

**Mount Saint Mary's University  
Education Department Student Handbook  
Applicable to Credential Candidates and Graduate Students**

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## General Information

The mission of Mount Saint Mary's University Education Department programs is to develop the professional fluency of its candidates with respect to pedagogy, human development, diversity, and on-going professional development.

The concept of the professionally fluent educator is central to the program's organization. A professionally fluent educator:

- ◇ articulates research-based pedagogical beliefs and curricular principles and translates them into practice.
- ◇ responds to diversity with openness, sensitivity, and a commitment to equity.
- ◇ supports the healthy development of children, youth, and colleagues in a caring and just environment.
- ◇ envisions professional fluency as a life-long journey that includes on-going professional development through inquiry and reflection.

The program organization and design is based on current and established research findings and exemplary professional practice as referenced in the California Standards for the Teaching Profession. The foundation of all Education Department programs is a commitment to the development of each individual. This commitment is expressed in intense, personal advisement of every candidate, supportive instruction that strives to prepare every candidate to meet the standards for a beginning teacher and reflective self-evaluation that promotes continual professional growth.

Over the years Mount Saint Mary's University (MSMU) has developed a cohesive design and cogent rationale for its programs. We are committed to making thoughtful program changes that are responsive to the cultural and linguistic diversity of California public and private school classrooms.

The program's structure provides logical sequences including prerequisite/foundation and professional courses, the integrated field experiences, and the culminating supervised teaching experiences. Admission and advisement policies are clearly delineated in the program's literature. Careful advisement, assistance, and assessment of candidates are integral to the program. Prior to supervised teaching, every preliminary candidate must meet all program competencies and demonstrate readiness for full time teaching responsibilities.

The programs are coordinated by program directors that serve as student advisors and maintain links between the education department, the undergraduate academic programs, the whole university, and the larger community.

The education faculty is highly qualified in both practical experience and theoretical expertise. They model excellent pedagogy and commitment to the principles of multicultural, multilingual, and equity education. The faculty is energized by collegial support and dialogue around new learning and on-going professional development.

The university and community are linked extensively by the field experience components of the program. Resources provided by the *Center for Cultural Fluency* and the developing relationships with local school districts via Mount Saint Mary's University affiliated schools further strengthen the connections between the university and its community. Recruitment outreach to the local Los Angeles neighborhoods is a part of the mission of MSMU and reinforces our ties with our community.

## **California Preliminary Credential Teacher Preparation Programs**

### **Program Organization**

The Mount Saint Mary's University Education Department Programs are designed to prepare undergraduate and graduate students to teach effectively and offer themselves as teacher leaders in the diverse public schools of California. The Multiple Subjects, Single Subjects, and Education Specialist programs are comprised of a sequence of courses, which enable candidates to meet the program competencies established by the California Commission on Teacher Credentialing as applicable. Close advisement ensures that preliminary candidates proceed through prerequisite courses, into professional preparation courses, and culminate with at least one in-depth supervised teaching semester.

Program candidates include undergraduate and graduate students. Undergraduate students enroll in the 100 level courses; graduate students enroll in the 200/300 level courses. Early fieldwork is infused throughout all professional preparation courses.

Candidates must complete supervised teaching in classrooms that meet the requirements of the credential they are pursuing. Options for completing supervised teaching in their own classroom are available for in-service candidates. In addition, four of the required eight units of supervised teaching may be waived for successful teaching experience of two years. In-service teachers with less than two years of successful full-time teaching may complete their supervised teaching experience in their own classroom over two semesters, enrolling for four units each semester.

Appropriately certified and credentialed cooperating teachers, on-site supervisors, and university supervisors provide systematic, on-going supervision of supervised teaching. A written evaluation of the candidate's demonstrated competencies during supervised teaching and a Professional Resource and Performance Binder are records of successful completion of the program. In addition, all Multiple Subject and Education Specialist credential candidates must pass the Reading Instruction Competence Assessment (RICA). Multiple Subject and Single Subject candidates must pass the California Teaching Performance Assessment (CalTPA)

### **Overall PROGRAM DESIGN:**

#### **Coursework**

Program courses have been carefully designed to provide candidates with the key concepts, skills, and proficiencies, which form the foundation of the professionally fluent educator. We have also crafted the courses so that the state-required content requisite for the former EL

authorization (CLAD) and the new English Learner authorization is included. The pedagogical approach in the Mount St. Mary's programs emphasizes interactive learning and modeling of excellent teaching in a multiethnic and multilingual world. Accordingly, all classes call for individual, pair, and small group work, as well as full class discussion, student exhibition of learning, and the integration of fieldwork with content instruction. In addition, MSMU preliminary credential programs are designed so that General Education and Education Specialists attend classes together and have ongoing opportunities for dialogue and collaboration about inclusive and responsive teaching. General Education candidates and Education Specialist candidates take the majority of their prerequisite courses and many of their Professional Preparation courses together and General Education courses have an increased emphasis on responding to the needs of diverse learners.

The recommended sequence of courses is based on a developmental arrangement of concepts and skills. Pre-requisites include courses in foundations of schooling, child and adolescent development, culture and cultural diversity, teaching English learners and exceptional students. Professional preparation courses focus on teaching approaches, curriculum design, and issues of literacy.

Early fieldwork is infused throughout all courses, and the program culminates in the supervised teaching semester.

For the MSMU/JTC Deaf and Hard of Hearing program, each course in the program is a pre-requisite or co-requisite to all others. A grade of B or better must be earned in each course to be able to maintain status in the program and to move forward to the next term or course. Also, if a course is not passed, the student may take the course again when it is offered in the regular school calendar. The program runs in a cohort model, so each course may only be offered once a year. The student may not enroll in any other course until a grade of B or better has been earned in the course that was failed. The student may take a leave of absence until the next time the course is offered. A course may only be taken twice. If the course is not passed on the second try, the student will not be allowed to continue in the program and will be academically disqualified.

## **Advisement**

Advisement is a key dimension of the Mount Saint Mary's University Teacher Preparation Program. During an initial advisement appointment, you and your advisor map out a Curriculum Plan that best meets your needs. Those undergraduates seeking a multiple subject and special education credential will need to do their course planning with the Liberal Studies advisor. Each semester you enroll in the courses on your Curriculum Plan with the guidance of your advisor. If you need to change your Curriculum Plan, call your advisor. All advisors have office hours each week and are available for individual consultation.

### **Multiple Subjects:**

*Prerequisite courses:*

EDU 107/207 (1.5 units) Teaching English Learners

EDU 108A/ 208A (1.5 units): Introduction to Exceptional Needs Students

EDU 108B/208B (1.5 units) Responsive Teaching for All Learners

EDU 106/206 (2 units): School and Society  
EDU 251(3 units) : Child and Adolescent Development (Undergraduates: PSY 113 and  
EDU 151 (1 unit): Atypical Child Development  
EDU 152/252 (1.5 units): Diversity and Schools

*Multiple Subjects: Professional Preparation Courses*

EDU 150/250 (3 units) Elementary Instruction: Theory and Practice  
EDU 154/254(3 units): Math and Science: Elementary Curriculum  
EDU 155/255: (3 units) Social Studies and the Arts: Elementary Curriculum  
EDU 156/256 (3 units): Language and Literacy: The Elementary Curriculum

*TPA Labs:*

EDU 109A/209A (.5 units): Teaching Performance Assessment Lab I\*  
EDU 109B/209B (.5 units): Teaching Performance Assessment Lab II\*

*Supervised Teaching:*

EDU 116/316 (0-8 units)  
EDU 110/210: Supervised Teaching Seminar (3 units)

**Single Subjects**

*Prerequisite Courses:*

EDU 107/207 (1.5 units) Teaching English Learners  
EDU 108A/ 208A (1.5 units): Introduction to Exceptional Needs Students  
EDU 108B/208B (1.5 units) Responsive Teaching for All Learners  
EDU 106/206 (2 units): School and Society  
EDU 251(3 units): Child and Adolescent Development (Undergraduates: PSY 113 and  
EDU 151 (1 unit): Atypical Child Development  
EDU 152/252 (1.5 units): Diversity and Schools

*Single Subjects: Professional Preparation Courses:*

EDU 166/266 (4 units): Principles of Secondary Education & Content Area Modules  
EDU 167/267(4 units): Principles of Secondary Curriculum & Content Area Modules  
EDU 168/268(4 units): Content-based Reading Instruction Content Area Modules

*TPA Labs:*

EDU 109A/209A (.5 units): Teaching Performance Assessment Lab I\*  
EDU 109B/209B (.5 units): Teaching Performance Assessment Lab II\*

*Supervised Teaching:*

EDU 164/364 (0-8 units)  
EDU 110/210: Supervised Teaching Seminar (3 units)

**\*Teaching Performance Assessment Labs:** These courses orient students to take the California Teaching Performance Assessment, completed and submitted during the Supervised Teaching Semester.

## **Education Specialist Requirements:**

### *Prerequisite Courses:*

EDU 107/207 (1.5 units) Teaching English Learners  
EDU 108A/ 208A (1.5 units): Introduction to Exceptional Needs Students  
EDU 108B/208B (1.5 units) Responsive Teaching for All Learners  
EDU 251(3 units) Child and Adolescent Development (Undergraduates: PSY 113 and EDU 151 (1 unit): Atypical Child Development  
EDU 152/252 (1.5 units): Diversity and Schools

### *Professional Preparation Courses*

EDU 150/250 (3 units) Elementary Instruction: Theory and Practice  
EDU 154/254(3 units) Math and Science: Elementary Curriculum  
EDU 156/256 (3 units) Language and Literacy: The Elementary Curriculum

EDU 271 (3 units):                   Assessment for Special Needs Students  
EDU 272 (3 units):                Behavior Supports  
EDU 278 (3 units):                Program Leadership & Collaboration  
EDU 279 (3 units):                Neurological Disorders

### *Supervised Teaching:*

EDU 178/378 (0-8 units)  
EDU 110/210 (3units) Supervised Teaching Seminar

## **Fieldwork: Early Fieldwork and Supervised Teaching**

The explicit mission of Mount Saint Mary's California Teacher Preparation Programs is to prepare students to become transformative educators who are able to balance theory, research, and practice. Working collaboratively with faculty, staff, and a cadre of superior practitioners, students are encouraged to evaluate current school practices and to imagine teaching and learning in new ways.

### **Fieldwork Coordinator:**

The coordinator's primary responsibility is to serve as a liaison between Mount Saint Mary's teacher education program and affiliated schools to insure the optimum placement of candidates in appropriate fieldwork settings. To further this goal, the coordinator meets regularly with school administrators and teachers of affiliated schools, explaining the teacher preparation program, and facilitating their participation. All fieldwork classrooms feature diverse classroom settings where cooperating teachers have the appropriate credentials as documented in the Mount Saint Mary's Program documents and model excellent instruction.

Fieldwork sites and classrooms are continually reevaluated in response to changes at the schools or recommendations by the coordinator, university supervisors, other education faculty, school

personnel and the candidates themselves. Advisory Councils for the various programs and alumni networks provide excellent avenues for identifying potential cooperating teachers and new affiliated schools sites.

The Fieldwork Coordinator at Mount Saint Mary's University is available to answer any questions at (213) 477-2988

## **Mount Saint Mary's University Affiliated Schools**

Mount Saint Mary's University is a presence in the surrounding community and has a long history of effective communication and collaboration with community groups. Nowhere is this link more evident than in the Teacher Preparation Program's cooperative relationships with neighboring schools. Mount Saint Mary's University has identified schools and teachers who exemplify best practice in diverse urban settings and has established relationships with a number of these local sites. The MSMU affiliated schools are schools where exemplary practice is modeled, especially with regard to English language learning and inclusive and responsive teaching where the total school environment is supportive of the goals of MSMU's program, and where the school personnel are committed to transforming school practice.

The MSMU affiliated schools are located in several school districts and are school sites where personnel and parents are committed to re-evaluating their programs and maximizing their school's responsiveness to students' languages and cultures. Knowledgeable of subject matter content, appreciative of multicultural and multilingual diversity, and actively engaged in developing the most effective instructional approaches for the full range of learners, Cooperating Teachers at these sites model the highest professional standards for our students to emulate. They are involved in a variety of outstanding, cutting edge professional development projects and a growing number are also National Board Certified.

As the state-mandated early fieldwork requirements are increased and the credential programs grow, Mount Saint Mary's University is adding affiliated schools that are guided by the above components and are interested in supporting candidates in developing professional expertise within urban settings.

## **Early Fieldwork**

### **Early Fieldwork Rationale**

Because candidates can better understand, critique, and apply theory after they have had a significant degree of experience in schools, early fieldwork forms an integral part of the teacher preparation program and is required in most credential courses. In the early fieldwork school site visits, students become aware of the many complex issues that challenge urban schools. They begin to apply their knowledge of theory and research in working toward solutions to these challenges.

In the course of their early fieldwork experiences, Multiple Subjects students observe Cooperating Teachers present content area material at appropriate levels, model effective communication, and encourage students' use of their personal knowledge and experiences. They work with individual students and small groups in order to gain an understanding of the complexity of curriculum demands and student learning; they complete focused observations in order to gain depth of understanding related to pedagogical issues; and in some courses, they teach lessons in their early fieldwork classrooms which are evaluated by the cooperating teacher.

The Content Area Modules in the Single Subject Credential Program are taught by an exemplary teacher in the candidates' content area. The coaches teach in a variety of secondary settings. The goal is for candidates to experience either a new coach or different grade level during each of the three Modules. Each professional preparation course contains early fieldwork where formative assessment of the teacher candidate is carried out in the form of written and verbal feedback on tasks and lessons by the Content Area Coach as well as the course instructor.

Just as we create a community of learners within Mount St. Mary's teacher education program, we encourage students to join and contribute to the community of learners at school sites as well as in the larger community. Interacting with teachers at the MSMU affiliated schools, who are themselves excellent practitioners in the profession, ensures that professional characteristics, dispositions and understandings are integrated and modeled throughout the program. Collaborative relationships with personnel at these designated school sites demonstrate our willingness as a faculty and a program to learn from and with each other.

### **Courses Infusing Early Fieldwork Experiences**

Each professional course in the Teacher Preparation Program has its own early fieldwork requirement.

Certificate of Clearance:

According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. To ensure your eligibility to complete all elements of this course, you are required to submit a copy of your Certificate of Clearance to the course instructor (as instructed and by the date due) in order to complete the course. This is a non-negotiable state requirement.

The following grid outlines the requirements of early fieldwork required by each course in order to meet California Commission on Teacher Credentialing requirements for early fieldwork.

### **Early Fieldwork Requirements**

#### **Foundation Courses for All Preliminary Credential Programs**

**EDU 107/207** Teaching English Learners – observations/assignments are completed during the fieldwork hours in EDU 150/250 or EDU 166/266

**EDU 108A/ 208A** Introduction to Exceptional Needs Students- observations/assignments are completed during fieldwork hours in EDU 150/250 or EDU 166/266

**EDU 251** Child and Adolescent Development (Undergraduates: PSY 113 and EDU 151 Atypical Child Development – 15 hours

### **Multiple Subject Teacher Preparation Program**

**EDU 150/ 250** – requires regular 1-2 hour visits throughout the semester to a classroom for a total of 15 hours

**EDU 154/ 254** - 1 full day, during math and science instruction, ongoing afterschool tutoring of a focus student & a visit to a local science museum

**EDU 155/ 255** – varies and can be completed outside of the elementary school day

**EDU 156/ 256** – requires regular 1-2 hour visits to a classroom throughout the semester for a total of 15 hours

### **Single Subject Program**

**EDU 166/266** – 15 hours per semester in candidate’s chosen content area arranged by the course instructor.

**EDU 167/267** - 15 hours per semester in candidate’s chosen content area arranged by the course instructor.

**EDU 168/268** - 15 hours per semester in candidate’s chosen content area arranged by the course instructor.

### **Education Specialist Teacher Preparation Program**

All Education Specialist candidates fulfill early fieldwork through courses listed above under the Multiple Subjects with the exception of EDU 155/255.

Prerequisite Course Fieldwork can be completed outside of the school day or during the required fieldwork hours for introductory methods courses

## **Supervised Teaching**

Before being considered for a credential, all candidates must successfully complete eight semester units (8) of **Supervised Teaching**, the culminating fieldwork experience in the teacher preparation program. There are two options for fulfilling the supervised teaching requirement.

### **Option I: Pre-Service Supervised Teaching**

The full time supervised teaching experience occurs over one semester. Students register for 8 units, and are placed by Mount Saint Mary’s University in affiliated schools with cooperating teachers for two seven-week assignments. *Students do not make their own arrangements for student teaching placement.* Students are guided in teaching techniques by the cooperating teacher and the university supervisor through two assignments at varying grade levels and with culturally and linguistically diverse student populations and students with special needs.

### **Option II: In-Service Supervised Teaching**

Candidates who are full time, contracted teachers in multiple subject, special education and single subject classrooms may fulfill the 8 units of the supervised teaching component in their own classrooms; 4 units occur one semester, 4 units the next semester. Option II is available only to candidates whose schools are located in Los Angeles County. *Multiple Subject candidates must be teaching multiple subjects in either a self-contained classroom in grades K-6, or be able to adequately demonstrate their competencies in Language Arts, Mathematics, Social Studies, and Science pedagogies at their school site.*

The university's responsibility is to verify the credential candidate's ability to satisfy an array of pedagogical skills and understandings laid out in the Teacher Performance Expectations by the State of California. This is done by observing the candidate's teaching, providing feedback, and evaluating the candidate's skills in accordance with program and state standards. The candidate's responsibility is to secure a teaching schedule for the supervised teaching semesters which includes the necessary curriculum areas and to satisfactorily fulfill the requirements for supervised teaching.

Teachers who have taught successfully on a full-time, paid basis in the appropriate subject area and level for at least two years may petition to have four of the required eight units of supervised teaching waived. For those who successfully waive four units of supervised teaching, the remaining four units may be fulfilled in their own classrooms in one semester. (If waived, units are not awarded.) Equivalency petitions are available from the education advisor and must be completed and approved before the supervised teaching application deadline. Those who believe they qualify for California law SB 57 exemptions should consult their advisor.

During the supervised teaching phase of the program, credential candidates assume full responsibility for planning and teaching which involves daily lessons, weekly plans, and longer units of study. They receive feedback on the growing effectiveness of their curriculum and instructional planning from their university supervisors during regular visits. Visitation forms reflect some of the concrete outcomes of planning as actually implemented by the credential candidates in their classrooms. In addition to classroom visitations, when credential candidates need extra support, supervisors spend additional time conferencing with them about curriculum planning and implementation. The videotaped portion of the Teacher Performance Assessment (TPA) will be completed during supervised teaching.

### **Option 3: Internships & Supervised Teaching**

Candidates who qualify may seek an Intern position within a school district, prior to completing their course of study. Interns must continue to complete their coursework and take the appropriate supervision course each semester during of their Internship. An Internship requires that the candidate assume full responsibility for the teaching duties during which they receive feedback from a supervisor during each semester. A district sponsored support provider must also be identified and be available for daily/weekly communications, in order to support the Intern. Careful proactive planning and communications with the program advisor must be maintained during an Internship

## **Pre-Service Supervised Teaching**

Mount St. Mary's considers the student teaching experience critical to a candidate's successful preparation and one of the program's most important components. The fieldwork coordinator, working with the directors of the appropriate programs, places full-time student teachers with cooperating teachers at the affiliated schools who model effective pedagogical practices in culturally and linguistically diverse classrooms including students with special needs and learners of all abilities.

The pre-service credential candidate is in the classroom full-time for each of two seven-week assignments. A student fee of \$150 is remunerated to the cooperating teachers for their mentoring of the student teacher. This fee is a state requirement and is required in all universities. Pre-service candidates must also provide transportation to and from their assigned schools.

Throughout the course of student teaching, each multiple subjects, single subjects and education specialist candidate's performance is guided, assisted, and evaluated in relationship to the California Teaching Performance Expectations (TPEs) by both the Cooperating Teacher and University Supervisor who provides complete, accurate, and timely feedback to the candidate. The Cooperating Teacher is well informed of the processes for observation and evaluation and gives daily help and imparts verbal feedback and daily assistance to the candidate. The candidate, in turn, must be available before, during and after school to work with the cooperating teacher and to carry out the extensive planning, preparation and self-assessment required to perform as an effective teacher. The University Supervisor makes weekly classroom visits and holds post-observation conferences with the candidate. Observations are documented on MSMU classroom observation forms and reflect the candidate's developing competence. One copy of each visitation form is given to the candidate, one goes to the Cooperating Teacher, and one is retained by the university supervisor. The weekly classroom visits and shared observations ensure on-going communication between the candidate, the Cooperating Teacher, and the university supervisor. This experience becomes a rich three-way partnership.

The Cooperating Teacher confers with the candidate and university supervisor midway through the semester and completes an initial Preliminary Evaluation Report that identifies the candidate's areas of strength and targets that which is in need of improvement. The university supervisor also completes a Preliminary Evaluation which is discussed with the candidate and signed by both parties. The Final Evaluation Report Forms are completed at the end of the semester by both the university supervisor and Cooperating Teacher. This document reflects the candidate's level of competence. Items on the forms are drawn specifically from the California Teaching Performance Expectations (TPEs). Candidates are expected to earn a preponderance of "3 – Satisfactory Performance" on the TPE elements assessed through this evaluation. The Final Report form becomes part of the student teacher's permanent file. Each semester, university supervisors meet and review the student teaching placements and Cooperating Teacher selections, making sure that cooperating teachers are modeling effective practice and desire to continue as cooperating teachers. Candidates also provide informal evaluations of cooperating teachers to their university supervisors.

## **In-Service Supervised Teaching**

In-service credential candidates arrange for an on-site supervisor to observe their teaching and to conference with them regularly throughout the supervised teaching semester. In addition, a university supervisor makes six site visits during the semester to provide guidance and support to in-service credential candidates (interns may have from 3-6 visits depending upon your plan). The university supervisor completes a Classroom Visitation form for each observation as well as a Preliminary and Final Evaluation form for the candidate. This document reflects the candidate's level of competence. Items on the forms are drawn specifically from the California Teaching Performance Expectations (TPEs). Candidates are expected to earn a preponderance of "3 – Satisfactory Performance" on the TPE elements assessed through this evaluation. The designated on-site supervisor also completes a Preliminary or Final Evaluation form documenting the candidate's competency during the semester. All Final Report forms become part of the student teacher's permanent file.

## **Supervised Teaching Seminar**

During the supervised teaching semester, both pre-service and in-service candidates attend a supervised teaching seminar, EDU 110/210 (3 units). The focus of the seminar is the reinforcement of concepts and major educational issues introduced in the program courses. Special attention is given to issues of responsive and inclusive teaching for the full range of learners, cultural and linguistic diversity, English learning, and pedagogical and professional issues as they unfold in candidates' classrooms. General Education and Education Specialist Candidates participate together in the seminar where they have ongoing dialogue. The seminar provides guidance opportunities for candidates to support each other, share ideas, problem solve with peers, and reflect on areas of success and future development. During the seminar, candidates complete the final two tasks of the California Teaching Performance Assessment as well as Passport Activities focused on responsive and inclusive teaching practices. Those who waive supervised teaching through SB57 still must complete the seminar and requirement for the Professional Documents & Resource Binder assignment and TPA.

## **Self-Assessment**

A self-assessment is completed during the supervised teaching seminar. It provides a way for candidates to: assess their competencies learned throughout the program and supervised teaching experience, and to reflect upon their areas of strength and goals for further development. . It is included in the Professional Documents & Resource Binder and can serve as a bridge to the next steps toward continued professional growth as a teacher.

## **Timeline for the Program**

**1. Initial advisement appointment**

During the initial orientation meeting with the candidate's advisor, the courses and their sequence will be reviewed and mapped out on an individualized plan, taking into account past experience and professional goals. Application and credential requirements are also reviewed. Program planning guides, course sequence charts, and program information are provided during this advisement appointment.

**2. Complete application process and gain program acceptance**

Application requirements include:

- Interview with the program advisor related to professional goals and personal qualifications.
- Completion of the appropriate application form and payment of fee with statements.
- Affidavit affirming the moral character of the candidate according to guidelines provided by the California Commission on Teacher Credentialing and declaration of how subject matter competence will be met.
- Pattern of academic competence: a minimum grade point average of 2.5 on a four-point scale, documented by official transcripts.
- Two letters of recommendation indicating personal suitability for the role of teaching and a projection for successfully completing the Teacher Preparation Program.
- Passing score on the California Basic Skills Test (CBEST)
- Score results for at least on subsection of the appropriate California Subject Examination for Teachers (CSET) (results do not have to be passing at this time)
- Verification of medical clearance for tuberculosis.
- For graduate students, a baccalaureate degree from an accredited university or university. Degrees earned outside the United States must be evaluated for equivalency by the International Education Research Foundation, Inc. The education department provides information on how this foundation may be reached.
- Signed Candidate Dispositions Statement
- Proof of having filed for the Certificate of Clearance

**3. Enroll in courses**

Following one's curriculum plan, candidates register for the program courses in a timely manner. *Graduate students:* Following the curriculum plan, register for the program courses with Registrar's schedule. With advisor approval, one may register for the first course as a non-matriculating student as the program application is being completed. However, acceptance to the program must be received prior to enrollment in a second course.

*Undergraduate students-Multiple Subjects:* Meet with the Liberal Studies advisor, who works in collaboration with the director of the elementary program. The Liberal Studies advisor will approve your registration for all your courses.

*Undergraduate Students – Single Subject:* Meet with the academic advisor of one's major to complete the program application. Every semester, an advisor will review the curriculum plan, and approve registration for the following semester.

**4. Attend the Program Orientation Meeting:**

Candidates attend an Orientation Meeting during their first semester in the Education Department of Mount St. Mary's University. Requirements leading to the credential of choice, including Teacher Performance Expectations (TPEs), Practice Tasks, Opportunity Tasks and the Teacher Performance Assessment (TPA) will be reviewed. This meeting is required and is currently embedded in the introductory Professional Preparation courses.

**5. Verify subject matter competence**

The California legislature requires that all teaching credential candidates verify their knowledge and competence in the subject matter they wish to teach. Prior to supervised teaching, candidates must verify subject matter competence in one of two ways: (1) by completing a California Commission on Teacher Credentialing-approved academic program of coursework in one's teaching area (single subject credential) or (2) by passing appropriate national teacher exams (CSET) in the teaching content area. The Education advisor will review the specific tests that meet this requirement.

**6. Successfully complete remainder of program courses and Teacher Performance Expectations Tasks.**

Once candidates are officially accepted to the program, they may continue through the coursework at their own pace. Courses are scheduled on a regular basis during fall, spring semesters, in the evening and on weekends during the summer. Fieldwork assignments are requirements in all courses. Your program plan lists all projected program courses by semesters, allowing one to plan ahead. Individual advisement each semester aids in one's timely progress throughout the program.

**7. File Application for Supervised Teaching**

During the second semester of coursework, candidates meet with the appropriate Program Advisor to file an Application for Supervised Teaching. . The advisor will review all requirements for supervised teaching and give the candidate a copy of the application

form with all outstanding requirements noted. Candidates may not register for supervised teaching unless all requirements are met by the published deadline.

Prerequisites for Supervised Teaching include:

- Official admission to the Teacher Preparation Program (includes passage of the CBEST)
- Verification of subject matter competence by:
  - ≈ Multiple Subject candidates: passing the appropriate state-required tests (CSET).
  - ≈ Single Subject candidates: have completed an approved Subject Matter Preparation Program in the appropriate discipline area **or** have passed the appropriate state-required tests (CSET).
  - ≈ Special Education candidates: have passed the appropriate state-required tests (CSET).
- Successful completion of the appropriate foundational and professional preparation coursework for the selected credential with at least a 3.0 GPA.
- Submission of California Teaching Performance Assessment (CalTPA) Subject-Specific Pedagogy (SSP) and Designing Instruction (DI) tasks; each submission earning a score of 2 or higher.
- A cleared Certificate of Clearance.
- Confirmed and current T.B. verification.

#### **8. Enrollment in Supervised Teaching Fieldwork & Seminar**

Once all prerequisites are met, candidates enroll in the Supervised Teaching Fieldwork and Seminar. (See MSMU catalog.) All candidates are observed in their classroom by a supervisor from Mount Saint Mary's University on a regular basis throughout the semester. In-service or Intern candidates are also supervised by university supervisor as well as their on-site supervisor.

A weekly seminar (EDU 110/210) runs concurrently with the final fieldwork semester and provides sustained focus on teaching competencies related to one's professional performance.

For Undergraduate preservice candidates, an additional support seminar (EDU 117) meets regularly

#### **9. Complete the Professional Documents and Resource Binder**

By the conclusion of the supervised teaching semester, candidates will have completed a Professional Document & Resource Binder which was initiated during the first semester

course, EDU 108A/208A. This document captures evidence of a candidate's professional fluency as an educator throughout the program and compiles resources for future use.

#### **10. Successfully complete a Teacher Performance Assessment**

**For Multiple and Single Subjects Credentials**, this is a State of California final credential assessment. Candidates examine their teaching practices and student work. The first two of the four CalTPA tasks are assigned and completed throughout the program during two TPA Labs (EDU 109A/209A and EDU 109B/209B). The final two tasks are completed during the supervised teaching seminar (EDU 110/210). The assessment tasks address the requirements of the TPEs and candidates videotape a lesson to demonstrate their teaching ability. The Practice Tasks and Opportunity Tasks in the program courses are designed to help prepare candidates for successful completion of the CalTPA. Consult the CalTPA handbook for more details on the CalTPA and MSMU policies.

#### **11. Passing the RICA Exam – Multiple Subjects & Education Specialist candidates**

Classroom experience is helpful in order to pass this exam. Therefore we recommend that preservice candidates take the exam during the final stages of their supervised teaching semester. It is recommended that candidates take the practice test immediately after completing the course, EDU 256 Language & Literacy, in order to prepare oneself for this examination. (See CTC's preparation material: [http://www.ctcexams.nesinc.com/PM\\_RICA\\_Written.asp](http://www.ctcexams.nesinc.com/PM_RICA_Written.asp) )

#### **12. Fulfill the US Constitution requirement**

This requirement may be completed by taking the US Constitution exam for teachers or by waiving it with proof of having previously completed an approved undergraduate or graduate university course. Candidates should check with their advisor or the credential analyst to see if one of their undergraduate courses serves as an equivalent to the test.

#### **13. Fulfill the adult/child/infant CPR requirement**

CPR certification may be completed through the American Red Cross, the American Heart Association or another approved provider. Check with the credential analyst for confirmation.

#### **14. Apply for credential with Credential Analyst**

The last step in the program is the application for the credential. Once candidates have completed all coursework and the fieldwork, an individual appointment will be conducted with the Credential Analyst to complete the required application paperwork for the credential. It is the candidate's responsibility to schedule the appointment, and it is the Credential Analyst's responsibility to provide complete information in relationship to the state requirements, fees, and paperwork.

Candidates return the following paperwork to the Credential Analyst: 1) the completed application to the California Commission on Teacher Credentialing, and 2) the Mount St. Mary's University institutional recommendation that the candidate may be granted a credential. The actual awarding of the credential is conducted by the Commission.

## **CREDENTIAL FILING REQUIREMENTS**

Upon successful completion of the credential program, candidates will be eligible to file for the Preliminary Multiple Subject, Single Subject, or Education Specialist Credential. Candidates meet with the credential analyst and program advisor to complete the necessary documents and verify that requirements for the credential have been met.

### **SB 2042 Multiple Subject-Single Subject-Education Specialist credential requirements:**

2042 and education specialist credential candidates will need to successfully complete the requirements outlined below. Please note that the regulations for credentials are subject to unpredictable changes, making it important to attend to the regular updates provided by your advisor. Please be attentive to all notices posted in the Education Department office, placed in your “box,” and/or included in department newsletters. We suggest that candidates contact their program advisor or the credential analyst if they have questions regarding credential requirements.

### **The requirements for the Preliminary Multiple Subjects, Single Subject, or Education Specialist Credential are:**

- Application
- Fees
- Official transcript of all university coursework
- CBEST results
- Subject matter exam (CSET) results or subject matter waiver letter
- RICA results, if applicable
- Technology Exam, Child Abuse Tutorial Quizzes
- CalTPA letter of successful completion if applicable.
- Proof of completion of US constitution requirement
- Proof of completion of Infant, Child and Adult CPR training
- Authorization for Handling of California credential
- Completion of the Exit Survey

## **California Clear Credential Teacher Preparation Program**

### **Induction Program Organization**

The Mount Saint Mary’s University Education Department Programs are designed to prepare graduate students to teach effectively and offer themselves as teacher leaders in the diverse public schools of California. The Induction program is comprised of a sequence of four facilitated courses, which enable candidates to meet the program competencies established by the California Commission on Teacher Credentialing as applicable. Close advisement ensures that Induction candidates proceed through utilization of the plan, teach, reflect, and apply cycle, and a

process of self-assessment, self-review, and goal setting. These courses are run as workshops to allow candidates to complete individualized projects. Candidates will create an individualized learning plan (ILP) within the first weeks of the program to guide this process.

Program candidates include graduate students who have already earned a preliminary California teaching credential. Each candidate must be a full-time teacher of record and will have a buddy/mentor assigned to him/her who will offer support and guidance throughout the Induction process. The ILP is intended to be used for professional growth and is not to be used for evaluative purposes.

## **Timeline for the Program**

### **1. Initial advisement appointment**

During the initial orientation meeting with your advisor, you review the courses and their sequence and map out an individualized plan for your program that takes into account your experience and professional goals. Application and credential requirements are also reviewed. Program planning guides, course sequence charts, and program information are provided during this advisement appointment.

### **2. Verify renewal requirements with Credential Analyst**

Review renewal codes carefully by looking at a copy of your credential. Call the Credential Analyst if there are any additional requirements you need to complete that will not be covered by the Clear program process. (This step is particularly important for those who completed their preliminary credential coursework outside of California.)

### **3. Complete application process and gain program acceptance**

Application requirements include:

- interview with the program advisor related to professional goals and personal qualifications
- completion of the appropriate application form and payment of fee with statements
- a pattern of academic competence: a minimum grade point average of 2.5 on a four-point scale, documented by official transcripts
- Principal Form, which is accepted as one letter of recommendation indicating suitability for teaching and prognosis for success in the Teacher Preparation Program. The principal must also indicate on the form the availability of an onsite mentor.
- Valid California teaching credential
- Verification of Unavailability form
- a baccalaureate degree from an accredited university or university. Degrees earned outside the United States must be evaluated for equivalency by the International

Education Research Foundation, Inc. The Education Department provides information on how this foundation may be reached.

- signed Candidate Dispositions Statement

#### **4. Enroll in courses**

Following your curriculum plan, register for the program courses in a timely manner. With advisor approval, you may register for your first course as a non-matriculating student while you are completing the program application. However, you must receive acceptance to the program prior to enrollment in a second course.

#### **5. Attend the Program Orientation Meeting:**

You must attend an Orientation Meeting during your first semester at Mount Saint Mary's University. You will be introduced to the requirements leading to your credential of choice as well as other campus services. This meeting is required.

#### **6. Successfully complete program courses and develop the Induction portfolio.**

Once you are officially accepted to the program, you may continue through the coursework at your own pace. However, course workshops related to the Induction program are scheduled only during fall and spring semesters. The curriculum plan received during the advisement session shows all program courses projected forward several semesters for your planning. Individual advisement each semester aids in your timely progress through the courses.

#### **7. File Application for Clear Credential**

Once all Clear courses have been successfully completed, you will make an appointment with the Credential Analyst to file paperwork for your Clear Credential.

### **Advisement**

Advisement is a key dimension of the Mount Saint Mary's University Teacher Preparation Program. During an initial advisement appointment, you and your advisor map out a Curriculum Plan that best meets your needs. Each semester you meet with your program advisor before enrolling in the courses on your Curriculum Plan. After your advisement appointment, your advisor will release the hold placed on your online account. If you need to change your Curriculum Plan, call your advisor. All advisors have office hours each week and are available for individual consultation.

### **Coursework Sequence**

Program courses have been carefully designed to provide you with the opportunity to self-reflect on your teaching practice in order to further develop your knowledge and skills as related to the California Standards of the Teaching Profession. The Clear program standard plan takes two

academic years to complete. Candidates take one, 1-unit facilitated seminar each fall and spring semester over two years for a total of 4 graduate units.

The pedagogical approach in the Mount St. Mary's programs emphasizes interactive learning and modeling of excellent teaching in a multiethnic and multilingual world. Accordingly, all classes call for individual, pair, and small group work, as well as full class discussion, and student exhibition of learning.

Each Induction course is offered as Credit/No Credit graduate units.

Candidates who have demonstrated advanced proficiency in teaching throughout numerous years of service may apply to become part of the Accelerated program. The Accelerated program allows candidates to complete the Induction Program and apply for their clear credential in one academic year.

### **Portfolio Review**

The Induction portfolio represents a history of your developing practice as a teacher. The evidence presented in the portfolio will be evaluated for completion and for evidence of growth through your first years of teaching. A formative mid-program evaluation and a summative final evaluation will be conducted by a Mount Saint Mary's University trained assessor. The \$50 fee associated with EDU 225B and the \$100 fee associated with EDU 225D support this evaluation process. Your final portfolio must receive a designation of either "Completed" or "Thoughtfully Completed". If your portfolio is evaluated as "Not Yet Completed", you must resubmit it for second review (with an additional \$100 fee).

### **Induction Program On-Site Support Requirement**

When teachers at your school site select to complete the Induction Program at Mount Saint Mary's University, they need to have a fully credentialed on-site mentor teacher within 30 days. This mentor/buddy should be available to meet with the teacher regularly, conduct occasional observations, and offer supportive feedback. Mount Saint Mary's University will provide the mentor with training opportunities in formative assessment and mentoring skills.

#### **Selection Requirements for On-Site Mentor/Buddy**

- Be fully credentialed and hold the same credential – i.e., single subject or multiple subject – as the candidate.
- Have experience teaching the same subject matter/content area as the candidate.
- Be experienced and knowledgeable in strategies to meet the needs of English Learners and students diagnosed with special learning needs.
- Possess an orientation to learning compatible with that of the candidate.
- Teach at the same school as the candidate.
- Be knowledgeable and skillful in the California Standards for the Teaching Profession, mentoring, and formative assessments.

- Have time and willingness to meet with the candidate on an ongoing basis to provide support.

### **Expectations of On-Site Mentor/Buddy**

- Observe classroom lessons regularly.
- Provide reflective feedback after lessons observed.
- Meet with teacher candidate on an ongoing basis to provide support (an average of one hour per week).
- Make use of training opportunities in formative assessment for teachers.

## **MSMU University Policies**

1. **Email:** Education Department students are expected to regularly check their Mount Saint Mary's assigned email account for correspondence from the Education Department faculty and staff. This is extremely important in terms of your receiving timely information that may affect your progress in the program and the processing of your degree and/or teaching credential. This is also how you may be contacted in case a class session has been canceled due to an emergency.
2. **Assessment of Candidate Learning Outcomes:** The core of the MSMU mission was designed to focus upon candidate success. MSMU faculty has developed a plan to assess candidate-learning outcomes that represent the knowledge, skills, and attitudes expected of MSMU's graduates. Throughout Education Department coursework one or more candidate learning outcomes are assessed. Some of the class assignments may be used to evaluate the overall learning performance of the candidate, and to improve instructional qualities of a particular class, the department and/or the university.
3. **Academic Integrity:** Candidates are expected to adhere to the MSMU requirements on Academic Integrity in the 2016-18 MSMU catalog.
4. **Academic Freedom:** A candidate's and faculty member's freedom of speech is constitutionally protected, allowing for a reasoned exception to the data or views offered in any course of study. This is to reserve judgment related to "matters of opinion"—and allow the same freedom for others. See MSMU's Student Handbook for further discussion.
5. **Technology Policy:** Candidates are expected to adhere to the MSMU technology policy as stated in the MSMU Student Handbook.
6. **Students with Disabilities:** Students with disabilities must consult the MSMU policies regarding commitment to equal educational opportunities for disabled students in the 2016-18 MSMU catalog prior to attending courses. Allowances for any disability must be addressed prior to enforcement.
7. **Learning Resource Center:** The Doheny Learning Resource Center will arrange personal and individualized tutoring and learning assistance. Both graduate and undergraduate students are welcomed. Contact (213) 477-2873.
8. **Professional and Academic Resource Center (PARC):** The PARC offers writing assistance, statistics assistance, and career advisement by appointment. Visit the link on the MyMSMU Portal (under the Academics tab) or the center in building 10, room 201.

9. **Adding or Dropping a Course:** The Registrar's Office has deadline dates for adding or dropping courses. Please be attentive to these dates, as registration after these deadlines might require you to either 1) file an academic petition to be enrolled or 2) be refunded less than the full tuition amount when dropping a course. Also be advised that the deadlines differ for weekend vs. evening courses.
10. **Certificate of Clearance:** In order to demonstrate eligibility to complete all elements of an Education course requiring public school fieldwork, students must submit a copy of a CCTC-issued Certificate of Clearance or valid California teaching credential to the course instructor as instructed and by the date due. According to the California Commission on Teacher Credentialing (CCTC), teacher credential candidates **MUST** have a Certificate of Clearance **PRIOR** to entering a school for fieldwork. This is a non-negotiable state requirement. **(This requirement applies to EDU courses 1/207, 1/208A, 1/250, 1/254, 1/256, 1/266, 1/267, and 1/268.)**
11. **Resource Binder Maintenance:** All preliminary credential candidates are required to organize and maintain a resource binder each semester that will serve as a post-credential resource file. Instructions are provided in EDU 1/208A, made available via Canvas. Course materials provided in each class as handouts or made available on Canvas should be downloaded and kept in a personal filing system, whether electronic or hardcopy. This material will be reviewed during the last semester in the Supervised Teaching Seminar: EDU 1/210.
12. **Peer Support:** Find a friend who will read and edit your assignments with you before preparing and submitting a final draft. All assignments should be thoughtfully prepared, written in standard academic English, free of grammatical and spelling errors, and typed. Use 12-point Times or Arial font, double-spacing, and one-inch margins. (Note: Educators must be excellent language and literacy models. Written work with multiple grammatical/spelling errors per page will receive point reductions.)
13. **Quality of Work:** The MSMU Education Department expects all credential and masters candidates to demonstrate their ability to act as literacy models for K-12 students by submitting high quality, written assignments and projects. Candidates' assignments turned in with serious writing errors, including high numbers of typos, will either be asked to resubmit the assignment or have significant point/percentage reductions.

## **MSMU Education Candidate Disposition Policy**

The Education Department of Mount Saint Mary's University ("MSMU") assesses the *disposition* of each candidate in its teaching program, in addition to assessing each candidate's knowledge and skills. This approach is in keeping with a national trend in which candidates are expected to demonstrate an orientation to learning that supports student achievement.

### **Required Dispositions:**

MSMU Education Candidates are required to exhibit the following dispositions:

1. Demonstrate classroom behaviors consistent with fairness and the belief that all students can learn.
2. Demonstrate respect for children, families, communities, colleagues, and supervisors.
3. Conduct and represent oneself in a professional manner (including dress, behavior, and attitude).

4. Exemplify ethical behavior and integrity.
5. Engage in self-reflective practice and professional growth.
6. Meet deadlines; be punctual; exemplify outstanding attendance and participation.
7. Follow coursework and fieldwork assignment directions given by instructors and advisors.
8. Receive and make use of constructive feedback from instructors and advisors with openness and interest in improvement.
9. Follow through with suggestions and/or direct instructions from instructors, advisors, and University staff.
10. Be engaged and collaborative during discussions and activities required by courses and fieldwork experiences.
11. Communicate clearly (both orally and in writing) with University staff, instructors, and advisors.
12. Reflect these expected dispositions in work with students, families, and communities.

### **Evaluation Procedure:**

1. MSMU's evaluation of each candidate's disposition will be based on the candidate's approach to all aspects of their teacher preparation program (advisement, in class experiences, fieldwork experiences, and communication with MSMU faculty and staff).
2. Beginning Fall 2012, each candidate will be evaluated on the Required Dispositions at particular points in the program by means of a rubric that will indicate whether, for each expected disposition, the candidate "Meets or Exceeds Standard," "Does Not Meet Standard," or is in "Serious Breach of Standard." The template for the Disposition Rubric will be published in the Education Student Handbook.
3. Evaluations will be conducted by a candidate's instructors according to the Schedule for Disposition Evaluations set forth below, utilizing the Dispositions Rubric.
4. In addition to the regularly scheduled disposition evaluations, at any time during a candidate's program, the Program Advisor, Program Director, Instructor, or Department Chair may prepare a Notice of Concern if there is concern about a candidate's failure to exhibit the Required Dispositions.

### **Consequences of a Candidate's Failure to Exhibit the Required Dispositions:**

A candidate's failure to exhibit the Required Dispositions may result in dismissal from MSMU's Teacher Preparation Program and/or the Graduate Division and/or the University. This could occur irrespective of how many program requirements the candidate had completed at the time of dismissal.

1. If a candidate's Disposition Rubric evaluation indicates that, for any Required Disposition, a candidate "Does Not Meet Standard" or is in "Serious Breach of Standard," the candidate's advisor and/or instructor will develop a Notice of Concern to provide to the candidate that includes a "Plan of Action for Change of Behavior."
2. Any time a candidate (i) receives four "Does Not Meet Standard" ratings, (ii) receives one "Serious Breach of Standard" rating, and/or (iii) fails to meet all conditions described in a "Plan of Action for Change of Behavior" over the course of the candidate's time in the program, the candidate's file will be reviewed by the Education Department Chair, who will determine, in his/her sole discretion, whether to recommend to the Graduate Dean that the candidate be dismissed from the Teacher Credential Program and/or the

Graduate Division and/or the University. The ultimate decision as to dismissal shall remain with the Graduate Dean and/or President of the University.

3. Nothing in this Policy shall limit in any way the ability of MSMU to dismiss a candidate without first providing a Notice of Concern and/or to dismiss a candidate for reasons other than those set forth in this Policy.

### **Schedule for Disposition Evaluations:**

Each candidate will be evaluated by his/her instructor using the above-described Disposition Rubric at the following points during the program and/or during the following courses:

- Elementary/Multiple Subjects Programs
  - EDU 250
  - EDU 254
- Secondary/Single Subject Programs
  - EDU 266
  - EDU 267
- Education Specialist Program: Mild/Moderate
  - EDU 250 or 266
  - EDU 254
- Education Specialist Program: DHH
  - Onsite Candidates: Mid-Program and EDU 239B
  - Intern/Distance Learning Candidates: Summer Residency I and II & EDU 239B

Preliminary credential candidates will also be evaluated during their supervised teaching experience using the Preliminary and Final Evaluations of Supervised Teaching.

- Instructional Leadership Program
  - EDU 241
  - EDU 242

Clear Credential and Certificate in Instructional Leadership Programs, due to their limited number of units and time to completion, are evaluated only once or twice during their program.

- Certificate in Instructional Leadership
  - EDU 241
  - EDU 242
- Clear Credential
  - EDU 225B

### **Education Department Attendance and Registration Policies**

## **Missing the first class session**

Missing the first class session seriously jeopardizes your chances of success in a course. The university has adopted a policy of administratively dropping students who do not attend the first class session. In order to avoid being dropped for missing the first class session, you must contact the instructor in advance and give a valid reason why you would not be able to attend the first session (An example: You are able to show proof that you must take the CSET exam that morning).

## **Absences**

Students are allowed to miss:

**One session of a 1 or 2 unit course**

**Two sessions of a 3 or 4 unit course**

**NOTE: A full weekend day of a 1, 3, or 4 unit course counts as three sessions.**

**A full weekend day of a 2 unit course counts as two sessions.**

Should you miss one additional session beyond the allowable timeframe, you will be required to submit a 5-page (minimum) additional directed assignment to the instructor. This additional assignment must be completed or you will be administratively dropped from the course.

If you miss **more** than two sessions of a 1 or 2 unit course or **more** than three sessions of a 3 or 4 unit course, the instructor will be expected to administratively drop you from the course. Should you miss more sessions than allowed, do NOT presume that the instructor will file the paperwork right after the missed sessions. You remain responsible for ensuring that your name is dropped from the enrollment list so that you can receive whatever tuition reimbursement might remain available to you.

If you wish to contest the policy for any reason (ex. Illness), you would need to file an academic petition, gain instructor support, and contact the Department Chair, Carol Johnston.

## **Late to Class**

Be sure to arrive to class in a timely manner regularly. Many instructors at MSMU utilize a variety of instructional strategies that require full group participation early in a class session. Be advised that many instructors will deduct course points for excessive tardiness.

## **MSMU Office Information**

- Please call the Education office at (213) 477-2620 or email [educationdepartment@msmu.edu](mailto:educationdepartment@msmu.edu), to make an advisement appointment.
- The FAX number for the Education Department is (213) 477-2629.

## **Campus Security**



For the safety and security of students, faculty, and staff, protective services are contracted to provide security coverage for the Doheny Campus. Security functions 24 hours a day. Guards are stationed at the St. James Gate Post to check the entrance of vehicles and at the Main Campus Post in front of the Doheny Mansion. If you need assistance, call the following numbers from any campus phone.

**St. James Gate Post: Ext 2502 (213-477-2502)**  
**Main Campus Post: Ext 2501 (213-477-2501)**