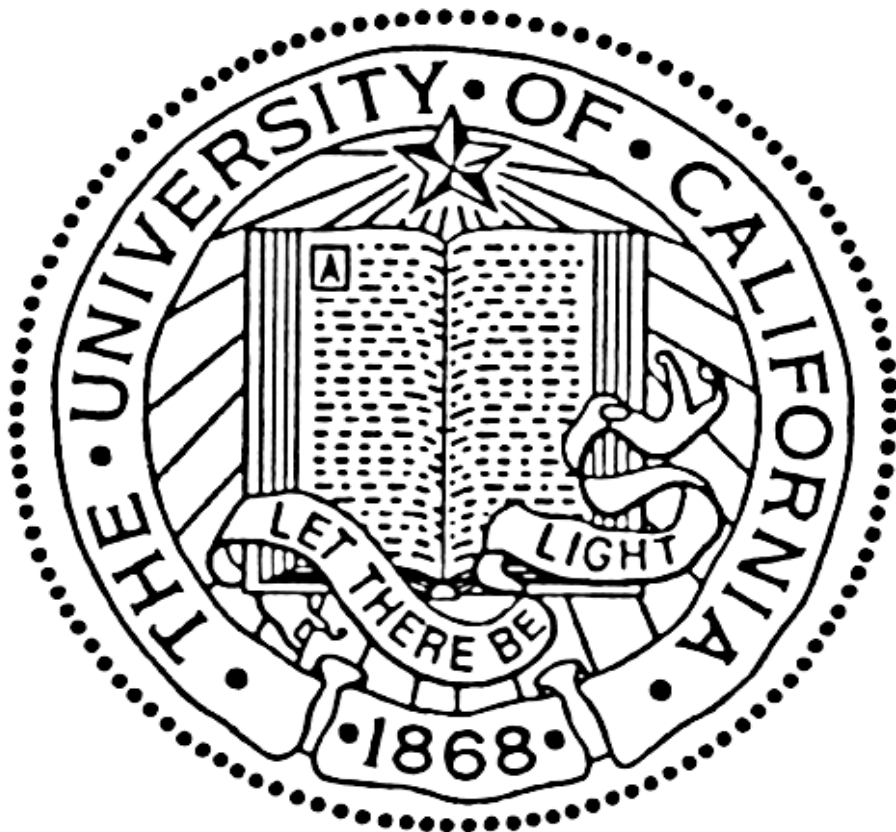2018-2019

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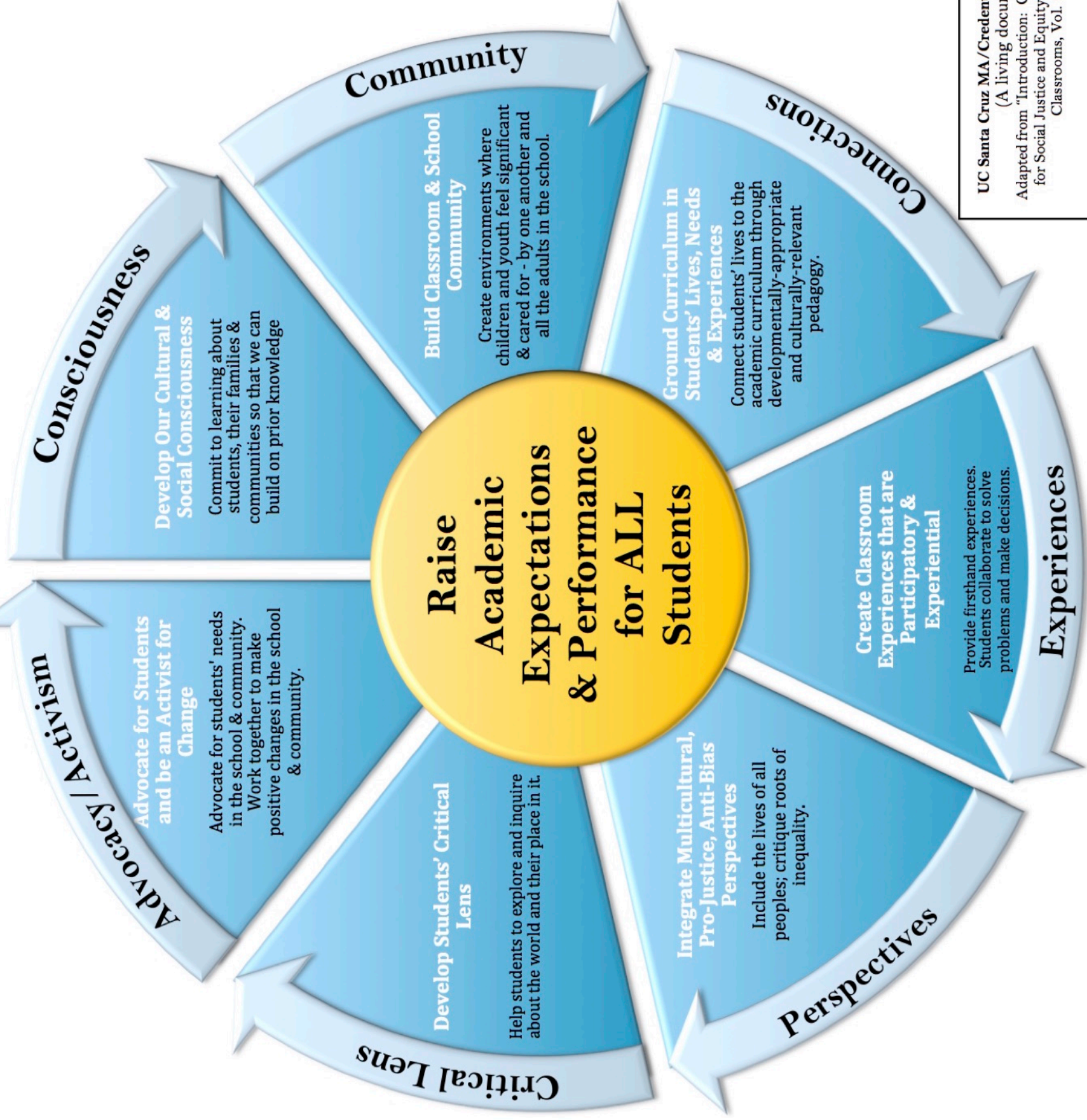
TEACHING CREDENTIAL

STUDENT HANDBOOK

Teaching and Learning for Social Justice and Equity

Raise Academic Expectations & Performance for ALL Students

Community

Build Classroom & School Community

Create environments where children and youth feel significant & cared for - by one another and all the adults in the school.

Connections

Ground Curriculum in Students' Lives, Needs & Experiences

Connect students' lives to the academic curriculum through developmentally-appropriate and culturally-relevant pedagogy.

Experiences

Create Classroom Experiences that are Participatory & Experiential

Provide firsthand experiences. Students collaborate to solve problems and make decisions.

Perspectives

Integrate Multicultural, Pro-Justice, Anti-Bias Perspectives

Include the lives of all peoples; critique roots of inequality.

Critical Lens

Develop Students' Critical Lens

Help students to explore and inquire about the world and their place in it.

Advocacy/Activism

Advocate for Students and be an Activist for Change

Advocate for students' needs in the school & community. Work together to make positive changes in the school & community.

Consciousness

Develop Our Cultural & Social Consciousness

Commit to learning about students, their families & communities so that we can build on prior knowledge

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WELCOME

July 23, 2018

Dear Teacher Candidate,

On behalf of the faculty, staff and field supervisors, we would like to welcome you to the Master of Arts in Education and Teacher 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 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 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's 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 coursework, student teaching in a K-12 school district and additional California state credential requirements. In order to help you prepare for the year ahead, we are providing a MA/Credential Program Handbook including 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 field 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 successfully enhances the learning of all students.

Sincerely,

Soleste Hilberg, PhD	Kip Téllez, PhD
Program Director	Faculty Director

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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.

Please see the Teaching and Learning for Social Justice and Equity graphic on the front cover of this handbook for more details on what it means to teach for social 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 K-12 students with challenging content and standards in a wide range of disciplines, and

- engage their K-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 and Teacher 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, analytical leaders of educational reform 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 subject or single subject. The preliminary multiple subject teaching credential qualifies candidates to teach in self-contained classrooms, typically in grades K-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. Programs of study are subject to change.

We also offer the 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 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 candidates is the capstone portfolio. The capstone portfolio includes the Teacher Performance Assessment **(CalTPA or edTPA, depending on the credential area**), a final essay, **Becoming an Educator (BAE), and in the case of single subject candidates, a content study**. These components provide candidates with an important opportunity to articulate their vision of teaching and learning in a way that integrates 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 in Education 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 an assessment of their teaching performance as part of the requirements for earning a teaching credential. This assessment of teaching performance is designed to measure the candidate's knowledge, skills and ability with relation to California's Teaching Performance Expectations (TPEs), including demonstrating his/her ability to appropriately instruct all K-12 students in the Student Academic Content Standards. The CalTPA was developed by the Commission on Teacher Credentialing, with professional educators and the Educational Testing Service. The edTPA is a performance assessment developed by the Stanford Center for Assessment, Learning, and Equity (SCALE). Cohorts in the UCSC MA/C Program will take either the CalTPA or edTPA. Additional guidance and support is offered in EDUC 200, 201, and 202, the seminar courses.

The Content Study is a demonstration of the candidate's knowledge with respect to the content for which he or she is 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.

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

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 towards becoming a thoughtful, skilled, and responsible educator.

UCSC MA/Credential teacher candidates are required to demonstrate competence in four broad areas of teaching:
1. academic progress in coursework
2. knowledge of teaching content and essential skills
3. demonstration of skilled pedagogy in classroom settings
4. 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.

1. 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 at:
University Policy on Academic Integrity for Graduate Students

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.

2. Knowledge of Teaching Content and Essential Skills
Based on CTC (California Commission on Teacher Credentialing) regulations, all state credential candidates must verify knowledge of subject matter content prior to daily student teaching responsibilities. Candidates admitted without passing all sections of the CSET are required to complete a Memorandum of Understanding (MOU) and must pass all CSET sections by the end of Fall Quarter. Candidates not meeting subject matter content (i.e., CSET) by this date will be required to withdraw and may request to take a one-year leave of absence from the MA/Credential Program.

3. 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 University Field Supervisor and district Cooperating Teacher will be required to meet with the advising team. The advising team (supervisor, faculty advisor and program director) 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 acquiring teaching competence, the candidate's standing will be reviewed by the TEC for further action (see above).

4. Demonstration of Professional Conduct

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

- Meet all University and MA/Credential Program requirements and deadlines (including enrollment and course deadlines; attending classes, program meetings, etc.).

- Meet K-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.

- Be able to adapt to institutional and/or professional expectations and policies.

- Relate **appropriately** to K-12 students, parents, school staff (including Cooperating Teachers), and university faculty and staff. Candidates must maintain professional verbal and written communication (including through e-mail). Candidates are not to engage in online social networks with K-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 (supervisor, faculty advisor, and program director) 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. If the candidate has not made sufficient progress in demonstrating professional conduct or the extent of the deficiencies are

severe, his or her standing will be reviewed by the TEC for further action (see above).

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, it 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 the Division 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 10 days of notice.

Please Note:

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 I in most courses. The grades of A or B shall be awarded for satisfactory work. Grades of C or D 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.

Please Note: During the two Education Summer Quarters, grading options must be selected by students before the deadline announced by the department 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, University Field Supervisor, the MA/Credential Program Director, or the candidate identifies deficiencies in student teaching or other classroom placement activities, the following options may be considered:

- The Cooperating Teacher or University Field Supervisor, upon observation of the teacher candidate, may identify performance and pedagogical areas for growth and provide written and oral feedback to the teacher candidate with corrective suggestions. The Supervisor may

also consult with the MA/Credential Directors to help determine a plan of action. The University Field Supervisor will follow-up with more frequent visits to the teacher candidate's placement to determine and ensure the candidate's performance improvement.

- The Cooperating Teacher, Principal or University Field 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 University Field Supervisor and/or Cooperating Teacher will provide corrective suggestions to resolve the issue.

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 Directors will require a meeting with the candidate's advising team (University Field Supervisor, Faculty Advisor and Program Director). Please see previous section on standards for continued enrollment.

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), his or her standing will be reviewed by the TEC for further action. Actions 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

University field supervisors, education faculty and directors utilize a collaborative approach to candidate advising and jointly oversee and maintain ongoing communication regarding the academic progress and development of teaching practice of the candidates. In addition, the faculty advisor, supervisor, and one or both of the directors may meet together with individual candidates to seek solutions to any issues that may arise (see Standards for Continued Enrollment).

University Field 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 not be limited to, placement concerns, student teaching seminar, the Teacher Performance Assessment and the development of teaching practice.

Supervisors begin working with candidates in early September and will continue to advise candidates throughout the academic year on an individual and group basis regarding their progress in the program.

Program Director:
The Program Director is responsible for the overall administration of the MA/C program, as well as leading the University Supervisors in offering supervision and coursework. Students with concerns or questions regarding scheduling or the operations of the program may contact the Program Director.

Faculty Director:
The Faculty Director is a member of the UCSC Senate faculty and serves as a liaison between the department faculty and the MA/C program. Working closely with the Program Director, the Faculty Director oversees the curriculum and any changes to policy. Students with concerns or questions about the program's foundational learning goals and activities may contact the Faculty Director.

Credential Analyst (Student Affairs Officer):
The Credential Analyst maintains a credential advising program for current and prospective students, monitors academic progress of MA/C students, counsels students identified as academically deficient by faculty in courses or by unmet CTC requirements, coordinates and serves as the initial contact for program reviews by the California Commission on Teacher Credentialing, provides transcript analysis for credential requirements, reviews and approves credential applications, administers the MA/C admissions process, establishes and maintains close working relations with school districts and administrators, and with CTC, manages the program database, and coordinates fellowships and scholarships.

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 K-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; tracks, implements and manages the program budget; schedules and coordinates MA/C events; and provides administrative support to the Faculty, Field Supervisors, Cooperating Teachers and Program Directors.

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 prospectus for the Becoming an Educator paper (capstone requirement).

In the fall, faculty advisors will attend student teaching seminars to meet candidates, describe their advising role, and inform candidates of their availability. They meet again with candidates in the spring to review a draft of the BAE prospectus. If any academic or other concern arises during the year, candidates may request a meeting with his or her faculty advisor, or the advisor may request a meeting with the candidate.

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 program bulletins. The MA/C Credential Analyst is available to provide information and individual advice on credential requirements.

COURSEWORK OVERVIEW

Coursework for the MA/Credential Program is spans five terms, from July 23, 2018 to July 19, 2019. 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. It is an early start to some of Fall Quarter courses. Candidates earn approximately 15 quarter credits during most quarters.

Please keep in mind that classes are frequently held in offsite locations such as school sites, the County Office of Education or even at the Monterey Bay Aquarium. Instructors may propose alternate meeting locations to the Program Director 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 (TBD), *not* the UCSC calendar, unless the two coincide.** This applies to both the placement and the quarter end and start dates.

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, he or she will be placed in public school classrooms mentored by classroom teachers known as Cooperating Teachers (CTs). In addition to the support of a Cooperating Teacher, our program employs former teachers as University Field Supervisors to instruct the student teaching seminars and supervise teacher candidates in their placements. Field 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. The program works 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.

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
- 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

MUILTIPLE SUBJECT 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 for a minimum of ten hours from the first week of school to Labor Day, carefully working around the summer course schedule. **Candidates schedule these ten hours outside of their UCSC course meeting times.**

After Labor Day, and in conjunction with the "Summer Bridge" classes on campus, candidates begin a weekly schedule of 16 hours per week in their placement classroom as an assistant/observer. The Summer Bridge 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 Field Supervisors and Cooperating Teachers.

The second multiple subject 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)**.**

Each teacher candidate is required by the California Commission on Teacher Credentialing (CCTC) to have experiences in both primary (**TK to 2nd**) and upper (**3rd to 6th)** 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 – 6th grade are ordinarily placed in a K – 2nd grade classroom for the first student teaching assignment and in a 3rd – 6th grade classroom for the second student teaching assignment. The student teaching experience culminates during the spring with two consecutive weeks of solo teaching that includes full responsibility for all aspects of classroom instruction, grading, and parent contacts.

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 Spring Quarter, candidates take the advanced student teaching seminar and will be full-time in their placement (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 form that assists us 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 Field 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 mid to late August) and continues through October (end times vary depending on the public school calendar). Candidates visit placement classrooms as observers or visitors for a minimum of ten hours from the first week of school to Labor Day, carefully working around the summer course schedule. **Candidates schedule these ten hours outside of their UCSC course meeting times.**

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 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.

The second placement starts in November 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 in the event that the demands of the Teaching Performance Assessment require attention). Candidates are in their placement classrooms five days a week all year. Once second placement starts, candidates arrange their schedules to be at their school site campus daily for the **two periods** they teach, lunch and prep periods. When not teaching, candidates should be observing other teachers and planning. If assigned a class on block schedule at a placement site, the schedule will be adjusted accordingly.

Each teacher candidate is required by the California Commission on Teacher Credentialing (CCTC) to have 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, we recommend that candidates' second student teaching placement be at the grade level they prefer to be employed in 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. The California Commission on Teacher Credentialing also requires candidates to student teach **two different courses in their subject area in the second placement.** 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.

We work closely with the schools to arrange the student teaching placements. Candidates complete a digital student teaching placement request form that assists us when making the student teaching placement assignments. **Candidates shall not contact schools or teachers to arrange student teaching placements.**

UCSC follows a ten-week quarter system for courses. The specific number of days and hours per week will be discussed in further detail in EDUC 200: Beginning Student Teaching, which starts after Labor Day in September. During Fall and Winter Quarters candidates are in placement daily and take courses at UCSC. 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.

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 EDUC 200: 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 Field Supervisor.

INSTRUCTIONS FOR FIRST WEEK OF PLACEMENT

You will be notified by e-mail on your UCSC e-mail account as soon as your public school placement is confirmed. Area school districts have varying start dates ranging from early to mid-August. It is our intent to give you a few days of advance notice but our confirmations do not always arrive in a timely manner. It is possible that you may receive much shorter notification. Be prepared for that by remaining flexible. In addition, some school districts have additional requirements including updated fingerprint and TB clearances. You will be notified of these requirements if placed in one of these districts.

Your University Field Supervisor will let you know where you are placed for your student teaching assignment. As soon as you receive this information, please contact the Cooperating Teacher to set up a time to meet. You will want to 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 your UCSC summer course schedule. **Do not miss UCSC classes to go to placement.** Please observe and assist as a visitor for a minimum of 10 hours before the Summer Bridge begins, working around your UCSC class schedule. Your 10 hours should be spread over multiple days and weeks in order to have the best experience.

To prepare for meeting your Cooperating Teacher, write a short letter of introduction to leave with him/her that tells her/him a little bit about you: your interests, your past teaching and/or classroom experience, or any special talents you may bring to the placement. Be sure you include all of your contact information including home phone, cell phone, e-mail, and the name and email of your University Field Supervisor. Email a copy of this letter to your University Field Supervisor. Also, ask your Cooperating Teacher for the best way to contact him or her should any last minute schedule changes occur (such as an absence from placement). You must notify both your Field Supervisor and your Cooperating Teacher 24 hours in advance if you are unable to attend placement or if you will be late. Please note that regular attendance is part of your student teaching evaluation.

It is also important to introduce yourself in person to the Principal and the office staff on your first visit. Ask the office staff for the sign-in procedure at the school and follow it every time you are on campus. Be polite and patient with all school staff as the first days of school are hectic. Finally, prepare a letter for the parents of the students in your placement classroom to briefly introduce yourself in your role as a teacher candidate. We will provide guidelines for the letter, which you should also have your Cooperating Teacher review prior to sending home.

Appropriate Dress

First impressions are long lasting. It is important that you 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 more professional (i.e., conservative) than your 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 your clothes 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. You want your students to listen carefully to your instruction; you don't want your clothes, jewelry, or tattoos to distract them.

Parents will think of you as teachers of their children, and we want them to have complete confidence in you. Dressing professionally is a smart way to begin to build their trust in you.

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

Your immediate goals on behalf of the UCSC MA/Credential Program are the following:
- Observe how the teacher sets up the classroom, builds community with his/her students, and communicates his/her expectations. Use a notebook to record your experiences.
- Build a positive rapport with your Cooperating Teacher.
- Build a positive rapport with your students and get to know their names.
- Set a positive professional impression with the Cooperating Teacher and the learning community on campus.

EDUCATION DEPARTMENT TEACHER CANDIDATE POLICIES

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 if their Cooperating Teacher is absent. Such arrangements must be approved **in advance** by the School Principal, University Field Supervisor and Program Director.

The resident 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 his or her ability to lead classroom activities. However, the Cooperating Teacher *must* remain on the school grounds on all such occasions.

Application for Character and Identification Clearance (LiveScan of fingerprints): 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 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. When candidates accompany a Cooperating Teacher and K-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.[2] 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.

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[2] Transportation (driving) of K-12 students by UCSC teacher candidates without formal school/district approval in a private or school district vehicle is *forbidden.*

MASTER'S CAPSTONE PORTFOLIO:
Becoming an Educator

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 (CalTPA or edTPA), 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 state and national educational contexts that you will encounter as a new teacher? This may include attention to demographic (i.e. language or race), policy (i.e. standards or school structures), and/or economic factors. 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? 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 that you 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: answer Part 2 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? What resources and experiences have helped you develop as an educator thus far and how might you draw from those resources to continue to thrive in the future as an educator? How will you challenge yourself intellectually, creatively, and professionally going forward in order to foster the commitments, principles, and understandings that you have discussed in this essay?

Process

An orientation to the Becoming an Educator Essay will be held for all MA/C students, supervisors, faculty members, and the instructors of the EDUC 208 BAE summer seminar during the Spring Quarter. Following the orientation, students will participate in a mini conference with practicing teachers delivering workshops that highlight the importance of ongoing teacher inquiry as a form of reflective practice. Doctoral students will model ways to reflect on the workshops to emphasize links between theory and practice.

During Spring Quarter, students will work with their assigned Faculty Advisor (with input from their University Field 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 Outline/Prospectus

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

MASTER'S CAPSTONE PORTFOLIO:
Teacher Performance Assessment

The Teacher Performance Assessment (CalTPA or edTPA) 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. At UC Santa Cruz, we have elected to use the CalTPA or edTPA, depending on credential area. Students pay a $300 fee to Pearson (www.edtpa.com) 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 these 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 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.**

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 your 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.

You may take the exam twice. Candidates who do not pass the exam after two attempts will need to meet the requirement by completing an approved college course after they exit the program. 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.**

Please contact the Credential Analyst, Kim Jackson 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 **infants and child to 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.** 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.*

MA/Credential candidates may contact the UCSC OPERS website to check on the availability of scheduled on-campus CPR training courses. Other local CPR agencies are also available.

Reading Instruction Competence Assessment (RICA)
Multiple subject candidates are required - prior to completion of the program and in order to be recommended for a credential - to pass the RICA exam. The RICA measures the knowledge, skills, and abilities essential to offer effective reading instruction to K-12 students. This exam may NOT be taken by multiple subject candidates prior to completion of the required Reading Instruction course in the program. Deadline to verify passage of the RICA is **July 1.** Submit a copy of your passing results to the Credential Analyst.

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 6 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.**

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 Assistant, Esperanza Zamora, Room 2159, and the Credential Analyst, Kim Jackson, Room 2161, are also in McHenry. The Program Director, Soleste Hilberg, Program Assistant and Credential Analyst hold office hours and are available by appointment.

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 Chalk and Wire, EdTPA, or to check out video recording devices, contact:
> Esperanza Zamora, MA
> MA/C Program Assistant
> McHenry Library 2159
> 831-459-1261
> zamora@ucsc.edu

To discuss credential concerns or enrollment issues, contact:
> Kim Jackson
> Credential Analyst
> McHenry Library 2161
> 831-459-2200
> kljacks@ucsc.edu

For program issues or concerns, contact:

Soleste Hilberg, PhD		Kip Téllez, PhD
Program Director		Faculty Director
McHenry Library 2140	OR	McHenry Library
831-459-2280		831-459-2208

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, secure, and as neat as or neater than you found it. Those who use this room are responsible for it and its security. There are various refuse containers available nearby to properly dispose of any waste. Please clean up any spills immediately.

APPENDICES

TERMS AND DEFINITIONS

BAE Capstone Portfolio

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, CalTPA or edTPA, depending on the credential area, 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 language of emphasis at the UCSC MA/Credential Program is Spanish.

BTSA: Beginning Teacher Support and Assessment

Induction programs that support first and second year teachers.

CalTPA

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

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 he or she is 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.

Multiple Subject Candidates
Authorization to teach in a self-contained classroom. These candidates usually teach in a K-6th 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)

RICA: Reading Instruction Competence Assessment
The RICA measures the knowledge, skills, and abilities essential to offer effective reading instruction to K-12 students. Multiple Subjects candidates are required to pass the RICA exam for the credential.

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 university field supervisor.

Multiple Subject Program at a Glance

University of California, Santa Cruz
Education MA/Credential

2018-2019 MULTIPLE SUBJECT Credential

Dates	Course Information		Student Teaching
First Term			
July 23 - Aug 21, 2018	EDUC 205 EDUC 207 EDUC 210 EDUC 213	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)*	**10 Observation Hours** in initial placement *(from first day of school in August to Labor Day)*
Summer Bridge			
Sept. 4- Sept. 19, 2018 ***Summer Bridge Courses**	*EDUC 200 *EDUC 211 *EDUC 220	Beginning Student Teaching *(5 credits)* Teaching Special Populations *(2 credits)* Reading & Language Arts for Elementary Classroom *(5 credits)* ***Do not enroll for Bridge classes; enroll for Fall Quarter***	**Beginning Student Teaching** 16 hrs/wk *(After Labor Day)*
Fall Quarter			
Sept. 27– Dec. 14, 2018	EDUC 222 EDUC 212A	Math Learning & Teaching in Elementary Classrooms *(5 credits)* Bilingualism and Biliteracy *(2 credits) – Bilingual Candidates only* Recommend CSET Technology subtests I & II **OR** online extension course, XSC 209 Tech in Schools *(2 credits)*	**Beginning Student Teaching** 16 hrs/wk
Winter Quarter			
Jan. 7 – March 22, 2019	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) – Bilingual Authorization Candidates only*	**Intermediate Student Teaching** 16 hrs/wk
Spring Quarter			
April 1 – June 13, 2019 **Spring break follows school district schedule.*	EDUC 202ABC EDUC 297 EDUC 212C	Advanced Student Teaching *(15 credits)* Issues in Contemporary Education *(2 credits)* Bilingualism and Biliteracy: Community and School Partnerships *(2 credits) – Bilingual Authorization Candidates only*	**Advanced Student Teaching (Full-time)** Approx. 35 hrs/wk (from 30 mins before to 30 mins after school)
Fifth Term			
June 24 - July 19, 2019	EDUC 208 EDUC 217 EDUC 218 EDUC 219	Portfolio Development *(2 credits)* Topics in Elementary Ed: Physical Education *(2 credits)* Topics in Elementary Ed: Visual Arts *(2 credits)* Topics in Elementary Ed: Performing Arts *(2 credits)*	

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

Single Subject Program at a Glance

University of California, Santa Cruz
Education MA/Credential

2018-2019 SINGLE SUBJECT Credential

Dates	Course Information		Student Teaching
First Term			
July 23 - Aug 21, 2018	**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			
Sept. 4- Sept. 19, 2018 ***Summer Bridge Courses**	***EDUC 200** ***EDUC 211**	Beginning Student Teaching *(5 credits)* Teaching Special Populations *(2 credits)* *Do not enroll for Bridge classes. Enroll for Fall Quarter*	**Beginning Student Teaching:** 16 hours per week *(After Labor Day in September)*
Fall Quarter			
Sept. 27– Dec. 14, 2018	**EDUC 226** **EDUC 204** **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)* – *Bilingual Authorization Candidates only* 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			
Jan. 7 – March 22, 2019	**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)* – *Bilingual Candidates only.*	**Intermediate Student Teaching:** Two periods per day plus preparation periods and lunch hour (approx. 20 hours/week, Nov-March)
Spring Quarter			
April 1 – June 13, 2019 **Spring break follows school district schedule.*	**EDUC 202** **EDUC 297** **EDUC 212C**	A,B & C Advanced Student Teaching *(15 credits)* Issues in Contemporary Education *(2 credits)* Bilingualism and Biliteracy: Community and School Partnerships *(2 credits)* – *Bilingual Candidates only*	**Advanced Student Teaching:** Solo teaching two periods per day plus preparation periods and lunch hour (approx. 25 hours/week, March-June)
Fifth Term			
June 24 - July 19, 2019	**EDUC 208** **EDUC 225**	Portfolio Development *(2 credits)* Reading & Writing Across the Curriculum in Middle School & Secondary *(5 credits)*	

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

GRADUATE STUDENT COMPLAINT GUIDELINES

The purpose at each stage of the procedures outlined below is to:
   A. Clarify the problem
   B. Clarify the options
   C. Open communications
   D. Establish a plan of action
   E. Evaluate plan and revise if needed.

The steps listed below outlines 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).

   I.   A graduate student with a complaint against a faculty member should discuss the issue with the faculty member first.
          a.   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.
   II.   If the complaint still resists resolution, the student should inform the Faculty Director, Program Director, or Department Chair.
          a.   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.
   III.   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 her/his complaint.
          a.   The Dean, at her/his 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.
   IV.   As a final step within the campus system, the graduate student may bring her/his complaint to the Graduate Council if the measures outlined above fail to resolve the complaint to her/his 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

Regulations from the California Commission on Teacher Credentialing require holders of Multiple Subject Teaching Credentials who wish to obtain Single Subject Teaching Credentials to verify both of the following:
1. Satisfy the specific subject matter competency requirement (the CSET subject-area subtests), and
2. Complete one three-semester-unit course in Single Subject teaching methods.

Holders of a Single Subject Teaching Credential must verify all of the following to obtain a Multiple Subject Teaching Credential:
1. Satisfy Multiple Subject subject matter competency requirement,
2. Complete a three-semester unit course in methodology directly related to teaching in a self-contained setting, and
3. Complete a course or assessment (RICA) covering the development of English language skills for the beginning learner including reading.

The holder of a Single Subject Teaching Credential who wishes to add another single subject area only needs to verify subject matter competency in that area (CSET subtests in the new subject area).

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

ACADEMIC AND ADMINISTRATIVE CALENDAR 2018–19
UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Key Dates	Fall '18	Winter '19	Spring '19	Summer '19
QUARTER BEGINS	Sept 22 Sat	Jan 4 Fri	Apr 1 Mon	June 24 Mon
ORIENTATION See orientation schedule for details (*orientation.ucsc.edu*).				
INSTRUCTION BEGINS	Sept 27 Thur	Jan 7 Mon	Apr 1 Mon	June 24 Mon
INSTRUCTION ENDS	Dec 7 Fri	Mar 15 Fri	June 7 Fri	Aug. 30 Fri
FINAL EXAMINATIONS	Dec 10-14 Mon–Fri	Mar 18–22 Mon–Fri	June 10–13 Mon–Thur	
QUARTER ENDS	Dec 14 Fri	Mar 22 Fri	June 13 Thur	Aug. 30 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 14–16 Fri–Sun	

HOLIDAYS OBSERVED

Sept 3–Labor Day
Nov 12–Veterans Day
Nov 22-23–Thanksgiving Holidays
Dec 24, 25, 31 Jan 1–Winter Holidays
Jan. 21–Martin Luther King, Jr. Day

Feb. 18–Presidents' Day
March 29–César Chávez Day
May 27–Memorial Day
July 4–Independence Day

CAMPUS CLOSURE DATES–The campus is closed from Monday, December 24 through Tuesday January 1 (pending approval).

Advising and Advance Enrollment

	Fall '18	Winter '19	Spring '19	Summer '19
Continuing and Readmitted Students (includes visitors)				
ADVISING WEEK Continuing and readmitted undergraduates.	May 14–18 Mon-Fri	Nov 8–15 Thur-Thur	Feb 20–25 Wed-Mon	
PRIORITY ENROLLMENT BEGINS Continuing and readmitted graduate and undergraduate students, by appointment.	May 21 Mon	Nov 14 Wed	Feb 26 Tues	May 1 Wed

Enrollment continues following priority enrollment. For more information, see the online *Schedule of Classes* at *registrar.ucsc.edu/soc/index.html.*

	Fall '18	Winter '19
New Students		
PRIORITY ENROLLMENT		
New graduate students.	June 22 Fri	Nov 14 Wed
Undergraduates: priority groups and those who attend orientation, by appointment	July 23–Aug. 3 Mon-Fri	
Undergraduates new to UCSC who do not attend orientation	Aug 6 Mon	Nov 14 Wed

Enrollment continues following priority enrollment. For more information, see the online *Schedule of Classes* at *registrar.ucsc.edu/soc/index.html.*

	Fall '18	Winter '19	Spring '19	Summer '19
E-BILLS AVAILABLE ON UCSC eBILL/ePAY Including registration and housing fees.	Aug 29 Wed	Nov 28 Wed	Feb 27 Wed	Varies*
STUDENT HEALTH INSURANCE Deadline to apply for waiver. Cowell Student Health Center.	Sept 1 Sat	Dec 1 Sat	Mar 1 Fri	N/A
MINIMUM CREDIT LIMIT ENFORCED Twelve credits for undergraduates and five credits for graduates.	Sept 18 Tues	Dec 28 Fri	Mar 25 Mon	N/A
FINANCIAL AID DISBURSED TO STUDENT ACCOUNTS	Sept 18 Tues	Dec 28 Fri	Mar 25 Mon	Varies*
HOUSING AND DINING FEES DUE Late housing fee of $25 assessed after this date. Cashier's Office.	Sept 20 Thur	Dec 18 Tues	Mar 26 Tues	Varies*
UNDERGRADUATE REGISTRATION FEES DUE Late registration fee of $50 assessed after this date. Cashier's Office.	Sept 20 Thur	Dec 18 Tues	Mar 26 Tues	Varies*
WITHDRAW FROM THE UNIVERSITY Deadline to file to withdraw during quarter and receive full registration fees refund. College/Division of Graduate Studies.	Sept 27 Thur	Jan 7 Mon	Apr 1 Mon	N/A
UNDERGRADUATE ENROLLMENT DEADLINE Students must be enrolled in one class by this date, or $50 late enrollment fee assessed.	Oct 1 Mon	Jan 9 Wed	Apr 3 Wed	Varies*
GRADUATE STUDENT ENROLLMENT AND FEE PAYMENT DEADLINE $50 late enrollment fee after this date. Cashier's Office.	Oct 5 Fri	Jan 14 Mon	Apr 8 Mon	N/A
GRADUATE STUDENT PART-TIME OR IN-ABSENTIA STATUS Deadline to apply for a reduced class load and fees. Department.	Oct 5 Fri	Jan 14 Mon	Apr 8 Mon	N/A
CLASS PERMISSION NUMBERS REQUIRED	Oct 6 Sat	Jan 16 Wed	Apr 10 Wed	N/A
ADD/DROP/SWAP CLASSES ENDS Deadline to process enrollment transactions.	Oct 17 Wed	Jan 28 Mon	Apr 19 Fri	Varies*
GRADE OPTION Deadline to change grade option.	Oct 17 Wed	Jan 28 Mon	Apr 19 Fri	Varies*
UNDERGRADUATE PART-TIME PROGRAM Deadline to apply for a reduced class load and fees. Office of the Registrar.	Oct 17 Wed	Jan 28 Mon	Apr 19 Fri	N/A
ADD BY PETITION BEGINS First day to add a class by petition ($10 fee). Office of the Registrar.	Oct 18 Thur	Jan 29 Tues	Apr 22 Mon	N/A
UNDERGRADUATE WITHDRAW FROM A CLASS BEGINS Students petition for a W (Withdraw) notation. College.	Oct 18 Thur	Jan 29 Tues	Apr 22 Mon	Varies*
DECLARATION/CHANGE OF MAJOR/MINOR Deadline to file petition. Contact your department for major/minor declaration information.	Oct 26 Fri	Feb 8 Fri	Apr 26 Fri	N/A
UNDERGRADUATE WITHDRAW FROM A CLASS ENDS Deadline to petition for a W (Withdraw) grade notation, except for emergency reasons. College.	Nov 7 Wed	Feb 19 Tues	May 10 Fri	Varies*

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

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Lasting Impression

Undergraduate Courtney Zuniga interned last fall for Congresswoman Nancy Pelosi, attending briefings, writing time-sensitive memos, and more »

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OFFICE of THE REGISTRAR

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

About   Calendar   Fees   Enrollment   Records   Quick Start Guide

Simplify Registration!

Add courses!
Add breaks!
Compare schedules!

MyScheduler

my.ucsc.edu > student center > myscheduler

Click for more information.

For Students

For Faculty/Staff

Forms and FAQs

I Need To:

- Course Approval Information
- Classrooms

- Student Forms
- Student FAQs

sbs.ucsc.edu

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STUDENT BUSINESS SERVICES

About SBS   Payments & Billing   Loans & Repayment   Cas[...]

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

Payments

Billing

UCSC eBill/ePay Info for Students

UCSC eBill/ePay Info for Other Payers

Inviting an 'Other Payer'

Logging in as an 'Other Payer'

Alternate Payment Information

Tuition Deferred Payment Plan

Returned Checks

Payment Agreements

Late Fees

International Payments - Flywire

Understanding Your Statement

Home / Payments

Payments & Billing

Billing:

Student Business Services provides students with direct, easy, and quick access to their billing information. At this time we do not accept credit/debit cards for payment of your university bill. For detailed information about billing, please visit our Billing page.

Payment Options:

csc.edu/payments_billing/index.html

graddiv.ucs

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DIVISION *of* GRADUATE STUDIES

Click here for a Graduate Student Handbook

About   Prospective   Current Students   Post Docs   Financial Aid   Campus Life

UCSC Graduate Admission Application: Online October 1ˢᵗ

Click here for Requirements and FAQs

Graduate News

May 21, 2018
Racism expert Tom Pettigrew shares award for impactful

Grad Slam

Featured Profile

taps.ucsc.

UC SANTA CRUZ

TRANSPORTATION & PARKING SERVICES

About   Parking   Buses & Shuttles   Off Campus   Commute Options   Event Parking

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

Order Your Permit

UC SANTA CRUZ
TRANSPORTATION AND PARKING SERVICES

Click here to order a 2018-19 parking permit, employee bus pass, or other program.

Click here for 2018-2019 parking permit rates.

Check at the TAPS Parking Sales Office about

News & Events

May 17, 2018
Memorial Day Parking Permit Requirements and Transit Service Modifications

May 11, 2018
Core West Capacity Available Online

April 25, 2018
Measure 69: the future of UCSC transit

New To Campus?

Find the information you need to know about transportation and parking by clicking the link that best describes your role in the UCSC community.

New Enrolled Student

New Employee

Parents of Student

Prospective Student

healthcenter.ucs

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STUDENT HEALTH CENTER

About   Location/Hours   Information   Services   Billing/Insurance   Forms

Avoid surprises.

Log Into the Health e-Messenger System

View your itemized statements and important messages from the Student Health Center.

Click here to login

Very Important Student Health Insurance (UCSHIP) information can be found by clicking on the link

HIGHLIGHTS

After Hours Information Sheet

UCSC Student Health Center. Your Medical Home.

REQNew and Returning Student Information

Department News

May 18, 2018

⚠ October 19, 2017
Hepatitis A and You

⚠ January 10, 2018
Medical Excuses for Class Absences

ONLINE RESOURCES

sting for Sexually Transmitted Infections

Insurance Information for 2017-2018

Confidential Self-Screening

- STD Testing Assessment
- Depression
- Substance Abuse
- Eating Disorders

MA/CREDENTIAL PROGRAM
UCSC EDUCATION DEPARTMENT
McHenry Library - 2140

CHAIR, Education Department	**DIRECTORS, MA/Credential Program**
831-459-4328 Room: McH - 3159	Kip Téllez, PhD ktellez@ucsc.edu 831-459f-2208 Faculty Director of Teacher Education Soleste Hilberg, PhD soleste@ucsc.edu 831-459-2280 Program Director of Teacher Education

MA/Credential Program Assistant	**Credential Analyst / Advisor**
Esperanza Zamora, MA zamora@ucsc.edu 459-1261 Room 2159	Kim Jackson kljacks@ucsc.edu 459-2200 Room 2161
• Manages and assists with the Teacher Performance Assessments: CalTPA/ edTPA • 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	• Provides advising and University recommendation for credential candidates • Resolves enrollment issues • 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 on Teacher Credentialing and University and community certification services • Provides evaluation services and University recommendation to the state for certification requirement clearance

University Field Supervisors Room 2140	
Single Subject	**Multiple Subjects**

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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.

- CBEST - $41 per registration
- CSET -
- MS: $99 per subtest taken separately; $247 for all subtests taken together
- SS: $72-$99 per sub test (usually 3 total depending upon content area requirements)
- CalTPA/EdTPA registration with Pearson - $300
- RICA Test - $171 - $191
- Certificate of Clearance - $50
- TB Test - $30-$50
- CPR Course - $60-70
- Technology Course - $370
- Credential application - $103

Scholarships and Fellowships
The Education Department at UC Santa Cruz assists in awarding a number of scholarships and fellowships. You will receive notification of the application period in the monthly bulletin sent by the department's credential analyst, Kim Jackson.

Each fall the Education Department awards the President's Educator Fellowship to students in good academic standing with financial need who intend on teaching when they receive their credential in a low income school.

Scholarships awarded in the spring include the Nancy Matlock Teachers Scholarship, the Kathryn Merriam Scholarship, the Richard & Cindy Morley Award, the Laura Settle Teaching Scholarship, the Teach Grant (for eligible Math, Science & Bilingual Authorization Candidates), the Regent's Fellowship (for eligible EDUC MA applicants), the NSF Noyce Scholarship (for selected CalTeach Math/Science applicants), and the Blue and Gold Award.