT during the UCSC Spring Break, UNLESS the two coincide** (we advise candidates to keep their Spring Break plans flexible if the demands of the Teaching Performance Assessment require attention). Candidates are in their second placement classrooms five days a week. Beginning with the Winter Quarter, candidates are in their placement classrooms for 20-25 hours per week through the end of the placement school year.

Once the second placement starts, candidates arrange their schedules to be at their school site campus daily for the **two periods** they teach, lunch, as well as prep periods. When not teaching, candidates should be observing their CT minimally for one class period and planning. If assigned a class on block schedule at a placement site, the schedule will be adjusted accordingly.

Teacher candidates are typically provided experiences in both middle and high school classrooms. Since the time spent in the second student teaching assignment is longer than the first and the level of participation is more intensive, therefore the second placement is typically at the grade level the candidate plans to be employed as a teacher. Candidates who want to teach middle school are ordinarily placed at a high school for the first student teaching assignment and at a middle school for the second student teaching assignment. During the advanced student teaching experience (Spring Quarter) candidates assume full responsibility (instruction, grading, parent contact, etc.) for two courses for at least one public school grading period.

UCSC follows a ten-week quarter system for courses. During Fall and Winter Quarters single-subject candidates are in placement a minimum of 15 hours per week. After the Thanksgiving holiday break, single-subject candidates are in placement 20-25 hours per week. During the Spring Quarter, candidates take the advanced student teaching seminar and are in their placement daily in accordance with the public school calendar. Bilingual Authorization Program candidates enroll in additional UCSC

coursework, EDUC 212A, B, and C: Biliteracy and Bilingualism, a series of three two-credit courses, in the Fall, Winter and Spring Quarters.

We work closely with the schools to arrange the student teaching placements. Placements are in classrooms with exemplary teachers and in schools using standards-based instruction. At least one placement classroom must have a significant number of English Learner students. In addition, at least one placement must also be in a hard-to-staff and/or under-performing school.

Candidates complete a student teaching placement information survey that assists Teacher Supervisors when making the student teaching placement assignments. **Candidates shall not contact schools or teachers to arrange student teaching placements.**

This is a very brief overview of the student teaching portion of the UCSC program and is subject to modifications. More details will be discussed in the student teaching orientation in August and during the Beginning Student Teaching Seminar, which starts during the Summer Bridge (after Labor Day in September). If you have specific questions prior to Summer Bridge, you may contact the Program Director of Teacher Education or your University Teacher Supervisor.

INSTRUCTIONS FOR FIRST WEEK OF PLACEMENT

You will be notified by your Teacher Supervisor when your public-school placement is confirmed. Candidates provide their placement preferences through a placement survey. These preferences are given strong consideration along with a number of other factors in making final placement decisions. **Candidates are not to make any arrangements for their student teaching placements and must have reliable transportation to get to placement sites.** Local school districts have varying start dates ranging from early to mid-August. It is our intent to give candidates a few days of advance notice but confirmations from partner districts do not always arrive in a timely manner. It is possible that candidates may receive much shorter notification. Be prepared by remaining flexible. In addition, some school districts have additional requirements including additional fingerprint and TB clearances. Candidates will be notified of these requirements if placed in one of these districts.

While some general guidance is provided here in this handbook, candidates should follow the guidance from their Teacher Supervisor regarding your student teaching placements. Teacher Supervisor will let candidates know where they are placed for their student teaching assignment. Upon receiving this information, the candidate will contact the Cooperating Teacher to set up a time to meet. The candidate will make arrangements to visit the placement class during the first week of the public-school year and to set up a visitation schedule that works around the UCSC summer course schedule. **Do not miss UCSC classes to go to placement.** Most often, supervisors will direct candidates to observe and assist as a visitor for a minimum of 15 hours before the Summer Bridge begins, working around the UCSC class schedule. The 15 hours should be spread over multiple days and weeks in order to have the best experience.

To prepare for meeting the Cooperating Teacher, candidates write a short letter of introduction to provide the Cooperating Teacher information on the candidates' interests, past teaching and/or classroom experience, or any special talents the candidate may bring to the placement. Be sure to include contact information including home phone, cell phone, email, and the name and email of the Teacher Supervisor. Email a copy of this letter to the Teacher Supervisor. Also, ask the Cooperating Teacher for the best way to contact them should any last-minute schedule changes occur (such as an absence from placement). The candidate must ***notify both the Teacher Supervisor and Cooperating Teacher 24 hours in advance if they are unable to attend placement or will be late.*** Please note that regular attendance and timeliness are critical and are part of your student teaching evaluation.

It is also important that candidates introduce themselves in person to the Principal, other site administrators, and the office staff on the first visit. Ask office staff for the sign-in protocol and adhere at each school visit. Be polite and patient with all school staff as the first days of school are hectic. Finally, candidates prepare a letter for the parents of the students in the placement classroom to briefly introduce themselves in their role as a teacher candidate. The Teacher Supervisor will provide guidelines for the letter, which candidates will have Cooperating Teacher review prior to sending home.

Appropriate Dress

First impressions are long lasting. It is important that candidates are viewed as a professional educator and are therefore expected to dress in a way that is considered professional for teachers. One rule of thumb is to dress as professionally (i.e., conservatively), neat and hygienic as the Cooperating Teacher. Short skirts, low cut blouses, bare midriffs, baggy/sagging pants, sweatpants/yoga pants, and flip-flop shoes are not appropriate.

Be aware of any writing or images on attire that might be offensive. Be sensitive to the fact that some parents and educators may not view body piercings or tattoos as befitting professional teachers. Candidates want students to attend carefully to their instruction; you don't want their clothes, jewelry, or tattoos to distract them.

Parents will think of candidates as teachers of their children, and we want them to have complete confidence the candidates professionalism. Dressing professionally is one way to begin to build parents' trust in you.

Because teachers are very busy preparing for the first days of school, offer to meet with the Cooperating Teacher before school actually begins. Candidates may consider offering to help set up the classroom or to be available for other preparation duties as needed.

Candidates immediate goals on behalf of the UCSC MA/Credential Program are the following:

- Observe how the Cooperating Teacher sets up the classroom, builds community with students, and communicates their expectations. Use a notebook to record your experiences.
- Build a positive rapport with the Cooperating Teacher.
- Build a positive rapport with the students and get to know their names.
- Set a positive professional impression with the Cooperating Teacher and the learning community on campus.

PLACEMENT REQUIREMENTS

Multiple Subject	Single Subject
<p>First Placement (Beginning):</p> <ul style="list-style-type: none"> ▪ Begins first week of placement school calendar year ▪ Ends mid-December <ul style="list-style-type: none"> ○ 15 hours total from 1st week of school to Labor Day ○ 16 hours/week from Labor Day to end of placement mid-December 	<p>First Placement (Beginning):</p> <ul style="list-style-type: none"> ▪ Begins first week of placement school calendar year ▪ Ends at the end of October <ul style="list-style-type: none"> ○ 15 hours total from 1st week of school to Labor Day ○ 15 hours/week from Labor Day to end of placement end of October
<p>Second Placement (Int/Adv):</p> <ul style="list-style-type: none"> ▪ Begins 2nd week in December ▪ Ends at end of placement school calendar year ▪ 12-16 hours/week until <i>placement</i> winter break ▪ 16 hours /week in UCSC Winter Quarter ▪ Full time² in Spring Quarter 	<p>Second Placement (Int/Adv):</p> <ul style="list-style-type: none"> ▪ Begins after the Thanksgiving holiday ▪ Ends at end of placement school calendar year ▪ 20-25 hours/week (5 days/week) through remainder of UCSC Fall Quarter and UCSC Winter and Spring Quarters ▪ Full responsibility for two courses for at least one full placement grading period

Placement schools are selected that demonstrate commitment to collaborative, evidence-based practices and continuous program improvement, have partnerships with appropriate other educational, social, and community entities that support teaching and learning, place students with disabilities in the Least Restrictive Environment (LRE), provide robust programs and support for English learners, reflect to the extent possible socioeconomic and cultural diversity, permit video capture for candidate reflection and TPA completion, and have a fully qualified site administrator.

² Full time: Student teachers are at placement the number of hours practicing teachers are on site.

ROLES AND RESPONSIBILITIES:
Cooperating Teacher, Student Teacher, Teacher Supervisor

BEGINNING PLACEMENT

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide a space for TC to keep materials, items, etc. - Provide information about classroom procedures, materials, lesson plans, teaching strategies and grading. - Provide information about school procedures and personnel. 	<ul style="list-style-type: none"> - Schedule weekly planning meetings with CT. - Become familiar with classroom community and structures, as well as school support structures and procedures. - Become familiar with school support structure and procedures. - Use CT's lessons and begin writing own lessons. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Meet weekly with TC for planning. - Share curriculum and lesson planning; model teaching strategies. - Provide feedback! 	<ul style="list-style-type: none"> - Meet placement requirement of 15 hours in the classroom from the first day of school to Labor Day. - Meet placement requirement of 16 hours per week after Labor Day in Fall Quarter. 	<ul style="list-style-type: none"> - Communicate regularly with and provide support to TC and CT.
<ul style="list-style-type: none"> - Provide worthwhile opportunities for TC to teach (individual, small group, whole class). - Provide opportunities for the TC to take on lead and independent daily teaching for one or more content areas. 	<ul style="list-style-type: none"> - Participate in classroom formal and informal assessment practices. - Create lesson plans and write reflections for formal observations by Teacher Supervisor. - Take on lead and independent daily teaching for one or more content areas. 	<ul style="list-style-type: none"> - Formally and informally observe TC's teaching. Provide feedback, guidance, and coaching.

BEGINNING PLACEMENT (CONT.)

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation. 	<ul style="list-style-type: none"> - Provide copies of lesson plans to CT and Teacher Supervisor 24 hours prior to observations. - (Multiple Subject) Plan, teach and analyze four lessons that will be observed by CT or Teacher Supervisor. - (Single Subject) Teach two lessons to be observed by CT, two by Teacher Supervisor and one by a peer. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Complete two formal written observations by mid-November. - Complete and provide to Teacher Supervisor observation notes and Collaborative Assessment forms. 	<ul style="list-style-type: none"> - Observe CT's planning, teaching strategies, classroom management strategies and teach partial and full lessons. - (Single Subjects) Arrange for one lesson to be videotaped for peer evaluation. 	<ul style="list-style-type: none"> - Formally observe and evaluate Teacher Candidate a minimum of two times. Conduct additional informal classroom placement observations, as needed. - Conference with Teacher Candidate following observed lesson. Guide reflection, provide feedback, support.
<ul style="list-style-type: none"> - Invite TC to parent conferences, Back to School Night, and/or other school and community events. 	<ul style="list-style-type: none"> - (Multiple Subjects) Attend one parent conference. Complete Parent Conference Reflection as directed by Teacher Supervisor. Single Subject: Attend a school meeting (e.g. faculty, department). 	<ul style="list-style-type: none"> - (MS TCs) Provide guidance on TCs reflection on a parent conference.
<ul style="list-style-type: none"> - Complete evaluation of TC's progress using the TPE Rubric. TC may request a letter of recommendation. 	<ul style="list-style-type: none"> - Complete self-evaluation using the TPE Rubric. 	<ul style="list-style-type: none"> - Provide formal feedback and evaluate TC using the TPE Rubric.
<ul style="list-style-type: none"> - Communicate regularly with Teacher Candidate and Teacher Supervisor. 	<ul style="list-style-type: none"> - Communicate regularly with Teacher Supervisor and CT. 	<ul style="list-style-type: none"> - Communicate regularly with CT and Teacher Candidate. - Provide weekly updates/check-in's (in person or via email) to TCs and CTs.

MULTIPLE SUBJECTS INTERMEDIATE/ADVANCED PLACEMENT

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide information about school procedures and personnel. - Provide TC with information about classroom procedures, materials, lesson plans, teaching strategies and grading. - Share curriculum and model teaching strategies for TC. 	<ul style="list-style-type: none"> - Become familiar with classroom community and structures, as well as school support structures and procedures. - Schedule weekly planning meetings with CT. - Become familiar with school support structure and procedures. - Use CT's lessons and begin writing own lessons. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Meet weekly with TC for planning. Provide feedback! Provide a space for TC to keep materials, items, etc. 	<ul style="list-style-type: none"> - Meet the placement requirement of 16 hours per week during Winter Quarter. - Meet the full-time placement requirement for Spring Quarter. 	<ul style="list-style-type: none"> - Communicate regularly with and provide support to TC and CT.
<ul style="list-style-type: none"> - Provide opportunities for student teacher to plan and lead portions of the day, to co-plan and co-teach 2 content areas in the Spring Quarter, and to teach independently for 2 full days in Winter Quarter and 5 full days in Spring Quarter. - Provide advice and feedback on TC's lessons, classroom management and participation strategies. - With TC, identify best week for TPA lessons to be taught. 	<ul style="list-style-type: none"> - Take responsibility for lesson planning, instruction and transitions. - Co-plan and co-teach portions of the day, 2 content areas in the Spring Quarter, and to teach independently for 2 full days in Winter Quarter and 5 full days in Spring Quarter. - Provide copies of plans to CT and Teacher Supervisor 24 hours in advance. 	<ul style="list-style-type: none"> - Formally observe Teacher Candidate two or more times each quarter. - Conduct additional informal classroom placement observations as deemed appropriate.
<ul style="list-style-type: none"> - Complete two formal written observations each quarter. - Complete and provide Observation Notes and Collaborative Assessment forms to supervisor. 	<ul style="list-style-type: none"> - Complete two formal lessons each quarter for CT and two for Supervisor. - Plan and implement TPA lessons: Series of 3-5 lessons (Plan, Teach, Film, Assess, Reflect). 	<ul style="list-style-type: none"> - Conference with Teacher Candidate following observed lessons. Guide reflection, provide feedback, support.

MULTIPLE SUBJECTS INTERMEDIATE/ADVANCED PLACEMENT (CONT.)

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Complete quarterly evaluation of TC's progress using the TPE Rubric. TC may request a letter of recommendation at a later date. 	<ul style="list-style-type: none"> - Complete quarterly self-evaluations using the TPE Rubric. 	<ul style="list-style-type: none"> - Schedule quarterly TPE conferences with CT and TC. - Provide formal feedback and evaluate TC using the TPE Rubric.
<ul style="list-style-type: none"> - Communicate regularly with Teacher Candidate and Teacher Supervisor. 	<ul style="list-style-type: none"> - Communicate regularly with Teacher Supervisor and CT. 	<ul style="list-style-type: none"> - Communicate regularly with CT and Teacher Candidate. - Provide weekly email update/check-in to TCs and CTs.

SINGLE SUBJECT INTERMEDIATE/ADVANCED PLACEMENT

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide information about school procedures and personnel. - Provide TC with information about classroom procedures, materials, lesson plans, teaching strategies and grading. - Share curriculum and model teaching strategies for TC. 	<ul style="list-style-type: none"> - Become familiar with classroom community and structures, as well as school support structures and procedures. - Schedule weekly planning meetings with CT. - Become familiar with school support structure and procedures. - Use CT's lessons and begin writing own lessons. 	<ul style="list-style-type: none"> - Provide guidance and support to TC for lesson planning, classroom management and participation.
<ul style="list-style-type: none"> - Meet weekly with TC for planning. Provide feedback! - Provide a space for TC to keep materials, items, etc. 	<ul style="list-style-type: none"> - Meet placement requirement of 20-25 hours per week M-F in placement during Winter Quarter. 	<ul style="list-style-type: none"> - Communicate regularly with and provide support to TC and CT.
<ul style="list-style-type: none"> - Provide opportunities for student teacher to teach partial and full lessons. - Provide advice and feedback on TC's lessons, classroom management and participation strategies. -With TC, identify best week for TPA lessons to be taught 	<ul style="list-style-type: none"> - Teach partial lessons, small groups, and then whole class lessons. - Use CT's lessons and adopted curriculum and begin writing own lessons plans. 	<ul style="list-style-type: none"> - Formally observe Teacher Candidate two or more times each quarter. - Conduct additional informal classroom placement observations as deemed appropriate.
<ul style="list-style-type: none"> - Complete two formal written observations each quarter. - Complete and provide Observation Notes and Collaborative Assessment forms to Teacher Supervisor. 	<ul style="list-style-type: none"> - Complete two formal lessons for CT and two for Supervisor. - Plan and implement TPA lessons. 	<ul style="list-style-type: none"> - Conference with Teacher Candidate following observed lessons. - Guide reflection, provide feedback, and support. - Evaluate Teacher Candidate on TPEs.

SINGLE SUBJECT INTERMEDIATE/ADVANCED PLACEMENT (CONT.)

Cooperating Teacher (CT)	Teacher Candidate (TC)	Teacher Supervisor
<ul style="list-style-type: none"> - Provide guidance and support as needed as TC gradually takes responsibility for teaching two periods. - Guide TC to plan lessons and curriculum reflecting standards-based instruction, give feedback on lessons and classroom management, provide direction in grading, etc. 	<ul style="list-style-type: none"> - Gradually assume teaching and co-teaching responsibilities for two periods of instruction including planning and grading with guidance and support from CT. 	<ul style="list-style-type: none"> - Conduct formal and informal visits to classroom.
<ul style="list-style-type: none"> - Provide support and guidance as needed as TC takes full responsibility for teaching two periods. 	<ul style="list-style-type: none"> - Continue responsibility for two periods of instruction including planning and grading with support from CT. 	<ul style="list-style-type: none"> - Conduct regular observations/ evaluations (two per quarter)
<ul style="list-style-type: none"> - Complete quarterly evaluation of TC's progress using the TPE Rubric (TC may request a letter of recommendation at a later date). 	<ul style="list-style-type: none"> - Complete quarterly self-evaluations using the TPE Rubric. 	<ul style="list-style-type: none"> - Schedule quarterly TPE conferences with CT and TC. - Provide formal feedback and evaluate TC using the TPE Rubric.
<ul style="list-style-type: none"> - Communicate regularly with Teacher Candidate and Teacher Supervisor. 	<ul style="list-style-type: none"> - Communicate regularly with Teacher Supervisor and CT. 	<ul style="list-style-type: none"> - Communicate regularly with CT and Teacher Candidate. - Provide weekly email update/check-in to TCs and CTs.

[1] *Italics* represent suggested guidelines; **Bold** represents required guidelines.

BILINGUAL AUTHORIZATION (OPTIONAL)

Bilingual Authorization – Philosophical, Theoretical and Research Foundations

With the passage of Proposition 58 in 2016, which repealed bilingual education restrictions enacted by Proposition 227 in 1998, and the adoption of the English Learner Roadmap by the California State Board of Education in July, 2017, it is vital to prepare teacher candidates for teaching in a multicultural/multilingual setting. The bilingual authorization program at UC Santa Cruz is designed to prepare bilingual teachers to meet the diverse linguistic and sociocultural needs of the schools and communities we serve and to prepare our candidates for a multicultural and multilingual world.

In order to provide TK-12 Spanish speakers access to challenging curriculum and core standards, bilingual teacher candidates learn to teach in two languages (Spanish and English) utilizing culturally relevant and culturally sustaining pedagogy. Through bilingual program coursework and the student teaching practicum, candidates reinforce competence in conversational and academic language in Spanish and develop a deeper understanding of the sociocultural values within the Latinx community. Bilingual candidates also become advocates for their students, learning to examine core curriculum and materials for bias and supplementing materials to make them more meaningful to their students. Candidates develop a variety of instructional strategies to address the needs of learners from linguistically and socioculturally different backgrounds. Graduates of our optional Bilingual Authorization program are equipped with the biliteracy, cross-cultural and pedagogical skills to support English learner success in bilingual school settings throughout California.

Philosophical Foundation

The Bilingual Authorization program's approach to the bilingual education authorization (Spanish) is the exploration of three of the most common programs offered in our region: (a) traditional elementary bilingual education, (b) K-12 dual language immersion, and (c) secondary native language content instruction. First, our candidates learn the background and purpose of an elementary level, late-exit bilingual education program. Our candidates understand that becoming literate takes considerable time and effort. Similarly, children learning a second language must make great cognitive and emotional investments if they are to succeed. Yet, it is these two challenging acts of the human intellect, literacy in the native language and learning a second language, that form the axles on which the wheels of "traditional" bilingual education turn. The twin goals of literacy in the native language while mastering a second language require high quality instruction. Our candidates learn that if bilingual education proceeds as planned, students enter late elementary school with sound content area knowledge, grade-level literacy skills in their native language, oral proficiency (and often strong literacy skills) in English, and pride in their cultural and linguistic heritage. They also come to share the view that bilingual education, when fully implemented, develops strong literacy skills in the native language, the linchpin of bilingual education. Without a strong foundation in literacy and academic development in the native language, the transition to English may result in low literacy and cognitive skills in two languages.

While we ensure that our candidates learn the important foundations of bilingual education, we devote great energy helping them see the advantages of two-way immersion programs (dual language programs, or DLPs), which, unlike traditional bilingual education, are focused on life-long bilingualism. Our candidates are introduced to the work of scholars and researchers such as Lindholm-Leary and Collier, who have demonstrated the educational power of DLPs. In addition to learning two languages, DLP programs offer the potential for cultural learning from other students,

which is absolutely essential for biliteracy and biculturalism. The overwhelming emphasis on DLPs in our program is that learning being bilingual means that one can communicate with many more people.

Finally, our single subject candidates are inculcated into the importance of native language instruction in the content areas for newcomer students. Building on the work of Bernard Mohan and scholars in the development of academic language such as Aida Walqui, Mary Schleppegrel, they learn that expert teachers can help immigrant secondary students learn content and language at the same time, but that support in the native language is crucial for the development of both.

Theoretical Foundations

When considering the important theoretical foundations of our program, our candidates learn the theoretical and policy contributions of well-known scholars such as Jim Cummins, Stephen Krashen, Ellen Bialystok, and Kenji Hakuta, as well as the more recent work of scholars such as Ofelia García (translanguaging), Aida Walqui and George Bunch (scaffolding academic success), Amanda Kibler (literacy development), and Bonny Norton (linguistic identity). We especially rely on our own faculty's work to develop our candidate's commitments to high quality language instruction in two languages. Examples include:

- Moschkovich, J. (2002). *A situated and sociocultural perspective on bilingual mathematics learners*. *Mathematical thinking and learning*, 4(2-3), 189-212.
- Téllez, K. & Varghese, M. (2013). *Teachers as intellectuals and advocates: Professional development for bilingual education teachers*. *Theory Into Practice*, 52, 128-135.
- Bunch, G. C. (2013). *Pedagogical language knowledge: Preparing mainstream teachers for English learners in the new standards era*. *Review of Research in Education*, 37(1), 298-341.

Research Base of Bilingual Authorization

Research has shown that student achievement is higher when teachers, schools and curriculum are inclusive of students' home languages and cultures and teach in ways that are culturally responsive. For example, Thomas and Collier (1999), in a large U.S. study of "School Effectiveness for Language Minority Students," identified three "key predictors of academic success—1-English language *and* primary language support through subject areas; 2- current approaches to teaching in two languages, and a 3- social-cultural climate in the school that is inclusive of English learners, their language and cultural background.

Research in literacy also supports the role bilingual instruction can play in the academic achievement of English Learners. The findings from the 2006 Report of the National Literacy Panel for Language Minority Children and Youth (2006) state that "Language minority students who are literate in their first language are likely to be advantaged in the acquisition of English literacy. This finding is supported by studies of cross-linguistic relationships as well as by evaluation studies that demonstrate that language minority students instructed in both their native language and English perform on average better on English reading measures than language minority students instructed only in English" (p. 3).

Bilingual Authorization Program Design

The bilingual authorization at UCSC offers a series of three courses which meet the Bilingual Education and Bilingualism portion of the authorization. **Candidates meet the other two criteria via CSET.** However, our courses integrate the essential topics necessary for understanding the

geographic, historical, sociopolitical, and sociocultural contexts of bilingual education, as well as inviting candidates to read scholarly papers in Spanish to advance their academic literacy skills.

During the first summer in our Teacher Credential Program, all students enroll in **EDUC 207: Social Foundations in Education** where they learn to examine their own mainstream cultural norms for bias and consider how their norms and experience may come into conflict with the cultural norms and experiences of students from linguistically and culturally diverse settings. Addressing issues of equity and developing strategies to effectively teach English learners is a part of all theory and methods courses in the program at UCSC, but a particular focus of Bilingual Program coursework in **EDUC 212 A, B and C: Bilingualism and Bilingual Literacy**.

For example, in **EDUC 212A: Bilingualism and Bilingual Literacy: Theoretical, Political and Historical Context of Bilingual Education**, candidates trace the history of bilingual education in the United States and review program options for English learners in *Educating English Learners, Language Diversity in the Classroom* in which Crawford (2004) states “bilingual approaches...that stress native-language development and a gradual transition to English have...proven superior in stimulating long-term achievement” (p. 29).

In **EDUC 212B: Bilingualism and Bilingual Literacy: Language, Literacy and Content Instruction, multiple subjects** candidates read *La enseñanza de la lectura y la escritura en español y en inglés: en clases bilingües y de doble inmersión* and single subjects, *Academic Language for ELLs and Struggling Readers*, in which Freeman and Freeman (2009), provide a foundation for literacy instruction and academic success for English learners.

In **EDUC 212C: Bilingualism and Bilingual Literacy: Community and School Partnerships**, candidates read, *School, family and community partnerships: Caring for the children we share*, Epstein (2002) and *Transformative parent involvement. The power of parents - a critical perspective of bicultural parent involvement in public schools*, Olivos (2006), in which candidates explore exemplary practices and models in working with bilingual-bicultural families in the community.

For example, in **EDUC 212C: Bilingualism and Bilingual Literacy: Community and School Partnerships**, candidates read, *Bridging Cultures*, in which Trumbull et. al. (2001), discuss how cultural norms can come into conflict in the classroom, for example, the writers state that “Although ‘cooperative learning’ has been widely promoted... the norm of cooperation has clearly not overridden the norm of competition. The conflict between the two norms is seen most clearly in settings such as Southern California, where immigrant Latinos are introduced to U.S. schooling... It is difficult for educators used to U.S. ‘mainstream’ norms to comprehend how drastic a shift this represents for students from a collectivistic culture.” (p. 13)

TEACHER CANDIDATE PROGRAM STATUS AND OTHER REQUIREMENTS

Teacher candidates are **not** legal teachers of record. Therefore, a credentialed substitute teacher must be in the school building with the teacher candidate when the Cooperating Teacher is absent or away from the school grounds. Teacher candidates may apply for a substitute permit and, if qualified, may substitute on a limited basis when their Cooperating Teacher is absent.

The Cooperating Teacher will leave the teacher candidate in charge of the classroom for progressively longer periods of time as the teacher candidate develops competency in their ability to lead classroom activities. However, the Cooperating Teacher *must* remain on the school grounds on all such occasions.

All teacher candidates are required to submit an application for a Certificate of Clearance and have it approved prior to entering the program. If at any time the Clearance is rejected or revoked, the candidate will be removed from the classroom immediately and required to withdraw from the credential program.

Policy on Professional Standards and Norms at School Sites

Candidates enrolled in Education Department programs must perform their responsibilities in a professional manner with respect to dress, language, punctuality, communications, and behavior. In addition, candidates must be sensitive to the expectations for behavior and professional responsibilities specific to the school site where the candidate is placed.

Legal Status of Teacher Candidates

Section 12202 of the State Education Code defines the legal status of teacher candidates while performing their duties in the public-school classroom:

The candidate is authorized to do student teaching without salary from district funds, and no teacher candidate shall be deemed a certified employee of the district with respect to acts performed by him at the direction, suggestion, or consent of the certificated employees under whose supervision, and control the holder performs his duties whether or not such duties are performed entirely in the presence of the employees of the district assigned to supervise the teacher candidate.

Student Field Trip Policy

Teacher candidates are not permitted to lead student field trips off campus. Candidates may accompany Cooperating Teachers on field trips if the role of the candidate is secondary supervision to support the Cooperating Teacher only when it does not interfere with program coursework or events. When candidates accompany a Cooperating Teacher and TK-12 students to off-campus events and field trips, all school rules for both the school district of the Cooperating Teacher and the University of California will apply.³ Candidates may transport students on off-campus field trips *only* if approved according to school/district procedures. These provisions will apply at all times, including the portion of student teaching when the candidate is acting as the sole teacher in the classroom.

³ Transportation (driving) of TK-12 students by UCSC teacher candidates without formal school/district approval in a private or school district vehicle is *not allowed*.

MASTER OF ARTS CAPSTONE PORTFOLIO

The comprehensive requirement for the Master of Arts in Education is the capstone portfolio. The capstone portfolio for all teacher candidates is comprised of the Becoming an Educator (BAE) Essay, the Teacher Performance Assessment, and in the case of the single subject candidates, a content study. The capstone portfolio provides candidates with an important opportunity to articulate their vision of teaching and learning in a way that integrates theoretical perspectives with practice. The portfolio is intended to be the culmination of the candidate's work over the course of the master's program and to demonstrate the depth as well as the breadth of the candidate's understanding and achievement.

To achieve this aim, candidates are expected to demonstrate how theories have informed their practice and how practice illuminates or contributes to theoretical understandings. They are also expected to show how, through reflection leading to action, they are attempting to improve their practice.

Throughout the portfolio, candidates must address their roles as educators working in a state and nation that is experiencing serious social, economic, and educational inequities. That is to say, all facets/sections of their portfolio must explicitly address how candidates promote equity, excellence, and advancement in education for all students given California's cultural, linguistic, and social diversity.

Becoming an Educator Essay Prompts (all candidates):

1) Setting the Context:

What are some key features of the current local, state and/or national educational contexts that you will encounter as a new teacher? This may include attention to demographics (i.e. language or race), policy (i.e. standards or school structures), or economic factors. Which elements of the Wheel of Social Justice will be most relevant to implement to effectively respond to the educational contexts that you describe? Think about particular factors that will likely interact with the principles and practices you will be writing about throughout this essay.

2) Principles and Commitments:

What are the broad principles, understandings, and commitments that shape your conception of teaching and that act as the frame on which you will hang your teaching practices? What are the underlying theories of teaching and learning that support your principles? How do these principles, understandings, and commitments link the promotion of academic excellence for students to the establishment of democratic learning communities in linguistically and culturally diverse settings? In what ways are these principles related to the current educational contexts addressed in Part 1?

3) Instructional and Curricular Practices:

What is your concrete vision of learning and teaching in the classroom? How will it address standards-based subject-matter content and disciplinary practices through instruction informed by sound theory and research? What actual instructional practices will you implement in your work—and how do those practices connect to broader theories, readings, and other program experiences you have had this year? In other words, 'paint a picture' with your writing of what your future classroom and its learning and teaching will look like.

Multiple-subjects candidates may answer Part 3 questions in relation to one specific content/disciplinary area of your choosing: literacy, mathematics, science, or social studies.

4) *Developing as a Self-Reflective Professional:*

Reflecting on the entirety of your teacher education experience, what kinds of tensions and contradictions did you encounter between the ideal and the real practices of teaching? Reflecting on the current educational contexts raised in prompt 1, your principles of teaching addressed in prompt 2, and the vision of learning and teaching in Prompt 3, how will you address the elements of the social justice wheel (advocacy/activism, consciousness, community, connections, experiences, perspectives, and critical lens) in your teaching practice?

Process

Students will meet with their assigned Faculty Advisor (with input from their Teacher Supervisor) to do the following for EACH of the four prompts: (a) select key course assignments completed throughout the year that they will revisit when drafting and completing their essays during the summer course; (b) outline key ideas that they wish to elaborate upon in response to each prompt; and (c) begin building a list of sources they will use to develop their arguments when writing their essays during the summer quarter.

Students draft and complete the BAE essay in EDUC 208 during Summer Quarter.

The May BAE Draft

It is recommended that students begin their essay by preparing an outline in response to the prompts. We suggest (a) selecting key course assignments (two or three), (b) drafting a paragraph or several bullet points outlining key ideas they plan to develop in response to each of the four prompts, and (c) identifying key readings (8 to 10 total across all four prompts) from their previous and current coursework.

The following graphic organizer may be helpful for thinking about this stage of the BAE:

	PROMPT 1 <i>Contemporary Contexts for Teaching</i>	PROMPT 2 <i>Educational Principles and Commitments</i>	PROMPT 3 <i>Instructional and Curricular Practices</i>	PROMPT 4 <i>Becoming a self-reflective practitioner</i>
Key Ideas	<i>What key ideas will you focus on that might help you answer the questions in this prompt?</i>	<i>What key ideas will you focus on that might help you answer the questions in this prompt?</i>	<i>What key ideas will you focus on that might help you answer the questions in this prompt?</i>	<i>What key ideas have you incorporated into who you are becoming as an educator?</i>
Sources/ Readings	<i>What key readings might help you explore, elaborate upon, or support your sense making about larger policy/ economic contexts relevant to answering the questions for this prompt?</i>	<i>What key readings might help you explore, elaborate upon, or support the broad principles, understandings, and commitments that you identified for this prompt?</i>	<i>What key readings might help you explore, elaborate upon, or support the concrete vision of learning and teaching that you identified for this prompt?</i>	<i>What key readings might help you grow and evolve as an educator?</i>
Key Course Assignments	<i>What key assignment/s or experiences informed your sense making about larger policy/ economic contexts?</i>	<i>What key assignment/s or experiences helped you identify your broad principles, understandings and commitments?</i>	<i>What key assignment/s or experiences helped you develop your concrete vision of teaching?</i>	<i>What key assignment/s or experiences might help you identify and explain valuable resources that will help you thrive as an educator going forward?</i>

MASTER'S CAPSTONE PORTFOLIO Teacher Performance Assessment

The Teacher Performance Assessment is an in-depth performance assessment of all aspects of teaching in a selected content area. A Teacher Performance Assessment is required for all teacher candidates in the State of California. Students pay a \$300 fee to Pearson in order to register to take the assessments and to have it scored.

The Performance Assessment determines teacher candidate competency in the areas of planning, instructing, and assessing. Candidates will plan and teach learning segments, while video-recording their interactions with students during instruction. They will assess student learning throughout the learning segment, and then submit a written explanation of and reflection on various task components. This will be evaluated using rubrics especially developed for each task.

Candidates will complete the Performance Assessment during Fall, Winter and Spring Quarters. The final deadline is in April.

A passing score is required for a California teaching credential. If a student does not pass, they may re-take the assessment and resubmit to Pearson for a new score after paying an additional fee.

STATE CREDENTIAL REQUIREMENTS

Some of the State credential requirements such as the Basic Skills and Subject Matter requirements may be met prior to beginning the program, while other requirements do not have to be met until after a candidate has begun the program.

Certificate of Clearance

In accordance with Education Code Section 44320(b), each credential candidate for an initial credential, prior to admission to any credential program, must obtain a Certificate of Clearance. A Certificate of Clearance is a document that indicates that the individual has completed the fingerprint and character & identification process and has been cleared by the California Commission on Teacher Credentialing to begin student teaching. To comply with this regulation, the UCSC Education Department must have on file a copy of the Certificate of Clearance before allowing a person to begin public school fieldwork or student teaching.

UCSC Credential Program applicants must apply for their Certificate of Clearance by the application deadline and submit evidence of their application or CTC issued document with their program application.

Certificate of Clearance Application instructions may be found at www.ctc.ca.gov.

U.S. Constitution Requirement

To qualify for the Preliminary Teaching Credential, California law requires that candidates successfully pass a college-level course, or exam, on the provisions and history of the U.S. Constitution. California State University graduates are waived from this requirement.

Please remember that the U.S. Constitution requirement must be met prior to application for the teaching credential and must be completed by **July 1** of the MA/C Program year.

Coursework must be approved by the Credential Analyst and verified by a copy of your transcripts. To request an evaluation of your coursework, transcripts must be submitted to the Credential Analyst by **December 1**.

Approved UCSC Courses:

POL 20	American Politics
POL/LGST 111A	Problems in Constitutional Law
POL 120A	National Political Institutions
HIS 10A (formerly HIS 25A)	US History to 1877

Alternatively, the Education Department administers an exam that meets the U.S. Constitution requirement, twice per quarter during the fall, winter and spring. Test study guides are available once you register for an exam. There will be no exams offered during the summer terms of the program.

The test covers the history and provisions of the U.S. Constitution. Questions include the Constitutional Convention of 1787, the 26 Amendments to the Constitution, and those powers allowed by the Constitution which are exercised by the Senate, U. S. House of Representatives, and the Judicial and Executive branches. You must also be knowledgeable about landmark Supreme Court decisions.

We will also accept passage of the online exam offered by Notre Dame de Namur University. Candidates must satisfy the Constitution requirement **by July 1** in the final summer term of the MA/C Program.

Please contact the Credential Analyst to submit a copy of your transcripts to verify approved coursework **by December 1**.

Cardiopulmonary Resuscitation (CPR) Requirement

All applicants for the California SB2042 Preliminary credential must complete a cardiopulmonary resuscitation (CPR) course or provide verification of training in CPR. The course must cover infant, child and adult CPR skills, plus rescue breathing and choke rescue, education risk factors, sudden cardiac arrest, and may include causes of respiratory arrest, healthy heart concept and emphasis on recognizing the symptoms of heart attack and taking action before CPR becomes necessary.

Verification of CPR training must be current and valid at the time of application for the Preliminary Credential and must be verified by submitting a copy of your CPR card to the office of the UCSC Credential Analyst by **July 1** in the final summer term of the MA/C Program. It is *highly recommended that candidates complete this requirement during Winter Quarter or early in the spring due to training availability and your course schedules.*

California SB2042 Preliminary Credential Technology Requirement

Technology Level 1 (Beginning) is required for the California Preliminary Credential. Candidates may satisfy this requirement by passing an approved Level 1 Technology course. UCSC Extension offers XSC 209: Intro to Technology in Schools six times per year.

Candidates may also meet this requirement by passage of the CSET Preliminary Technology subtests I and II (CSET test codes 133 and 134). These tests are only offered during the September, January & March test dates. Candidates taking the exams must submit a copy of their passing CSET scores to the Credential Analyst by **July 1** in the final summer term of the MA/C Program.

TECHNOLOGY REQUIREMENTS

Throughout the program technology is used on a number of learning platforms for class work communications, and more. Technology is viewed as providing valuable learning tools. Therefore, candidates are asked to bring a laptop, Chromebook, tablet, or smart phone to all classes, and have home access to the Internet to facilitate important communications. On campus, candidates have access to eduroam, a free, encrypted, secure, roaming wireless access service. Candidates may also configure your mobile device to use eduroam. Instructions are available on the campus Information Technology website.

UCSC Non-Discrimination Statement

The University of California, in accordance with applicable Federal and State law and University policy, prohibits discrimination against or harassment of any person and does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), genetic information (including family medical history), ancestry, marital status, age, sexual orientation, citizenship or service in the uniformed services (as defined by the Uniformed Services Employment and Reemployment Rights Act of 1994). The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, treatment in University programs and activities and employment. University policy also prohibits retaliation for bringing a complaint of discrimination or participating in a complaint process or investigation pursuant to this policy.

Inquiries regarding the University's student-related nondiscrimination policies may be directed to Student Judicial Affairs, (831) 459-1738. Inquiries regarding the UCSC Policy on Sexual Assault, the UC Policy on Sexual Harassment, and Procedures for Reports of Sexual Assault(s) and Sexual Harassment and/or violations of Title IX may be directed to the Title IX Coordinator/Sexual Harassment Officer, (831) 459-2462, or e-mail ttsugawa@ucsc.edu.

Inquiries regarding the University's affirmative action, equal employment opportunity, and nondiscrimination policies for staff or academic employment may be directed to the Office for Diversity, Equity, and Inclusion, (831) 459-3676, or e-mail cbene@ucsc.edu. For academic employment related matters, inquiries may also be directed to the Academic Personnel Office, (831) 459-5579, or e-mail apo@ucsc.edu.

Student inquiries regarding disability or disability accommodations may be addressed to the Director, Disability Resource Center, (831) 459-2089, or e-mail drc@ucsc.edu. It is highly recommended that students who worked with the UCSC DRC office as undergraduate students meet for re-evaluation. Under the ADA, disability accommodations in higher education require that students, faculty, and the disability services office participate in the interactive process, which is ongoing. Please note that accommodations for extensions on assignments require participation in the interactive process. It is an accommodation that is typically used sparingly and should be 1-2 days in most cases; the expectation is that requests are made with as much advance notice as possible. There may be cases when an extension would not be considered reasonable, which can be determined by the interactive process with DRC.

CALIFORNIA TEACHING PERFORMANCE EXPECTATIONS

The California Teaching Performance Expectations (TPE) comprise the body of knowledge, skills and abilities that credential candidates are expected to learn in their teacher preparation program. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing coursework, engaging in clinical practice, and passing a teaching performance assessment (UCSC uses the edTPA). Your evaluation of the Teacher Candidate's progress is based on these expectations.

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. (<i>See Subject-Specific Pedagogical Skills for reference.</i>)
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 [Universal Design for Learning and Multi-Tiered Systems of Support];
- . 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. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means 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 and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

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

TPE 7: Effective Literacy Instruction for All Students
1. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards ³ and the themes of the <i>California English Language Arts/English Language Development Framework</i> (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.
2. Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California’s Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the <i>California Dyslexia Guidelines</i> , including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).
3. Incorporate asset-based pedagogies, ⁴ inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students’ cultures, languages,

<p>dialects, and home communities. Promote students’ literacy development in languages other than English in multilingual (dual language and bilingual education) programs.</p>
<p>4. Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.</p>
<p>5. Foundational Skills.6 Multiple Subject Candidates: Develop students’ skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students’ progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.</p>
<p>6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students’ literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.</p>
<p>7. Language Development. Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.</p>
<p>8. Effective Expression. Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.</p>
<p>9. Content Knowledge. Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking</p>

in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship

10. Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making.⁸ Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students.⁹ If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

11. Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

SB 488 – EFFECTIVE LITERACY INSTRUCTION FOR ALL STUDENTS

[Senate Bill 488](#) (SB 488), signed into law by Governor Newsom in October of 2021. SB 488 required the Commission on Teacher Credentialing to update its literacy and reading standards for California’s teacher education programs, and now requires that programs ensure that teacher candidates study and practice the literacy and reading instruction practices outlined in their document, [Effective Literacy Instruction for All Students](#).

California’s teacher performance assessments (e.g. edTPA) will also address the new Reading and Literacy Instruction Teacher Performance Expectation (TPE 7) beginning with the 2025-2026 academic year. Consequently, this will require that candidates have opportunities to practice TPE 7 in their placement classrooms. To ensure that candidates are successful, cooperating and mentor teachers, under SB 188, are now required to provide opportunities for student teachers to teach literacy and reading instruction that is aligned to the new reading standards.

The goal of SB 488 is to ensure that California’s new teachers are prepared to support all students’ capacities as effective and critical readers, writers, listeners, and speakers. The Literacy Standard and TPE 7 are grounded in Universal Design for Learning and asset-based pedagogies, and focus on five crosscutting literacy themes: Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge, in alignment with the [English Language Arts/English Language Development \(ELA/ELD\) Framework, 2015](#). California’s comprehensive literacy plan emphasizes:

- Equity, diversity, inclusion
- Instructional materials that are asset based and culturally and linguistically responsive, affirming, and sustaining
- Multi-tiered systems of support (MTSS)
- Instruction that is responsive to: age, language, literacy development, literacy goals
- Engaging families and communities as educational partners
- Social, emotional, and trauma-informed practices
- Incorporation of [California Dyslexia Guidelines](#)
- Integrated and designated ELD
- Promotion of multiliteracy (e.g., reading, writing, digital, visual) in English and multilingual programs
- Assessment: universal screening, diagnostic, formative, progress monitoring, summative

The literacy program standard requires that candidates employ:

- Evidence-based means of teaching foundational reading skills in print concepts, phonological awareness, phonics and word recognition, and fluency to all pupils, including tiered supports for pupils with reading difficulties, English learners, and pupils with exceptional needs.

In addition to teaching foundational reading skills, teacher candidates will also need opportunities in their classroom placements to:

- Engage students in literal and inferential comprehension of literary and informational texts using higher-order cognitive skills through reading, speaking, listening, and writing (TPE 7.6)
- Promote students' oral and written language development and use of discipline-specific academic language by leveraging students' existing linguistic repertoires (TPE 7.7)
- Develop students' expression and communication skills through writing, discussion, and presenting, as well as their use of language conventions (7.8)
- Integrate reading, writing, speaking and listening into content area instruction (TPE 7.9)

Multiple subjects and Single Subject English candidates will need opportunities to:

- Assess and monitor students' literacy development (TPE 7.10)
- Teach English language development for students identified as English learner students (7.11)
- Observe and practice use of screening and diagnostic techniques to inform their teaching
- Observe and practice the concepts and strategies included in the [California Dyslexia Guidelines](#), if possible, with the understanding that not all candidates will teach a student with dyslexia.

MA/CREDENTIAL OFFICES AND CANDIDATE MAILBOXES

The MA/Credential Program office is located on the second floor of McHenry Library, Room 2140. Offices of the Program Coordinator and Credential Analyst, Esperanza Zamora, Room 3140, and the Program Assistant, Matthew Garipay, Room 2161, are also in McHenry.

Directions to the MA/Credential Program Offices:

Enter the McHenry Library Building main entrance (Library Entrance and Global Village Café level), and walk out into the Library courtyard area. Education Department Offices are inside a glass entrance to the right if you are facing the grassy hill.

MA/Credential Program Staff:

For general questions or questions regarding the Teacher Performance Assessment or to check out video recording devices, contact:

Matthew Garipay
MA/C Program Assistant
McHenry Library 2161
831-459-2200 (office)
mgaripay@ucsc.edu

To discuss credential concerns or enrollment issues, contact:

Esperanza Zamora, MA
MA/C Program Coordinator and Credential Analyst
McHenry Library 3140
831-459-1261 (office), 831-332-1395 (mobile)
zamora@ucsc.edu

For program issues or concerns, contact:

Soleste Hilberg, PhD
Director of Teacher Education
McHenry Library 3141
831-459-2280 (office), 831-227-8199 (mobile)

Candidate Mailboxes are located in McHenry 2167, the Education Department Graduate Student Commons. This space is for all Education graduate students. Please keep it tidy and secure. Those who use this room are responsible for it and its security. There are various refuse containers available outside this room in the hall to properly dispose of any waste. Please clean up any spills immediately.

APPENDICES

TERMS AND DEFINITIONS

Becoming an Educator (BAE)

A comprehensive and reflective compilation of a candidate's work demonstrating an understanding of theory and practice and designed to show growth over time in the program. Both the Becoming an Educator essay along with successful completion of a Teacher Performance Assessment, which is completed and submitted in the Spring Quarter, and the Content Study in the case of single subject candidates, are required to earn the MA degree and credential.

Bilingual Authorization Program

Types of Instruction to English Learners Authorized by Bilingual Authorization:

- Instruction for English Language Development (ELD)
- Specially Designed Academic Instruction Delivered in English (SDAIE)
- Content Instruction Delivered in the Primary Language

The sole approved language of emphasis at the UCSC MA/Credential Program is Spanish.

CBEST: California Basic Educational Skills Test

An assessment of basic skills (reading, writing, math), providing a means to satisfy the state Basic Skills Requirement for all public-school teachers prior to credential certification. www.cbest.nesinc.com

CCTC: California Commission on Teacher Credentialing

A state agency responsible for the establishment of requirements for credentials that authorize public school teaching and service. www.ctc.ca.gov

CSET: California Subject Examinations for Teachers

An assessment of Subject Matter Competency (reading, writing, math), providing a means to satisfy the state Subject Matter Requirement for all public-school teachers prior to credential certification.

CSTP: California Standards for the Teaching Profession

Standards for professional teaching practice in California.

Content Study (for single subject candidates only):

A demonstration of the candidate's knowledge with respect to the content for which they are responsible and with appropriate pedagogical practices for teaching this content.

edTPA

Teacher Performance Assessment. A comprehensive assessment of teacher candidates required for the California Teacher Credential.

English Learner Authorization

The teacher authorization process by which teachers are certified as having specified knowledge, skills, and abilities for providing instruction to English Learners.

Induction

California has a two-tiered credentialing system for teachers. Preliminary programs such as the UCSC MA/C Program prepare candidates for a preliminary teaching credential. The second tier of preparation is a two-year job-embedded induction program that provides extensive support and mentoring to new teachers in their first two years of teaching.

Multiple Subjects Candidates

Authorization to teach in a self-contained classroom. These candidates usually teach in a TK-5th grade classroom.

Narrative Evaluation

A description of the candidate's academic performance in a course. Instructors have an option of including this evaluation in addition to your course grade. (S/U or Letter Grade)

Single Subject Candidates

Authorization to teach in departmentalized classroom. These candidates usually teach in 7th - 12th grade classrooms.

TPEs: Teaching Performance Expectations

The requirements for teacher candidates that must be addressed during the preparation programs. Candidates are evaluated each quarter on the TPEs by the Cooperating Teacher and Teacher Supervisor.

Multiple Subjects Program at a Glance

University of California, Santa Cruz Education MA/Credential 2024-2025 MULTIPLE SUBJECTS Credential

Dates	Course Information		Student Teaching
First Term			
July 22 – August 30, 2024	EDUC 205 EDUC 207 EDUC 210 EDUC 213 EDUC 218	Teaching, Learning, and Schooling in a Diverse Society (5 credits) Social Foundations of Education (5 credits) Health, Safety & Community (2 credits) Child and Adolescent Development for Educators (2 credits) Topics in Elementary Ed: Visual Arts (2 credits)	15 Observation Hours in initial placement from first day of school in August to Labor Day
Summer Bridge			
September 9– September 25, 2024 *Summer Bridge Courses	*EDUC 200¹ *EDUC 211 *EDUC 220	Beginning Student Teaching (5 credits) Teaching Special Populations (2 credits) Reading & Language Arts for Elementary Classroom (5 credits) <i>Do not enroll for Bridge classes; enroll for Fall Quarter</i>	Beginning Student Teaching 16 hours per week after Labor Day
Fall Quarter			
September 26 – December 13, 2024	EDUC 222 EDUC 212A	Math Learning & Teaching in Elementary Classrooms (5 credits) Bilingualism and Biliteracy (2 credits) – <i>Bilingual Authorization Candidates only</i> Recommend CSET Technology subtests I & II OR online extension course, XSC 209 Tech in Schools (2 credits)	Beginning Student Teaching 16 hours per week
Winter Quarter			
January 6 – March 21, 2025	EDUC 201 EDUC 203 EDUC 221 EDUC 212B	Intermediate Student Teaching (5 credits) Methods of English Language Development (5 credits) Science Learning & Teaching in Elementary Classrooms (5 credits) Bilingualism and Biliteracy: Language, Literacy and Content Instruction (2 credits) – <i>Bilingual Authorization Candidates only</i>	Intermediate Student Teaching 16 hours per week
Spring Quarter			
March 31 – June 12, 2025 <i>*Spring break follows school district schedule</i>	EDUC 202 EDUC 214 EDUC 217 EDUC 219 EDUC 212C	A, B & C Advanced Student Teaching (15 credits) Contemporary Issues in Education (2 credits) Topics in Elementary Ed: Physical Education (2 credits) Topics in Elementary Ed: Performing Arts (2 credits) Bilingualism and Biliteracy: Community and School Partnerships (2 credits) – <i>Bilingual Authorization Candidates only</i>	Advanced Student Teaching (Full-time) Approximately 35 hours per week (from 30 mins before to 30 mins after school)
Fifth Term			
June 16 - July 18, 2025	EDUC 208	Portfolio Development (2 credits)	

Total Multiple Subject: 71 Quarter Credits (77 for Bilingual Authorization Candidates)

Single Subject Program at a Glance

2024-2025 SINGLE SUBJECT Credential

Dates	Course Information		Student Teaching
First Term			
July 22 – August 30, 2024	EDUC 205 EDUC 207 EDUC 210 EDUC 213	Teaching, Learning, & Schooling in a Diverse Society (5 credits) Social Foundations of Education (5 credits) Health, Safety & Community (2 credits) Child & Adolescent Development for Educators (2 credits)	10 Observation hours in initial placement from first day of school in August to Labor Day in September
Summer Bridge			
September 9– September 25, 2024 *Summer Bridge Courses	*EDUC 200 ¹ *EDUC 211	Beginning Student Teaching (5 credits) Teaching Special Populations (2 credits) <i>Do not enroll for Bridge classes. Enroll for Fall Quarter</i>	Beginning Student Teaching: 15 hours per week after Labor Day in September
Fall Quarter			
September 26 – December 13, 2024	EDUC 204 EDUC 226 EDUC 228 EDUC 230 EDUC 232 EDUC 212A	Methods of Teaching English Language Development (5 credits) ONE of the following courses based on subject area: English Teaching: Theory and Curriculum (5 credits) Math Education: Research and Practice (5 credits) Science Education: Research and Practice (5 credits) Social Science: Theory and Curriculum (5 credits) Bilingualism and Biliteracy: Theoretical, Political, & Historical Context of Bilingual Education (2 credits) – <i>Bilingual Authorization Candidates only</i> Recommend CSET Technology subtests I & II OR online extension course, XSC 209 Tech in Schools (2 credits)	Beginning Student Teaching: 15 hours per week
Winter Quarter			
January 6 – March 21, 2025	EDUC 201 EDUC 201A EDUC 227 EDUC 229 EDUC 231 EDUC 233 EDUC 212B	Intermediate Student Teaching (5 credits) Intermediate Student Teaching (5 credits) ONE of the following courses based on subject area: English Teaching in Secondary Classrooms (5 credits) Teaching Mathematics in Secondary Classrooms (5 credits) Teaching Science in Secondary Classrooms (5 credits) Social Science Teaching in the Secondary Classroom (5 credits) Bilingualism and Biliteracy: Language, Literacy and Content Instruction (2 credits) – <i>Bilingual Candidates only.</i>	Intermediate Student Teaching: 15 hours per week in November then two periods per day plus preparation periods and lunch hour (approximately 20-25 hours/week, December -March)
Spring Quarter			
March 31 – June 12, 2025 <i>*Spring break follows school district schedule</i>	EDUC 202 EDUC 214 EDUC 225 EDUC 212C	A,B & C Advanced Student Teaching (15 credits) Contemporary Issues in Education (2 credits) Reading & Writing Across the Curriculum in Middle School & Secondary (5 credits) Bilingualism and Biliteracy: Community and School Partnerships (2 credits) – <i>Bilingual Candidates only</i>	Advanced Student Teaching: Solo teaching two periods per day plus preparation periods and lunch hour (approximately 25 hours per week, March-June)
Fifth Term			
June 16 - July 18, 2025	EDUC 208	Portfolio Development (2 credits)	

Total Single Subject: 70 Quarter Credits (76 for Bilingual Authorization Candidates)

GRADUATE STUDENT COMPLAINT GUIDELINES

The purpose at each stage of the procedures outlined below is to:

- Clarify the problem
- Clarify the options
- Open communications
- Establish a plan of action
- Evaluate plan and revise if needed.

The steps listed above outline how complaints are most often approached. However, there are cases when candidates may wish to talk directly to a specialist in the domain of the complaint (e.g. the campus sexual harassment or labor relations officers).

A graduate student with a complaint against a faculty member should discuss the issue with the faculty member first. An exception may occur when the graduate student feels she/he cannot approach the faculty member directly because she/he fears a negative performance evaluation by that faculty member. If the complaint still resists resolution, the student should inform the Lead Faculty Advisor, Director of Teacher Education, or Department Chair.

Once the Department Chair is apprised of the complaint, she/he, the Teacher Education Committee, and the faculty member against whom the complaint is lodged should meet to resolve the complaint, reporting the resolution thereafter to the student with the complaint.

Should all of the above fail to resolve the complaint brought by the graduate student against a faculty member, the graduate student has recourse to the Dean of Graduate Studies, with whom she/he may lodge their complaint. The Dean, at their discretion, may meet with the faculty member involved and the Department Chair to resolve the complaint, reporting thereafter to the student who brought the complaint.

As a final step within the campus system, the graduate student may bring their complaint to the Graduate Council if the measures outlined above fail to resolve the complaint to their satisfaction. The Graduate Council arbitration is presumed final.

Adopted by the Education Department, November 8, 1994.

ADDING AN AUTHORIZATION TO A MULTIPLE OR SINGLE SUBJECT TEACHING CREDENTIAL

On rare occasions, depending on a number of factors including the class schedule, MA/C students may qualify to earn a second credential during their program. For instance, students pursuing a Multiple Subjects credential may also earn a Single Subject credential. The requirements for Single Subject candidates to also obtain a Multiple Subjects credential are more extensive.

Please note that **no schedule changes or other accommodations will be made** to permit a student to take the additional coursework necessary for an added authorization. In addition, once enrolled, the additional methods course is considered part of the student's program (i.e. if the student earns an Unsatisfactory, a C or below, or Incomplete, the procedures for continued enrollment apply). Students earning the second credential must apply directly to the CTC; UCSC may not apply for the second credential on behalf of the candidate, and pay the applicable CTC fees.

A student may not earn more than one second credential during the program, except in the case of Single Subject Science (see note below).

Multiple Subjects Candidates Seeking an added Single Subject Authorization

Regulations from the California Commission on Teacher Credentialing require holders of Multiple Subjects Teaching Credentials who wish to obtain Single Subject Teaching Credentials to verify both of the following:

- Satisfy the specific subject matter competency requirement (i.e., the CSET subject-area test[s]).
- Complete one three-semester-unit (4-quarter-credit) course in Single Subject teaching methods for the specific content area sought.

In order for a Multiple Subjects candidate to earn the second credential in a Single Subject during their program at UCSC, before the end of the Fall Quarter they must:

- **Pass the relevant CSET examination *prior* to taking the relevant Winter Quarter methods course**
- Amass significant experience (30 hours minimum) working with youth (ages 12-18) in an educational setting
- **Have completed with a B or better at least two upper division courses in the relevant discipline**
- Consult with the instructor of the methods course and obtain **written approval to enroll**
- Consult with and obtain **approval from their Teacher Supervisor**

Single Subject Candidates Seeking an added Multiple Subjects Authorization

Holders of a Single Subject Teaching Credential must verify all of the following to obtain a Multiple Subjects Teaching Credential:

- Satisfy the Multiple Subjects subject-matter competency requirement (i.e., the CSET multiple subjects tests)

- Complete a three-semester unit (4-quarter-credit) course in methodology directly related to teaching in a self-contained setting (EDUC 222, Fall Quarter or EDUC 221, Winter Quarter)
- Complete a course on teaching English for the beginning language learner, including reading instruction (EDUC 203, Winter Quarter)
- Passage of the required reading instruction assessment (RICA) by the end of the program

In order for a Single Subjects candidate to earn the second credential in Multiple Subjects during their program at UCSC, they must:

- Pass the Multiple Subjects CSET examinations *prior* to taking the required courses
- Amass significant experience (30 hours minimum) working with children (ages 5-11) in an educational setting
- Consult with the instructor of the appropriate methods courses and obtain written approval to enroll
- Consult with and obtain approval from the candidate's Teacher Supervisor

Single Subject Candidates Seeking an added Single Subject Authorization

The holder of a Single Subject Teaching Credential who wishes to add another Single Subject area must verify subject matter competency in that area (i.e., passing scores on the CSET subtests in the new content area before enrolling in the relevant methods course) and complete a three-semester unit methodology course in the added subject area. If a Single Subject Science candidate wishes to add an additional science credential area, they are only required to meet subject matter competency (CSET); there is no additional methodology course requirement.

A final important note: *CTC permits any credentialed teacher (preliminary or clear) to self-apply for a second credential at any point in the career. Note that the required methods course(s) does not need to be taken at UCSC.*

Please contact the Credential Analyst, should you have any questions regarding these requirements.



ACADEMIC AND ADMINISTRATIVE CALENDAR 2024–25

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Key Dates

	Fall '24	Winter '25	Spring '25	Summer '25
QUARTER BEGINS	Sept 21 Sat	Jan 3 Fri	Mar 31 Mon	June 23 Mon
ORIENTATION See orientation schedule for details (orientation.ucsc.edu).				
INSTRUCTION BEGINS	Sept 26 Thur	Jan 6 Mon	Mar 31 Mon	June 23 Mon
INSTRUCTION ENDS	Dec 6 Fri	Mar 14 Fri	June 6 Fri	Aug 29 Fri
FINAL EXAMINATIONS	Dec 9-13 Mon-Fri	Mar 17-21 Mon-Fri	June 9-12 Mon-Thur	varies
QUARTER ENDS	Dec 13 Fri	Mar 21 Fri	June 12 Thur	Aug 29 Fri
NUMBER OF DAYS OF INSTRUCTION	M-9, T-10, W-10, Th-10, F-10	M-8, T-10, W-10, Th-10, F-10	M-9, T-10, W-10, Th-10, F-10	
TOTAL DAYS OF INSTRUCTION	49	48	49	
COMMENCEMENTS			June 13-15 Fri-Sun	
HOLIDAYS OBSERVED	Sept. 2-Labor Day Nov. 11-Veterans Day Nov. 28-Thanksgiving Holidays Dec. 24, 25, 31, Jan. 1-Winter Holidays Jan. 20-Martin Luther King, Jr. Day		Feb. 17-Presidents' Day March 28-César Chávez Day May 26-Memorial Day June 19-June 19th Day July 4-Independence Day Sept. 1-Labor Day	
CAMPUS CLOSURE DATES	Tuesday, Dec. 24, 2024 through Wednesday, Jan. 1, 2025			

Advising and Advance Enrollment

	Fall '24	Winter '25	Spring '25	Summer '25
Continuing and Readmitted Students (includes visitors)				
ENROLLMENT PREP WEEK Continuing and readmitted undergraduates. Class search available.	May 13-17 Mon-Fri	Nov 7-13 Thur-Wed	Feb 19-25 Wed-Tues	Mar 15 Sat
PRIORITY ENROLLMENT BEGINS Continuing and readmitted graduate and undergraduate students, by appointment.	May 20 Mon	Nov 14* Thur	Feb. 26 Wed	May 1 Thur
Priority Enrollment for Fall 2025				
ENROLLMENT PREP WEEK	May 12-16 Mon-Fri			
PRIORITY ENROLLMENT BEGINS	May 19			
* Revised: 06/28/24				
Enrollment continues following priority enrollment. For more information, see the online Schedule of Classes . For more dates for first and second pass, and waitlist appointments, see Schedule of Classes.				

	Fall '24	Winter '25
New Students		
PRIORITY ENROLLMENT		
New graduate students	June 27 Thur	Dec 12 Thur
New undergraduates by appointment	Aug 9-22 Fri-Thur	Nov 14 Thur
Enrollment continues following priority enrollment. For more information, see the online Schedule of Classes .		

	Fall '24	Winter '25	Spring '25	Summer '25
GRADUATE LEAVE OF ABSENCE Deadline to petition for a Leave of Absence except for emergencies.	Aug 8 Thur	Nov. 6 Wed	Feb 11 Tues	
E-BILLS AVAILABLE ON UCSC eBILL/ePAY Including registration and housing fees.	Aug 28 Wed	Nov 27 Wed	Feb 28 Fri	Varies*
STUDENT HEALTH INSURANCE WAIVER Deadline to apply for waiver. Cowell Student Health Center.	Sept 16 Mon	Dec 16 Mon	Mar 17 Mon	July 1 Tues
MINIMUM CREDIT LIMIT ENFORCED Twelve credits for undergraduates and five credits for graduates.	Sept 17 Tues	Dec 30 Mon	Mar 24 Mon	N/A
FINANCIAL AID DISBURSED TO STUDENT ACCOUNTS	Sept 17 Tues	Dec 30 Mon	Mar 24 Mon	Varies*
HOUSING AND DINING FEES DUE Fees are paid at the Financial Service Center.	Sept 18 Wed	Dec 18 Wed	Mar 25 Tues	Varies*
UNDERGRADUATE REGISTRATION FEES DUE Fees are paid at the Financial Service Center.	Sept 18 Wed	Dec 18 Wed	Mar 25 Tues	Varies*
GRADUATE LATE LEAVE OF ABSENCE DEADLINE Deadline to petition for LOA; receive full registraion refund. Division of Grad. Studies.	Sept 26 Thur	Jan 6 Mon	Mar 31 Mon	
WITHDRAW FROM THE UNIVERSITY Deadline to file to withdraw during quarter and receive full registration fees refund. College/Division of Graduate Studies.	Sept 26 Thur	Jan 6 Mon	Mar 31 Mon	N/A
UNDERGRADUATE ENROLLMENT DEADLINE Students must be enrolled in one class by this date.	Sept 30 Mon	Jan 8 Wed	Apr 2 Wed	Varies*
CLASS PERMISSION NUMBERS REQUIRED	Oct 5 Sat	Jan 15 Wed	Apr 9 Wed	N/A
GRADUATE STUDENT ENROLLMENT AND FEE PAYMENT DEADLINE Fees are paid at the Financial Service Center.	Oct 10 Thur	Jan 16 Thur	Apr 10 Thur	N/A
GRADUATE STUDENT PART-TIME/IN ABSENTIA Deadline to apply for a reduced class load and fees.	Oct 10 Thur	Jan 16 Thur	Apr 10 Thur	N/A
ADD/DROP/SWAP CLASSES ENDS Deadline to process enrollment transactions.	Oct 16 Wed	Jan 24 Fri	Apr 18 Fri	Varies*
OPT OUT OF UCSA AND UCGPC FEES Opt-out deadline for UC Student Association and Graduate Student Association fees.	Oct 16 Wed	Jan 24 Fri	Apr 18 Fri	N/A
UNDERGRADUATE PART-TIME PROGRAM Deadline to apply for a reduced class load and fees. Office of the Registrar.	Oct 16 Wed	Jan 24 Fri	Apr 18 Fri	N/A
LATE ADD/ADD BY PERMISSION BEGINS First day to add a class by permission or petition. MyUCSC.	Oct 17 Thur	Jan 25 Sat	Apr 19 Sat	N/A
UNDERGRADUATE WITHDRAW FROM A CLASS BEGINS First day to drop with a W (Withdraw) notation. MyUCSC.	Oct 17 Thur	Jan 25 Sat	Apr 19 Sat	Varies*
DECLARATION/CHANGE OF MAJOR/MINOR Deadline to file petition. Contact your department for major/minor declaration information.	Oct 25 Fri	Feb 7 Fri	Apr 25 Fri	N/A

*See summer.ucsc.edu for session dates and deadlines.

my.ucsc.edu

Quick link to MyUCSC portal



The screenshot shows the UC Santa Cruz website. At the top, there is a navigation bar with links for MyUCSC, People, Calendars, Maps, A-Z Index, and a search box. Below this is the UC Santa Cruz logo and the slogan "OUR VOICES WILL DEFINE THE CENTURY". A secondary navigation bar includes links for ABOUT, ACADEMICS, RESEARCH, ADMISSIONS & AID, CAMPUS LIFE, NEWS, and GIVE. The main content area features a large photograph of a conductor leading a brass ensemble in a field. Below the photo are three award callouts: "Top 15 for making an impact on the world" (by Princeton Review), "#1 for racial and gender diversity in leadership" (by Women's Power Gap Initiative), and "Gold for excellence in sustainability" (by Association for the Advancement of Sustainability in Higher Education).



UC SANTA CRUZ

Log in to MyUCSC

CruzID

Gold Password

Disable single sign-on

Uncheck to enable single sign-on.

Log in



[Forgot password?](#)

[Get Help](#)

Sign into *MyUCSC* to enroll in classes, check your schedule, review your portal messages, and more.

VETERANS, RESIDENCE QUESTIONS?

Residency Zoom Drop-In

[Please check the calendar for dates and times](#)

Meeting ID: 929 5019 0947; Passcode: 383939

Military-Connected Zoom Drop-in

[Please check the calendar for dates and times](#)

Meeting ID: 951 9600 8218; Passcode: 849481

FOR STUDENTS

I Need To:

- [Enroll in a course](#)
- [Apply to graduate](#)
- [Order a transcript](#)
- [Change my privacy settings](#)
- [Get access to MyUCSC](#)
- [Know why UCSC is asking gender identity and sexual orientation questions](#)
- [Learn About MyScheduler](#)
- [Access Student Forms](#)
- [Find Answers—Student FAQs](#)

FOR FACULTY/STAFF

- [Course Approval Information](#)
- [Classrooms](#)
- [Grading](#)
- [Guidelines for Writing Narrative Evaluations](#)
- [10 Things I Need to Know About Privacy](#)
- [Manual of the Systemwide Academic Senate](#)
- [Manual of the Santa Cruz Division Academic Senate](#)
- [MyUCSC/AIS Information and Help](#)
- [Faculty and Staff Forms](#)

ACADEMIC/ADMIN GOOGLE CALENDAR

UCSC Academic and Administrative Calendar, published by the Office of the Registrar

Today [←](#) [→](#) Jul 7 – 13, 2024 [Print](#) [Week](#)

Sun 7/7	Mon 7/8	Tue 7/9	Wed 7/10	Thu 7/11	Fri 7/12	Sat 7/13
10-week dates (Summer 2024)						
Summer Session (Summer 2024)*						
10-week dates (Summer 2024)						
8-week dates (Summer 2024)						
Session 1 dates (Summer 2024)						

Events shown in time zone: Pacific Time - Los Angeles [Google Calendar](#)

Important academic dates can be found here. The Education Department will provide information regarding summer terms.

sbs.ucsc.edu

STUDENT BUSINESS SERVICES

[About SBS](#) [Payments & Billing](#) [Loans & Repayment](#) [SlugCents](#) [How To's](#) [FAQ's](#)



The Student Business Services website provides useful financial information, such as billing dates and direct deposit services.

Check Out SlugCents

Financial Literacy Program

Online education, financial coaching, workshops, and more!



ANNOUNCEMENTS

- MAY 31** Financial Service Center - No in person hours
- JAN 23** 2023 1098-T Forms Available Online
- JAN 22** EMAIL SCAM ALERT
- JAN 3** Update on UCSC Check Refunds 01/03/24

[More events >](#)

FAQ'S

- Billing FAQ's
 - UCSC eBill/ePay FAQ's
 - Account Hold FAQ's
- For a complete list of our FAQ's click here: [Frequently Asked Questions](#)

FORMS

- Stop Payment Form (via MyUCSC eForms)
- Tuition Deferred Payment Plan (TDPP) Application (via MyUCSC eForms)
- UC Student Association (UCSA) Opt Out Form (via MyUCSC eForms)
- UC Graduate and Professional Council (UCGPC) Opt Out Form (via MyUCSC eForms)

For a complete list of our forms click here: [Forms](#)

Student Resources

Academic Regulations

- [Academic Integrity](#)
- [Academic Senate Graduate Council](#)
- [Graduate Student Handbook](#)

Applications & Forms

Degree Progress

Family Support

Fellowships & Financial Aid

Graduate Student Commons

Grad Student Employment

Health & Safety

Housing

Mentoring

[Home](#) / [Student Resources](#) / [Academic Regulations](#)

Academic Regulations



[Academic Integrity for Graduate Students](#)

[Academic Senate Graduate Council](#)

[Graduate Student Handbook](#)

See Also

[Undergraduate Academic Misconduct Statement](#)



**Click here for a
Graduate
Student
Handbook**



TRANSPORTATION & PARKING SERVICES

About Buses & Shuttles Commuters Bike Programs Parking Travel Parking Enforcement



ORDER YOUR PERMIT



Order a parking permit, employee bus pass, or other program.

Current parking permit rates.

NEWS & EVENTS

April 1, 2024
Hahn Parking Lot 101 Closure April 1 – April 19

March 15, 2024
Spring Break 2024 Hagar Road Closure

December 1, 2023
TAPS and METRO upgrade fleets and improve service

[More news >](#)

SLUGS ON THE MOVE

Sign up for the TAPS monthly newsletter to stay up to date on all things transportation!

* indicates required

Email Address *

First Name

Last Name

UCSC Affiliation



The Transportation and Parking Services (TAPS) website allows you to apply for a campus parking permit or scratchoffs online.

healthcenter.ucsc.edu

STUDENT HEALTH CENTER

[About](#) [Location/Hours](#) [Information](#) [Be Well](#) [Services](#) [Billing/Insurance](#) [Forms](#)



QUICK LINKS

- Appointments
- Services at SHC
- Hours & Location
- After Hours Care
- Requirements
- Health e-Messenger
- Support SHS

HEALTH NEWS

- July 2, 2024
Tips for Preventing Heat-Related Illness
- May 10, 2024
Bike Month Safety Events
- March 4, 2024
Prevent the Spread of Shigella

GET HELP WITH ...

- COVID-19 Info
- Gynecology & Birth Control
- Immunizations
- Cold & Flu
- Insurance & UC SHIP
- Sexual Assault (CARE)
- Depression & Anxiety (CAPS)

**MA/CREDENTIAL PROGRAM
UCSC EDUCATION DEPARTMENT
McHenry Library - 2140**

CHAIR, Education Department

George Bunch
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DIRECTOR, MA/Credential Program

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MA/C Program Assistant

Matthew Garipay
Office McHenry 2161

- Manages and assists with the Teacher Performance Assessments
- Manages video-recording check-out
- Maintains Student Teaching Database
- MA Program Event Support & Budget
- Coordination of MA/Credential Program evaluation
- Administers U.S. Constitution Test
- Support to MA/Credential program

**MA/Credential Program Coordinator and
Credential analyst**

Esperanza Zamora, MA
zamora@ucsc.edu
831-459-1261

Office McHenry 3140

- Provides MA/C student advising
- Monitors MA/C students' academic progress
- Ensures program adherence to university and state requirements
- Serves as Credential Analyst for UCSC campus and the UC Extension Program
- Acts as liaison to the State Commission
- Provides recommendation to the state for certification requirement clearance

Teacher Supervisors: Office McHenry 2140

Math and Science

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ADDITIONAL EXPENSES - *ESTIMATES*

Estimated Additional Out-of-pocket Costs of Credential

Fees are constantly changing and beyond our control, but please plan on between \$1000 and \$1500 in additional out-of-pocket costs beyond your tuition and university fees. This list represents an *estimate* of additional costs that students will be responsible for and that are not covered by financial aid.

In addition to the expenses related to applying to the MA/Credential program such CBEST, CSET, Certificate of Clearance, fingerprinting, and TB testing, for example, additional expenses that candidates can anticipate are:

- CPR Course, typically \$60-\$70
- Technology Course, \$410
- Certificate of Clearance, \$52.50
 - Plus fingerprinting ~\$89
- Credential application, \$103

Scholarships and Fellowships

At the time of acceptance into the MA/Credential Program, eligible students are awarded

- **Regent's Fellowships**
- **NSF Noyce Scholarships** (to selected Cal Teach applicants)
- **Teach Grant** (loans through Financial Aid up to \$3712 per year for eligible Math, Science & Bilingual Authorization Candidates who teach in low-income schools for at least four years).
- **Cal Grant Credential Program Benefits** (Students who received the Cal Grant as an undergraduate and who enroll in a credential program directly upon completion of their undergraduate degree may be eligible for Cal Grant Credential Program benefits.)

The following scholarship opportunities are available to prospective teachers enrolled in the M.A. in Education: Teaching program. All eligible students are invited to apply. The amounts listed below will vary from year to year.

California Retired Teachers Association (Laura E. Settle) Scholarship

An award of approximately \$4,000 is available to one graduate student enrolled in the UCSC teacher preparation program who demonstrates financial need, as verified by the Financial Aid Office. A call for applications is made in the Fall Quarter for a Winter Quarter award.

Delta Kappa Gamma Teachers Scholarship

Delta Kappa Gamma Education Award is awarded to a student currently enrolled in the Education Master of Arts/Credential Program at UC Santa Cruz. Award preference is based on financial need and academic merit. Additional preference is given to a female student. A call for applications is made in the Spring Quarter. One award of approximately \$900 is made in the final summer quarter.

Kathryn Merriam Scholarship

A scholarship of approximately \$1,000 is available for students enrolled in the UCSC teacher preparation program, who demonstrate financial need, as verified by the Financial Aid Office. A call for applications is made in the Spring Quarter. One award is made in the final summer quarter.

Nancy Matlock Teacher Scholarship

One scholarship, in the amount of approximately \$1,800, is awarded annually from the Matlock Teacher Endowment Fund to a student in the M. A. in Education: Teaching program who attended Cabrillo College for at least one continuous year as an undergraduate. Eligible applicants must demonstrate financial need, as verified by the Financial Aid Office. A call for applications is made in the Spring Quarter.

President's Educator Fellowship

This award is made available to students enrolled in the Education MA/Credential Program who are committed to working in low-income schools upon graduation. Eligible applicants are selected by the Education Department from enrolled students with the highest financial need. Awards of approximately \$200 - \$2,000 are made the Fall Quarter to all qualifying applicants.

Richard and Cindy Morley Award in Education

The award is made to two students each year as selected by the Department's Teacher Supervisors for outstanding performance in their final student teaching placement. Selected recipients must have financial need as established by the UCSC Financial Aid Office and be in good academic standing for the current quarter to be considered the award. Awards of approximately \$800 are made in the Spring Quarter.