

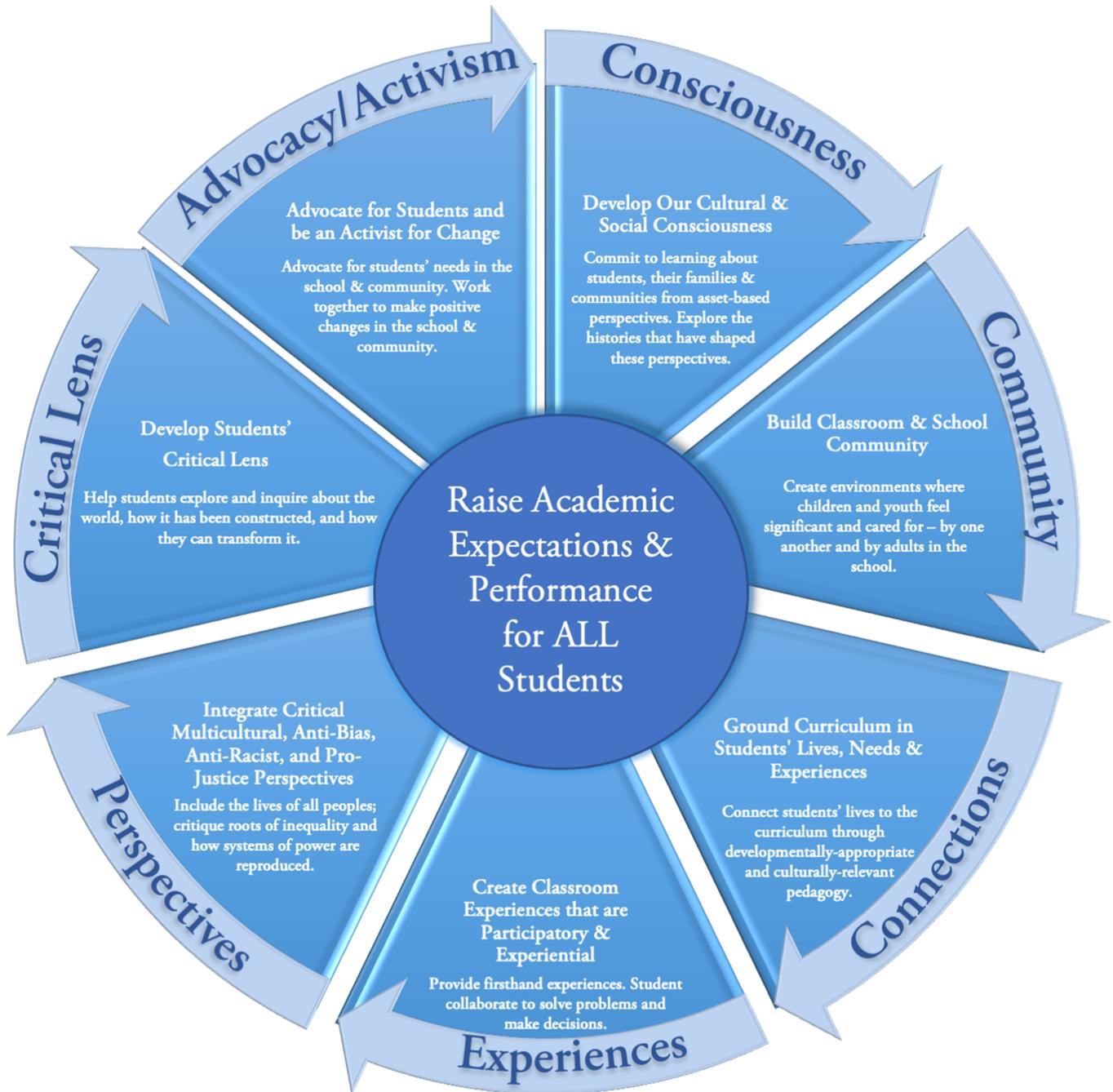
**UNIVERSITY OF CALIFORNIA
SANTA CRUZ
MASTER OF
ARTS/CREDENTIAL PROGRAM**



**STUDENT
HANDBOOK**

2021-2022

Teaching and Learning for Equity, Social Justice and Race-Consciousness



UC Santa Cruz MA/Credential Program
Adapted from "Introduction: Creating Classrooms for Social Justice and Equity."
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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 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 graduate-level coursework, student teaching in a TK-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 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 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.

Please see the *Teaching and Learning for Social Justice and Equity* graphic on the inside 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 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 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.

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 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 a performance assessment as part of the requirements for earning a teaching credential. These assessments are designed to measure candidates' knowledge, skills and ability with 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 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 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 at: <https://www.ucsc.edu/academics/academic-integrity/>.

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) and pass all CSET sections by the end of Fall Quarter. Candidates not meeting subject matter competency by this date will be required to withdraw and may request to take a one-year leave of absence from the MA/Credential Program.

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 district 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 nurturing 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 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.
- Be able to adapt to institutional and/or professional expectations and policies.
- Relate 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. If the candidate has not made sufficient progress in demonstrating professional conduct or the extent of the deficiencies are severe, their 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, 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 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 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, Teacher Supervisor, the MA/Credential Director of Teacher Education, or the candidate identifies deficiencies in student teaching or other classroom placement activities, the following options may be considered:

- The Cooperating Teacher or Teacher 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 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, Principal 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 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 (Teacher Supervisor, Faculty Advisor and Director of Teacher Education). 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), their 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

Teacher 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, Teacher 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*).

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 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.

Director of Teacher Education

The Director of Teacher Education 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 program administration, scheduling or the operations of the program may contact the Director of Teacher Education.

Lead Faculty Advisor of the MA/Credential Program

The Lead Faculty Advisor 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 Director of Teacher Education, the Lead Faculty Advisor 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 Lead Faculty Advisor.

Credential Analyst (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 advice on credential requirements.

Program Coordinator

The Program Coordinator 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 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 their 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 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. Candidates earn approximately 15 quarter credits during most quarters.

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 (TBD), *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 any absence from a course be communicated to the instructor prior to the missed class. There are a few student teaching placement activities that may occur at times that you are in class. In such a case, the student 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 former teachers as 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 directors, faculty and staff given the responsibility of securing student teaching placements 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 SUBJECT STUDENT TEACHING PLACEMENT

Please note: In the 21-22 academic year, given the uncertainty resulting from the COVID-19 pandemic, information regarding placements will be provided on an ongoing basis throughout the academic year. While Santa Cruz County schools and others in the region currently anticipate limited in-person instruction, conditions may change rapidly. Decisions regarding placement will prioritize the safety of MA/C students, as well as that of our K-12 students and school/district staff. Program supervisors and faculty will provide a variety of learning opportunities to ensure rich and appropriate learning for MA/C students. MA/C students must check their UCSC email daily for updates to placements or other timely notices.

For multiple subject candidates, the first placement, Beginning Student Teaching (EDUC 200), starts within the first few days of our region's schools' academic calendars (start dates vary for districts from early to mid or late-August) and continues through mid-December. Candidates visit placement classrooms as observers or visitors for a minimum of 10-15 hours from the first week of school to Labor Day (see supervisor for specific guidance), 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 directed by their Teacher 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).

Teacher candidates are typically provided 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 TK – 2nd grade classroom for the first student teaching assignment and in a 3rd – 6th 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 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 Director of Teacher Education of Teacher Education or your Teacher Supervisor.

SINGLE SUBJECT STUDENT TEACHING PLACEMENT

Please note: In the 20-21 academic year, given the uncertainty resulting from the COVID-19 pandemic, information regarding placements will be provided on an ongoing basis throughout the academic year. While Santa Cruz County schools and others in the region currently anticipate limited in-person instruction, conditions may change rapidly. Decisions regarding placement will prioritize the safety of MA/C students, as well as that of our K-12 students and school/district staff. Program supervisors and faculty will provide a variety of learning opportunities to ensure rich and appropriate learning for MA/C students. MA/C students must check their UCSC email daily for updates to placements or other timely notices.

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 10-15 hours from the first week of school to Labor Day (see supervisor for specific guidance), 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 15 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 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 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). 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.

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, we try to arrange the 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.

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 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 Director of Teacher Education or your Teacher Supervisor.

INSTRUCTIONS FOR FIRST WEEK OF PLACEMENT

You will be notified by email by your Teacher Supervisor on your UCSC email account when 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 Teacher 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 them that tells them 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, email, and the name and email of your Teacher Supervisor. Email a copy of this letter to your Teacher Supervisor. Also, ask your Cooperating Teacher for the best way to contact them should any last-minute schedule changes occur (such as an absence from placement). You must notify both your Teacher 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., conservatively) 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 their students, and communicates their 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.

PLACEMENT REQUIREMENTS

Multiple Subject	Single Subject
First Placement (Beginning): <ul style="list-style-type: none"> ▪ Begins first week of placement school calendar year ▪ Ends mid-December <ul style="list-style-type: none"> ○ 10 hours total from 1st week of school to Labor Day ○ 16 hours/week from Labor Day to end of placement mid-December 	First Placement (Beginning): <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"> ○ 10 hours total from 1st week of school to Labor Day ○ 15 hours/week from Labor Day to end of placement end of October
Second Placement (Int/Adv): <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 	Second Placement (Int/Adv): <ul style="list-style-type: none"> ▪ Begins 2nd week in November ▪ Ends at end of placement school calendar year ▪ 15 hours/week in November ▪ 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"> - Facilitate Teacher Candidate seminar. - 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 ten hours in the classroom from the first day of school to Labor Day. - Meet placement requirement of 15-16 hours per week after Labor Day in placement (M-F) for 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. - (Single Subject) Between Oct. 1-27, complete Cycle I of the CalTPA. - Take on lead and independent daily teaching for one or more content areas. 	<ul style="list-style-type: none"> - Facilitate Teacher Candidate seminar. - Formally and informally observe TC's teaching. Provide feedback, 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, Teacher Supervisor or videotaped. - (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 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"> - Facilitate Teacher Candidate seminar. - 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 CalTPA 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 one to 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 CalTPA 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 SUBJECT 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"> - Facilitate Teacher Candidate seminar. - 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 PK-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 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 Latino 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 program are equipped with the biliteracy, cross-cultural and pedagogical skills to support English learner success in bilingual school settings throughout California.

Philosophical Foundation

Our 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 make certain 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.

One of our long-standing partner schools began a dual language program in 1981, so we have a local resource, where many of our faculty have been active in curriculum development and professional learning, to draw from as we work with our candidates. Ultimately, candidates who complete the program are overwhelmingly attracted to teaching in comprehensive DLPS instead of traditional bilingual programs.

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 Biliteracy.**

For example, in **EDUC 212A: Bilingualism and Biliteracy: 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 Biliteracy: 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 Biliteracy: 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 Biliteracy: 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 if their Cooperating Teacher is absent.

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 their 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 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'S 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 (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 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 Outline

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</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</i>

	<i>Informed your sense making about larger policy/ economic contexts?</i>			<i>resources that will help you thrive as an educator going forward?</i>
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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 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 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.

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** 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 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** 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.*

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 subjects 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 TK-12 students. This exam may not be taken prior to completion of the required Reading Instruction course (EDUC 220, Fall) in the program. Deadline to verify passage of the RICA is **July 1** in the final summer term of the MA/C Program. 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 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 we make use of technology on a number of learning platforms for class work communications, and more. We view technology as providing valuable learning tools. Therefore, we ask that you bring a laptop, Chromebook, tablet, or smart phone to all classes, and have home access to the Internet to facilitate important communications. On campus, you will have access to eduroam, a free, encrypted, secure, roaming wireless access service. You may also configure your mobile device to use eduroam. Instructions are available on the campus Information Technology website.

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, Esperanza Zamora, Room 1284, and the Credential Analyst, 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:

Esperanza Zamora, MA
MA/C Program Coordinator
McHenry Library 1284
831-459-1261
zamora@ucsc.edu

To discuss credential concerns or enrollment issues, contact:

Credential Analyst
McHenry Library 2161
831-459-2200

For program issues or concerns, contact:

Soleste Hilberg, PhD
Director of Teacher Education
McHenry Library 2159
831-459-2280

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 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) 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.

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 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 Subject 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)

RICA: Reading Instruction Competence Assessment

The RICA measures the knowledge, skills, and abilities essential to offer effective reading instruction to TK-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 Teacher Supervisor.

Multiple Subject Program at a Glance

University of California, Santa Cruz Education MA/Credential 2021-2022 MULTIPLE SUBJECT Credential

Dates	Course Information		Student Teaching
First Term			
July 19 - August 27, 2021	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			
August 30 – September 16, 2021 *Summer Bridge Courses	*EDUC 200 ¹ *EDUC 211 EDUC 218 *EDUC 220	Beginning Student Teaching (5 credits) Teaching Special Populations (2 credits) Topics in Elementary Ed: Visual Arts (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 17 – December 10, 2021	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 3 – March 18, 2022	EDUC 201 EDUC 203 EDUC 221 EDUC 219 EDUC 212B	Intermediate Student Teaching (5 credits) Methods of English Language Development (5 credits) Science Learning & Teaching in Elementary Classrooms (5 credits) Topics in Elementary Ed: Performing Arts (2 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 28 – June 9, 2022 *Spring break follows school district schedule.	EDUC 202 EDUC 214 EDUC 217 EDUC 212C	A, B & C Advanced Student Teaching (15 credits) Contemporary Issues in Education (2 credits) Topics in Elementary Ed: Physical Education (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 13 - July 15, 2022	EDUC 208	Portfolio Development (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 2021-2022 SINGLE SUBJECT Credential

Dates	Course Information		Student Teaching
First Term			
July 19 - August 27, 2021	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			
August 30 – September 16, 2021 *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 17 – December 10, 2021	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 Bilingual Education: 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 3 – March 18, 2022	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 Bilingual Education: 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 28 – June 9, 2022 *Spring break follows school district schedule	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 Bilingual Education: 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 13 - July 15, 2022	EDUC 208	Portfolio Development (2 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:

- 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, 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.

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:

- 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

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

- Satisfy the Multiple Subject 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 MS 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

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.

Please note that no schedule changes or other accommodations will be made to permit a student to take the Winter methods course required for the Single Subject 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).

A Single Subject candidate wishing to add another single subject area must verify subject matter competency in that area (i.e., passing scores on the CSET tests in the new content area) before enrolling in the relevant methods course, and complete a three-semester 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 2021–22

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

Key Dates

	Fall '21	Winter '22	Spring '22	Summer '22
QUARTER BEGINS	Sept 18 Sat	Jan 3 Mon	Mar 28 Mon	June 20 Mon
ORIENTATION See orientation schedule for details (orientation.ucsc.edu).				
INSTRUCTION BEGINS	Sept 23 Thur	Jan 3 Mon	Mar 28 Mon	June 20 Mon
INSTRUCTION ENDS	Dec 3 Fri	Mar 11 Fri	June 3 Fri	Aug 26 Fri
FINAL EXAMINATIONS	Dec 6-10 Mon-Fri	Mar 14-18 Mon-Fri	June 6-9 Mon-Thur	varies
QUARTER ENDS	Dec 10 Fri	Mar 18 Fri	June 9 Thur	Aug 26 Fri
NUMBER OF DAYS OF INSTRUCTION	M-10, T-10, W-10, Th-9, 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 10-12 Fri-Sun	
HOLIDAYS OBSERVED				
Sept. 6–Labor Day			Feb. 21–Presidents' Day	
Nov. 11–Veterans Day			March 25–César Chávez Day	
Nov. 25-26–Thanksgiving Holidays			May 30–Memorial Day	
Dec. 24, 27, 31–Winter Holidays			July 4–Independence Day	
Jan. 17–Martin Luther King, Jr. Day				
CAMPUS CLOSURE DATES –The campus is closed from Thursday, Dec. 23 through Sunday, Jan. 2 (pending approval).				

Advising and Advance Enrollment

Fall '21 Winter '22 Spring '22 Summer '22

Continuing and Readmitted Students (includes visitors)				
ADVISING WEEK	May 10-14	Nov 5-11	Feb 15-22	Mar 15
Continuing and readmitted undergraduates. Class search available.	Mon-Fri	Fri-Thur	Tues-Tues	Tues
PRIORITY ENROLLMENT BEGINS	May 17	Nov 12	Feb 22	May 1
Continuing and readmitted graduate and undergraduate students, by appointment.	Mon	Fri	Tues	Sun
Priority Enrollment for Fall 2022				
ADVISING WEEK	May 9*			
PRIORITY ENROLLMENT BEGINS	May 16*			
*Pending approval				
Enrollment continues following priority enrollment. For more information, see the online <i>Schedule of Classes</i> at registrar.ucsc.edu/soc/index.html . For more dates for first and second pass, and waitlist appointments, see <i>Schedule of Classes</i> .				

Fall '21 Winter '22

New Students		
PRIORITY ENROLLMENT		
New graduate students.	June 17 Thur	Nov 12 Fri
New undergraduates by appointment	July 23 Fri	Nov 12 Fri
Enrollment continues following priority enrollment. For more information, see the online <i>Schedule of Classes</i> at registrar.ucsc.edu/soc/index.html .		

Key Dates

	Fall '21	Winter '22	Spring '22	Summer '22
E-BILLS AVAILABLE ON UCSC eBILL/ePAY	Aug 27 Fri	Nov 23 Tues	Feb 25 Fri	Varies*
Including registration and housing fees.				
STUDENT HEALTH INSURANCE	Sept 15 Wed	Dec 15 Wed	Mar 15 Tues	Jul 15 Thurs
Deadline to apply for waiver. Cowell Student Health Center.				
MINIMUM CREDIT LIMIT ENFORCED	Sept 14 Wed	Dec 28 Tues	Mar 21 Mon	N/A
*Twelve credits for undergraduates and five credits for graduates.				
FINANCIAL AID DISBURSED TO STUDENT ACCOUNTS	Sept 14 Wed	Dec 28 Tues	Mar 21 Mon	Varies*
HOUSING AND DINING FEES DUE	Sept 16 Thur	Dec 15 Wed	Mar 22 Tues	Varies*
Late housing fee of \$25 assessed after this date. Financial Service Center.				
UNDERGRADUATE REGISTRATION FEES DUE	Sept 16 Thur	Dec 15 Wed	Mar 22 Tues	Varies*
Late registration fee of \$50 assessed after this date. Financial Service Center.				
WITHDRAW FROM THE UNIVERSITY	Sept 23 Thur	Jan 3 Mon	Mar 28 Mon	N/A
Deadline to file to withdraw during quarter and receive full registration fees refund. College/Division of Graduate Studies.				
UNDERGRADUATE ENROLLMENT DEADLINE	Sept 27 Mon	Jan 5 Wed	Mar 30 Wed	Varies*
Students must be enrolled in one class by this date, or \$50 late enrollment fee assessed.				
GRADUATE STUDENT ENROLLMENT AND FEE PAYMENT DEADLINE	Oct 1 Fri	Jan 10 Mon	Apr 4 Mon	N/A
\$50 late enrollment fee after this date. Financial Service Center.				
GRADUATE STUDENT PART-TIME/IN ABSENTIA	Oct 1 Fri	Jan 10 Mon	Apr 4 Mon	N/A
Deadline to apply for a reduced class load and fees. Department.				
CLASS PERMISSION NUMBERS REQUIRED	Oct 2 Sat	Jan 12 Wed	Apr 15 Fri	N/A
ADD/DROP/SWAP CLASSES ENDS	Oct 13 Wed	Jan 24 Mon	Apr 15 Fri	Varies*
Deadline to process enrollment transactions.				
UNDERGRADUATE PART-TIME PROGRAM	Oct 13 Wed	Jan 24 Mon	Apr 15 Fri	N/A
Deadline to apply for a reduced class load and fees. Office of the Registrar.				
LATE ADD BY PERMISSION BEGINS	Oct 14 Thur	Jan 25 Tues	Apr 16 Sat	N/A
First day to add a class by permission or petition (\$10 fee). MyUCSC.				
UNDERGRADUATE WITHDRAW FROM A CLASS BEGINS	Oct 14 Thur	Jan 25 Tues	Apr 16 Sat	Varies*
Students petition for a W (Withdraw) notation. College.				
DECLARATION/CHANGE OF MAJOR/MINOR	Oct 22 Fri	Feb 4 Fri	Apr 29 Fri	N/A
Deadline to file petition. Contact your department for major/minor declaration information.				
UNDERGRADUATE WITHDRAW FROM A CLASS ENDS	Nov 3 Wed	Feb 14 Mon	May 6 Fri	Varies*
Deadline to petition for a W (Withdraw) grade notation, except for emergency reasons. Office of the Registrar.				
UNDERGRADUATE CREDIT BY PETITION ENDS	Nov 3 Wed	Feb 14 Mon	May 6 Fri	N/A
Deadline to file petition to challenge a class (\$10 fee). Office of the Registrar.				

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



ACADEMIC AND ADMINISTRATIVE CALENDAR 2021–22

UNIVERSITY OF CALIFORNIA, SANTA CRUZ

	Fall '21	Winter '22	Spring '22	Summer '22
WITHDRAW FROM UCSC/ LEAVE OF ABSENCE	Nov 3 Wed	Feb 14 Mon	May 6 Fri	N/A
Undergraduates: deadline to petition to withdraw or to request a leave of absence, except for emergency reasons. College. Graduates: deadline to withdraw during the quarter, except for emergency reasons; for Leave of Absence, see below. Division of Graduate Studies.				
UNDERGRAD/GRAD GRADE CHANGE OPTION	Nov 28 Sun	Mar 4 Fri	May 27 Fri	Varies*
Deadline to change grade option. MyUCSC.				
UNDERGRADUATE NO PASS FROM A CLASS ENDS	Nov 28 Sun	Mar 4 Fri	May 27 Fri	Varies*
Deadline to file petition for a NP (No Pass) grade except for emergency reasons. Office of the Registrar.				
UNDERGRAD/GRAD LATE ADD BY PERMISSION ENDS	Nov 28 Sun	Mar 4 Fri	May 27 Fri	N/A
Deadline to add a class by permission or petition (\$10 fee). MyUCSC.				
CHANGE OF COLLEGE	Dec 3 Fri	Mar 11 Fri	Jun 3 Fri	N/A
Deadline to file petition to be effective the following quarter. College.				
UNDERGRADUATE REMOVAL OF INCOMPLETE	Dec 10 Fri	Mar 18 Fri	June 9 Thur	Dec. 9 Fri
Deadline to file petition (\$10 fee) and submit class work for Incomplete grade from preceding quarter. Office of the Registrar.				
GRADUATE STUDENT REMOVAL OF INCOMPLETE	Dec 10 Fri	Mar 18 Fri	June 9 Thur	N/A
Deadline to file petition (\$10 fee) and submit class work for Incomplete grade within the last three quarters. Office of the Registrar.				
LEAVE OF ABSENCE/GRADUATE	Dec 10 Fri	Mar 18 Fri	Aug 26 Fri	N/A
Deadline to petition for leave beginning the next quarter. Division of Graduate Studies.				
GRADES DUE	Dec 15 Wed	Mar 23 Wed	June 14 Tues	Varies*
From instructors.				
EVALUATIONS DUE	Jan 4 Tues	Apr 11 Mon	June 30 Thur	Varies*
From instructors. Optional.				

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

	Fall '21	Winter '22	Spring '22	Summer '22
Announcing Candidacy for Degree/Apply to Graduate				
UNDERGRADUATES				
Deadline to apply with no fee.	Oct 22	Feb 4	April 29	July 29
Late deadline to apply with \$75 fee.	Dec 10	March 18	June 9	Aug 26
Final deadline to apply with \$100 fee.	Jan 21	Apr 29	July 25	Oct 7
UNDERGRADUATES				
Deadline to complete all requirements for degree and for the Office of the Registrar to receive transcripts from other institutions.	Dec 10 Fri	Mar 18 Fri	June 9 Thur	Aug 26 Fri
GRADUATE STUDENTS				
Deadline to announce for master's or Ph.D., or pay for filing fee, if applicable.	Sept 30 Thur	Jan 13 Thur	Apr 7 Thur	July 8 Mon
GRADUATE STUDENTS				
Deadline to complete all requirements for degree.	Dec 10 Fri	Mar 18 Fri	May 31* Tues	Aug 26 Fri

* Students not participating in June commencement have until June 9 to complete all requirements for degree.

Intercampus Visitor/Exchange Programs

UNDERGRADUATES	Apr 30	Oct 31	Jan 31 (Oct 1, UC Berkeley, UC Merced)
Deadline to file application. Office of the Registrar.			
GRADUATE STUDENTS	Aug. 30 (Aug 1, 2021, UC Berkeley, Merced)	Dec. 20	March 14
Deadline to file application. Division of Graduate Studies.			

Financial Aid

FINANCIAL AID APPLICATION FOR UNDERGRADUATES

- Submit the free Application for Federal Student Aid (FAFSA) at <https://studentaid.gov/apply-for-aid/fafsa> (or Dream App at dream.csac.ca.gov if applicable) by March 2 prior to each academic year for enrollment in fall 2021, file by March 02, 2021 for enrollment in fall 2022 file by March 02, 2022

- Complete your financial aid application by providing all supporting documentation requested via MyAid Verify as accessed through your MyUCSC To Do List by June 2 prior to the year for which you are applying (July 1 for new transfers).

- For summer consideration, complete a financial aid application as indicated above. Enroll by June 1 to ensure summer aid disburses on time.

FINANCIAL AID APPLICATION FOR GRADUATES

- To apply for federal student loans, submit the Free Application for Federal Aid (FAFSA) each year at <https://studentaid.gov/apply-for-aid/fafsa>. Applications are accepted throughout the academic year in which you are enrolled.

- To apply for other types of graduate support, contact your academic department.

Readmission

UNDERGRADUATE READMISSION APPLICATION

Filing period for priority/first pass enrollment. Office of Admissions.

Fall '21	Winter '22	Spring '22	Summer '22
Jan. 01, 2021- March 31, 2021	July 01, 2021 Sept. 30, 2021	Oct. 01, 2021- Dec. 31, 2021	April 01, 2022- May 31, 2022

FALL EXTENDED APPLICATION PERIOD

April 1, 2021-May 31, 2021

Late submission after April 1 may affect enrollment appointment.

GRADUATE STUDIES APPLICATION FOR READMISSION

Division of Graduate Studies.

July 31, 2021 Sat	Oct 31, 2021 Sun	Jan 31, 2022 Mon
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Summer Session 2022

Summer term active in class search-March 15, 2022

Enrollment opens-May 01, 2022

Session 1 dates-June 20-July 22, 2022

Session 2 dates-July 25-Aug 26, 2022

8-week dates-June 20-Aug 12, 2022

10-week dates-June 20-Aug 26, 2022

For additional information, see summer.ucsc.edu.

Additional Resources

For more information on procedures and deadlines, including links to the UCSC *General Catalog* and *Navigator Undergraduate Handbook*, go to registrar.ucsc.edu.

Graduate students may also refer to the *Graduate Student Handbook* at <https://graddiv.ucsc.edu/current-students/index.html>

Revised: 05/18/21

Published by the Office of the Registrar

my.ucsc.edu

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**Quick link to
MyUCSC portal**



Featured Events

JUN
26

Science on Tap: How Stable Is West Antarctica?

JUL
08

Humanizing Artificial Intelligence with Nicanor Perlas July 8-12

SEP
21

An Evening with Malcolm Gladwell: Talking to Strangers

[More events >](#)

University News



June 21, 2019
Phil Hammack helps shape Exploratorium's exhibition about identity



June 17, 2019
Slug spirit shines bright on commencement weekend



June 14, 2019
Feminist studies professor Gina Dent receives Dizikes Award for teaching in Humanities

Engage with #ucsc



Take a
VIRTUAL TOUR



Hang out with us
ON INSTAGRAM





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Log in to MyUCSC

CruzID

Gold Password

Disable [single sign-on](#)

Uncheck to enable single sign-on.

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



[Forgot password?](#)

[Get Help](#)

reg.ucsc.edu

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OFFICE *of* THE REGISTRAR

[About](#) [Calendar](#) [Fees](#) [Enrollment](#) [Records](#) [Quick Start Guide](#) ▾

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

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 Cash

Home / Payments

Payments & Billing

- 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

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



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:

sbs.ucsc.edu/payments_billing/index.html

graddiv.ucsc

UC SANTA CRUZ

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this Site

DIVISION of GRADUATE STUDIES

About Us Admissions Resources Postdocs COVID-19 E

Click here for a Graduate Student Handbook – Under “Academic Regulations”



Graduate News



June 9, 2021
 Doctoral student wins Ford Foundation fellowship for work on

Graduate Studies



Featured Profile

PERCOLATING IDEAS
 Earth Sciences Graduate Student Sarah

TRANSPORTATION & PARKING SERVICES

[About](#) [Buses & Shuttles](#) [Commuters](#) [Event Parking](#) [Off Campus UCSC Sites](#) [Parking](#) [Travel](#) [Slugs Go Solar](#)

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

R Parking Permit Sales Suspended for 2019-20

[Click here to learn about daily permit options including temporary medical parking permits.](#)

Order Your Permit



Click [here](#) to order a 2019-20 parking permit, employee bus pass, or other program.

Click [here](#) for 2019-2020 parking permit rates.

News & Events

June 28, 2019
[Campus Road Closures and Detours](#)

July 1, 2019
[Santa Cruz METRO Service Interruptions](#)

June 24, 2019
[Porter Kresge Road Repaving and Repair](#)

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](#)

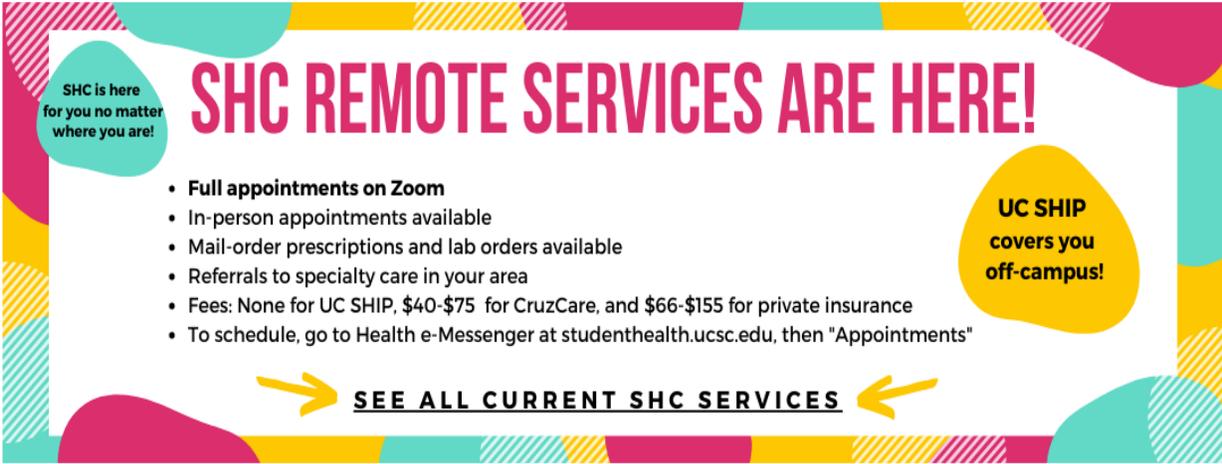
[Parents of Student](#)

[Prospective Student](#)

healthcenter.ucsc.edu

STUDENT HEALTH CENTER

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



SHC is here for you no matter where you are!

SHC REMOTE SERVICES ARE HERE!

- **Full appointments on Zoom**
- In-person appointments available
- Mail-order prescriptions and lab orders available
- Referrals to specialty care in your area
- Fees: None for UC SHIP, \$40-\$75 for CruzCare, and \$66-\$155 for private insurance
- To schedule, go to Health e-Messenger at studenthealth.ucsc.edu, then "Appointments"

UC SHIP covers you off-campus!

SEE ALL CURRENT SHC SERVICES

Quick Links

[Appointments](#) 

index.html

What's New?

[COVID-19 Students](#) 

Get Help With ...

[Covid-19](#) 

Estimated Additional Out-of-pocket Costs of Credential

MA/CREDENTIAL PROGRAM UCSC EDUCATION DEPARTMENT McHenry Library - 2140

CHAIR, Education Department

Cynthia Lewis
cylewis@ucsc.edu
831-459-4328
Office McHenry 3124

DIRECTORS, MA/Credential Program

Soleste Hilberg, PhD, Director of Teacher Education
soleste@ucsc.edu
831-459-2280
Office McHenry 2159

Kip Téllez, PhD, Lead Faculty Advisor
ktellez@ucsc.edu
831-459-2208
Office McHenry 3159

MA/Credential Program Coordinator

Esperanza Zamora, MA
zamora@ucsc.edu
831-459-1261
Office McHenry 1284

- 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

Credential Analyst / Advisor

831-459-2200
Office McHenry 2161

- Provides MA/C student advising
- 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

Teacher Supervisors: Office McHenry 2140

Math and Science

Sumita Jaggar – sjaggar@ucsc.edu
Jerome Shaw, PhD – jmlshaw@ucsc.edu
Molly, Shaw, EdD – moshaw@ucsc.edu

Multiple Subjects

Johnnie Wilson – jobwilso@ucsc.edu
Danna Moreno – dmoreno5@ucsc.edu

English and Social Science

Jennifer Jones Hinz – jhinz@ucsc.edu
Jamie DeWitt, EdD – jdewitt1@ucsc.edu
Marissa Ferejohn Swett – mferejohn@ucsc.edu

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.

Multiple Subjects Candidates	Single Subject Candidates
<ul style="list-style-type: none"> - CBEST, \$41 - CSET, \$99 per subtest taken separately; \$247 for all subtests taken together - CalTPA, through Pearson, \$300 - CPR Course, \$60-\$70 - Technology Course, \$410 - Certificate of Clearance, \$50 <ul style="list-style-type: none"> o Plus fingerprinting ~\$89 - TB Test, \$30-\$50 - RICA, \$171-\$191 - Credential application, \$103 	<ul style="list-style-type: none"> - CBEST, \$41 - CSET, \$72-\$99 per sub test (usually 3 total depending upon content area requirements) - CalTPA or edTPA, through Pearson, \$300 - CPR Course, \$60-\$70 - Technology Course, \$410 - Certificate of Clearance, \$50 <ul style="list-style-type: none"> o Plus fingerprinting ~\$89 - TB Test, \$30-\$50 - 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.

California Retired Teachers Association (Laura E. Settle) Scholarship

An award of approximately \$3,000 is available to one graduate student 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 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 \$2,000, 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 top 10% of highest financial need. Awards of approximately \$2,000 - \$5,000 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 \$600 are made in the Spring Quarter.