

Credentialing and Advising Handbook



Multiple Subject (Elementary)

Westmont College Education Department
education@westmont.edu
(805) 565-6165

Updated 2008

TABLE OF CONTENTS

Introduction	1
Mission in Brief	2
Admission to a Westmont Credential Program	3
Organization of Multiple Subject Coursework	5
Financial Considerations	6
Multiple Subject Requirements for Teachers Prepared in California	7
Examinations for Teacher Certification	9
Fee Information	11
Excerpts from the Education Code	13
Teaching Performance Assessment (TPA) Institutional Policies and Procedures	14
Transitioning into Beginning Teacher Support and Assessment (BTSA)	17
Faculty and Staff of the Education Department	18

Dear Reader,

Thank you for your interest in the Multiple Subject Credential Program at Westmont. As you may know already, the California Multiple Subject Credential is typically earned in order to gain entry to teaching at the elementary level.

The core of Westmont's Multiple Subject Credential Program may be completed over a nine-month traditional academic year, beginning in September and ending in early May. Depending on your undergraduate preparation, you may need to take additional coursework the prior summer to fulfill all program requirements. A program advisor will assist you throughout the Admissions process in satisfying pre-requisites.

Applicants are admitted beginning in the Fall Semester only. Both the fall and spring semesters involve intensive fieldwork, but the fall is primarily focused on coursework on the Westmont campus. During the spring term candidates devote themselves almost entirely to student teaching at nearby schools. As the program is currently structured, only full-time students may earn the credential.

One of the hallmarks of the Westmont Credential Program is individual attention and assistance. Keep in mind that this booklet is by no means exhaustive, and will not necessarily be fully self-explanatory at every point. Please do not hesitate to ask, then, for one-on-one clarification.

You may also wish to access information about the program through the departmental web page, which includes links to relevant sections of the *Westmont College Catalog*.

Questions may be addressed to education@westmont.edu, or to 805-565-6165.

We look forward to serving you,

Department of Education
Westmont College

Mission of Westmont College

The work of Westmont's Department of Education, including its Multiple and Single Subject Credential Programs, is grounded in the larger mission and identity of the college as a whole. Westmont faculty are firmly committed to that larger mission and seek to reflect the college's values and philosophy of education in all aspects of their work.

In the words of its mission statement, Westmont exists:

To provide a high quality undergraduate liberal arts program in a residential campus community that assists college men and women toward a balance of rigorous intellectual competence, healthy personal development, and strong Christian commitments.

Mission of the Department of Education

Within the Christian liberal arts context, the Westmont teacher education program strives to develop reflective teachers who meet the needs of all learners through integrated and balanced instruction, who embrace the moral dimensions of teaching, and who desire to grow professionally.

More comprehensive philosophical statements relevant to Westmont as a whole are published in the *Westmont College Catalog*.

A more complete statement on the mission, identity, and beliefs of the Department of Education is found in the *Guidelines for Beginning Teachers Handbook* and on the Department of Education web page.

Non-discrimination Policy

Westmont College is an equal opportunity/affirmative action institution that does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, age, disability or handicap, or disabled veteran's status.

Admission to a Westmont Credential Program

Westmont's Credential Programs are full-time, "cohort" programs. That is, all candidates for a credential begin and end the program at roughly the same time. Candidates wishing to enter a program in September must submit an application to the Department of Education no later than March 15.

Application forms are available from the Program Assistant in Porter Center, or electronically through the department's web-page.

Your planning for entry to a credential program should begin well before March 15. In addition to required tests, you may need to enroll in summer classes in order to fulfill all pre-requisites.

Among other considerations, the Credential Program Admissions Committee will base its decisions on your fulfillment of the following requirements:

- Completed application form
- Documentation (as part of the application form) of at least 100 hours of organized, prior experience with children or adolescents.
- Two letters of reference. These are required only if you are not a current Westmont student. Current Westmont students may choose to provide references to strengthen their application.
- Evidence of passing the California Basic Educational Skills Test (CBEST). (Applicants for a Multiple Subject Credential program may combine this test with the Multiple Subject CSET, below, although it may or may not be in your best interest combine tests. If in doubt, consult a program advisor).
- Evidence of passing all applicable sections of the California Subject Examination for Teachers (CSET): Multiple Subjects.
- Demonstration of knowledge of the U.S. Constitution (either a course in American Government [e.g., PO 10], HIS 171, or an approved test. Westmont administers a state-approved examination. See Program Assistant for details).
- Grade Point Average (GPA) of at least 2.75.
- Current CPR certification, including infant, child, and adult. (It is *recommended* that you complete this prior to application, but in any case it must be fulfilled or order to apply for your credential.)

Additional requirements to be fulfilled once you have been accepted—prior to being recommended for a credential.

- Confirm your admission to the program with a \$500 tuition deposit (fifth-year students only)
- Complete appropriate forms in the Westmont Housing Office. All students must complete this requirement, even if you are living off campus.
- Provide documentation of a current chest X-ray or TB skin test prior to participating in field placements (See Westmont Health Services Office).
- File a Certificate of Clearance with the Commission on Teacher Credentialing. Process must be completed by mid-September.
- Complete prior to October 15 an application for student teaching.
- Meet with your assigned master teacher and building principal, once you have been given your student teaching placement.
- Maintain a 2.75 GPA during Fall Semester coursework.
- Pass all four tasks of the Teaching Performance Assessment.
- Pass the Reading Instruction Competency Assessment (RICA).
- Complete all coursework delineated on the following page.

Recognize that, although Westmont will make every effort possible to inform candidates in a timely manner, program requirements may be changed at any time in keeping with directives from the Commission on Teacher Credentialing.

Organization of Coursework: Multiple Subject Program

Multiple Subject candidates completing student teaching requirements locally begin and end each semester following the regular Westmont calendar. Multiple Subject candidates completing student teaching in Costa Rica have different beginning and ending dates for the Spring Semester (different, that is, from the regular Westmont calendar).

During the Spring Semester, candidates are subject to the calendar of their host school, *not* the Westmont calendar. Candidates' holidays and vacation schedules are generally not closely aligned with other Westmont students. Moreover, given that candidates are assigned to different school districts, their schedules may not be fully aligned even with those of other Multiple Subject candidates.

Typically, candidates entering the Fall Semester have already taken the following required courses:

- ED 100: Explorations in Teaching—Culturally Diverse Elementary Schools (4)
- ENG 106: Language Acquisition (4)
- ED 105: Perspectives on Cultural Diversity and Education (4)
- ED 160: Computers for the Classroom Teacher—Elementary (2)
- KNS 156: Health Education for the Classroom Teacher (2)

If candidates have not completed one or more of these courses prior to September, they should consult with their assigned program advisor to see what classes may be included in their Fall schedule.

Fall Semester:

- ED 110: Psychological Foundations of Education—Elementary (3)
- ED 120: Teaching Social Studies and Science in the Elementary School (3)
- ED 130: Special Education for the Classroom Teacher (2)
- ED 150: Elementary Curricula, Procedures and Instruction in Crosscultural Multilingual Classrooms—Math Emphasis (3)
- ED 170: Reading, Language Arts and Classroom Management in Crosscultural Multilingual Classrooms in the Elementary School (3)

Spring Semester

- ED 190: Student Teaching (12)
- ED 195: Student Teaching Seminar—Elementary (3)

During the spring semester student teachers put in a full teaching day, five days a week. Student teachers generally follow the schedule of their assigned master teacher for arrival and departure times.

It is recommended that fifth-year students enroll in ED 180 for one unit of credit, in order to complete the program with a total of 30 units.

Financial Considerations

Whether current Westmont students, Westmont graduates, or graduates of other institutions, applicants wishing to be considered for financial aid should initiate contact with the Financial Aid Office. Students wishing to be considered for a small departmental (as opposed to general institutional) scholarship should attach to their application a statement describing their financial situation, and be sure that a current FAFSA is on file with Westmont's Financial Aid Office.

During the Spring Semester, candidates holding a BA, who live off campus, and who are not enrolled in regular Westmont College coursework are eligible for a scholarship equal to 55% of tuition. This will be awarded *in lieu of* whatever Westmont aid may have been awarded during the Fall Semester.

Graduates of Westmont continuing immediately into a fifth-year of study in the Department of Education may be eligible to receive current levels of Westmont aid during the Fall Semester of their fifth year. See the Financial Aid Office for details.

Be aware that there will be added expenses (approximately \$700-800) during the Credential Program for books, teaching materials and supplies, and fees paid to testing agencies or to the Commission on Teacher Credentialing. Students considering applying to teach in Costa Rica will also have additional expenses.



State Of California
California Commission On Teacher Credentialing
Box 944270
1900 Capitol Avenue
Sacramento, CA 94244-2700

Telephone:
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

EXAMINATIONS FOR TEACHER CERTIFICATION

California state laws and regulations require individuals pursuing credentials authorizing service in California's public schools to verify proficiency in a number of areas. The required level of proficiency may be verified by passing one or more Commission-approved examinations. Refer to the information leaflet related to the credential you are seeking for your specific examination requirements. It is an individual's responsibility to take the correct examination(s) and to contact the Commission when questions arise.

The following is a reference list of the examination programs and testing companies under contract with the California Commission on Teacher Credentialing to administer each examination. Contact the testing company to obtain examination registration materials and information on administration procedures, examination score reports, and preparation materials. Faxed registration forms are not acceptable.

When new examinations are created to replace existing examinations, there is often a delay in receiving score results from the initial administration of new examinations because of the time it takes to establish passing standards. Check the Commission's website often for updates.

Examination and Testing Companies

California Basic Educational Skills Test (CBEST) -- Demonstration of proficiency in basic reading, writing, and mathematics skills

CBEST Program

National Evaluation Systems, Inc.

P.O. Box 340880

Sacramento, CA 95834-0880

(916) 928-4001

TDD: (916) 928-4191

Fax: (916) 928-6110

Automated System (24 hours a day): (800) 262-5080

Website: www.cbest.nesinc.com

E-mail: available through website

California Subject Examinations for Teachers (CSET) – Demonstration of subject-matter competence for Single Subject and Multiple Subject Teaching Credentials. Information regarding appropriate subject matter examinations can be found in Verifying Subject Matter Competency Examination leaflets [CL-674M](#) for Multiple Subject or [CL-674S](#) for Single Subject.

CSET Program

National Evaluation Systems, Inc.

P.O. Box 340789

Sacramento, CA 95834-0789

(916) 928-4003

TDD: (916) 928-4191

Fax: (916) 928-6110

Automated System (24 hours a day): (800) 205-3334

Website: www.cset.nesinc.com

(continued)

California Teacher of English Learner (CTEL) Examination/Bilingual, Crosscultural, Language and Academic Development Examination (CTEL/BCLAD) -- Demonstration of competence in knowledge, skills and abilities necessary for effective teaching of English Learners

CTEL/BCLAD Program
National Evaluation Systems, Inc.
P.O. Box 340819
Sacramento, CA 95834-0819
(916) 928-4002
TDD: (916) 928-4191
Website: www.ctel.nesinc.com

Reading Instruction Competence Assessment (RICA) -- Demonstration of knowledge and skills necessary for effective teaching of reading

RICA Program
National Evaluation Systems, Inc.
P.O. Box 348150
Sacramento, CA 95834-8150
(916) 928-4004
TDD: (916) 928-4191
Fax: (916) 928-6110
Automated System (24 hours a day): (888)793-7999
Website: www.rica.nesinc.com

Preliminary Educational Technology Test (PET) -- Demonstration of effective use of technology at a basic level

CSET Program
National Evaluation Systems, Inc.
P.O. Box 340789
Sacramento, CA 95834-0789
(916) 928-4003
TDD: (916) 928-4191
Automated system (24 hours a day): (800) 205-3334
Website: www.nesinc.co/cs_testguide_PETopener.asp

School Leaders Licensure Assessment (SLLA) -- Demonstration of skills in situational analysis, problem solving and decision making in educational leadership

Educational Testing Service
Teaching and Learning Division
P.O. Box 6051
Princeton, NJ 08541-6051
(609) 771-7395
TTY: (609) 771-7714
Fax: (609) 530-0581 or (609) 771-7906
Automated System (24 hours a day): (800) 772-9476
Website: www.ets.org/sls/slsaboutslla.html

(continued)

Teaching Foundations Examination (TFE) – Demonstration of basic teaching foundations used to satisfy the required education course work in a teacher intern program

Educational Testing Service

Teaching and Learning Division

P.O. Box 6051

Princeton, NJ 08541-6051

(609) 771-7395

TTY: (609) 771-7714

Fax: (609) 530-0581 or (609) 771-7906

Automated System (24 hours a day): (800) 772-9476

Website: www.ets.org/praxis/

State Of California
Commission On Teacher Credentialing

Box 944270
Sacramento, CA 94244-2700
(916) 445-7254 or (888) 921-2682
E-mail: credentials@ctc.ca.gov
Web site: www.ctc.ca.gov

FEE INFORMATION

First-time applicants must submit an application packet that includes a completed application ([form 41-4](#)), a LiveScan ([form 41-LS](#)) receipt or two fingerprint cards (FD-258)*, and all applicable processing fees. All checks and money orders should be made payable to the Commission on Teacher Credentialing or CTC.

Online renewal is required for clear, professional, and professional clear credential types. Online application is also required for Certificates of Clearance for all California residents. All online transactions are subject to a \$2.00 service fee in addition to the application fee noted below.

Processing Fees

Initial or Subsequent Issuance (all types) (form 41-4).....	\$55.00
Renewal (clear, professional, and professional clear must renew online; all others use form 41-REN)	\$55.00
Certificate of Clearance*	\$27.50
Duplicate (form 41-DUP ; no longer available as of August 15, 2008)	\$27.50
Replacement (form 41-DUP ; no longer available as of August 15, 2008)	No Charge
Name Change (form 41-NC ; not available online).....	\$27.50
Exchange of LDS or BCC (form 41-4 ; not available online).....	\$27.50
Request for Restriction Change (form 41-4)	\$27.50
.....If applied for online, the fee is \$55.00 + \$2.00 service fee per credential	
Adding an Authorization to an Existing Credential/Permit (form 41-4)	\$55.00
Certificate of Completion of Staff Development (form 41-4 ; not available online)	\$45.00



Fingerprint Fees

LiveScan Service (form 41-LS)	Fees collected by LiveScan operator
Fingerprint processing fees (Card number: FD-258; Fee breakdown: DOJ=\$32.00/FBI=\$19.00)	\$51.00
First-time credential/certificate/permit application with fingerprint cards attached (\$55.00 + \$51.00).....	\$106.00
First-time Certificate of Clearance* with fingerprint cards attached (\$27.50 + \$51.00).. <td>\$78.50</td>	\$78.50

* California residents do not have the option of submitting fingerprint cards. The California Department of Justice will only accept fingerprint cards from the Commission for teachers who reside outside of California provided the teacher's home address is from another state or country. Out-of-state and out-of-country applicants will use application [form 41-4](#) to apply for their Certificate of Clearance. All others must apply for the Certificate of Clearance online by visiting the Commission's website (click on *Direct Application [Non-Recommendation Only]*).



Excerpts from the Education Code

44345. The commission may deny any application for the issuance of a credential or for the renewal of a credential made by any applicant who falls under any of the following categories:

- (a) Lacks the qualifications which are prescribed by law or regulations adopted by the commission pursuant thereto.
- (b) Is physically or mentally so disabled as to be rendered unfit to perform the duties authorized by the credential for which he or she applies. However, the mere fact that an applicant has sought or received psychiatric treatment shall not be considered as preliminary evidence of mental disability and shall not provoke special scrutiny of such applicant's qualifications for a credential.
- (c) Is addicted to the use of intoxicating beverages to excess.
- (d) Is addicted to the use of controlled substances.
- (e) Has committed any act involving moral turpitude.
- (f) Has had a certification document revoked.
- (g) Has intentionally practiced or attempted to practice any material deception or fraud in his or her application.
- (h) Fails or refuses to furnish reasonable evidence of identification or good moral character.
- (i) Has been convicted of any offense defined in subdivision 1 of Section 314 of the Penal Code prior to September 7, 1955.

Any denial pursuant to subdivisions (a) to (e), inclusive, shall be based upon reasons related to the applicant's fitness to teach or fitness to perform other duties for which that applicant is certificated, or competence to perform the duties which the credential would authorize the applicant to perform.

44346. (a) The commission shall deny any application for the issuance of a credential or for the renewal of a credential made by any applicant who comes within any of the following classes:

- (1) Has been determined to be a sexual psychopath under the provisions of Article 1 (commencing with Section 6300) of Chapter 2 of Part 2 of Division 6 of the Welfare and Institutions Code or under similar provisions of law of any other state.
- (2) Has been convicted of any sex offense, as defined in Section 44010.
- (3) Has been convicted of a controlled substance offense, as defined in Section 44011.
- (4) Has been found to be insane through a criminal proceeding by a federal court or a court in this or any other state. (b) (1) Notwithstanding paragraphs (2) and (3) of subdivision (a), no person shall be denied a credential solely on the basis that he or she has been convicted of a crime specified in paragraphs (2) and (3) of subdivision (a) if the person has obtained a certificate of rehabilitation and pardon pursuant to Chapter 3.5 (commencing with Section 4852.01) of Title 6 of Part 3 of the Penal Code, and if his or her probation has been terminated and the information or accusation has been dismissed pursuant to Section 1203.4 of the Penal Code.

44010. "Sex offense," as used in Sections 44020, 44237, 44346, 44425, 44436, 44836, and 45123, means any one or more of the offenses listed below:

- (a) Any offense defined in Section 220, 261, 261.5, 262, 264.1, 266, 266j, 267, 285, 286, 288, 288a, 288.5, 289, 311.1, 311.2, 311.3, 311.4, 311.10, 311.11, 313.1, 647b, 647.6, or former Section 647a, subdivision (a), (b), (c), or (d) of Section 243.4, or subdivision (a) or (d) of Section 647 of the Penal Code.
- (b) Any offense defined in former subdivision (5) of former Section 647 of the Penal Code repealed by Chapter 560 of the Statutes of 1961, or any offense defined in former subdivision (2) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961, if the offense defined in those sections was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961.
- (c) Any offense defined in Section 314 of the Penal Code committed on or after September 15, 1961.
- (d) Any offense defined in former subdivision (1) of former Section 311 of the Penal Code repealed by Chapter 2147 of the Statutes of 1961 committed on or after September 7, 1955, and prior to September 15, 1961.
- (e) Any offense involving lewd and lascivious conduct under Section 272 of the Penal Code committed on or after September 15, 1961.
- (f) Any offense involving lewd and lascivious conduct under former Section 702 of the Welfare and Institutions Code repealed by Chapter 1616 of the Statutes of 1961, if that offense was committed prior to September 15, 1961, to the same extent that an offense committed prior to that date was a sex offense for the purposes of this section prior to September 15, 1961.
- (g) Any offense defined in Section 286 or 288a of the Penal Code prior to the effective date of the amendment of either section enacted at the 1975-76 Regular Session of the Legislature committed prior to the effective date of the amendment.
- (h) Any attempt to commit any of the offenses specified in this section.
- (i) Any offense committed or attempted in any other state or against the laws of the United States which, if committed or attempted in this state, would have been punishable as one or more of the offenses specified in this section.
- (j) Any conviction for an offense resulting in the requirement to register as a sex offender pursuant to Section 290 of the Penal Code.
- (k) Commitment as a mentally disordered sex offender under former Article 1 (commencing with Section 6300) of Chapter 2 of Part 2 of the Welfare and Institutions Code, as repealed by Chapter 928 of the Statutes of 1981.

44011. "Controlled substance offense" as used in Sections 44346, 44425, 44436, 44836, and 45123 means any one or more of the following offenses:

- (a) Any offense in Sections 11350 to 11355, inclusive, 11361, 11366, 11368, 11377 to 11382, inclusive, and 11550 of the Health and Safety Code.
- (b) Any offense committed or attempted in any other state or against the laws of the United States which, if committed or attempted in this state, would have been punished as one or more of the above-mentioned offenses.
- (c) Any offense committed under former Sections 11500 to 11503, inclusive, 11557, 11715, and 11721 of the Health and Safety Code.
- (d) Any attempt to commit any of the above-mentioned offenses.

[As noted in the Westmont College Catalog, effective 2007-08 and after, candidates for a teaching credential must pass the California Teaching Performance Assessment (TPA) prior to being recommended for the credential.]

Teaching Performance Assessment Policies & Procedures Specific to Westmont College

The Teaching Performance Assessment (TPA) was developed by the California Commission on Teacher Credentialing (CTC), and is described more fully in the official CTC Candidate Handbook (available electronically on the Department web-page). There is some overlap between what is written here and what is contained in the Candidate Handbook as a whole. The following represents Westmont's interpretation of the Handbook, and/or specific points where candidates in the past have needed some extra reminding.

1. Due dates for the four TPA tasks are as follows:

Multiple Subject Program (candidates completing student teaching requirements locally)

"Task 1"	Due 11/21	as part of ED 120 (Mullen)
"Task 2"	Due 2/12	as part of ED 195 (R. Tucker)
"Task 3"	Due 4/27	as part of ED 195 (R. Tucker)
"Task 4"	Due 4/27	as part of ED 195 (R. Tucker)

Multiple Subject Program (candidates completing student teaching requirements in Costa Rica)

"Task 1"	Due 11/21	as part of ED 120 (Mullen)
"Task 2"	Due 2/19	as part of ED 195 (R. Tucker)
"Task 3"	Due 5/11	as part of ED 195 (R. Tucker)
"Task 4"	Due 5/11	as part of ED 195 (R. Tucker)

Single Subject Program

"Task 1"	Due 11/19	as part of ED 121 (Hughes)
"Task 2"	Due 2/19	as part of ED 195 (G. Tucker)
"Task 3"	Due 5/11	as part of ED 195 (G. Tucker)
"Task 4"	Due 5/11	as part of ED 195 (G. Tucker)

2. All tasks are due no later than 5:00 pm sharp on the designated day. Responses submitted after 5:00 pm will be assessed a late fee, as explained below.

3. Your responses will be scored by trained evaluators from outside Westmont. In order for the program to score candidates' responses in a systematic and timely way, and in order for us to meet deadlines imposed on us from other parties, it is essential that all responses be turned in no later than the announced day. Responses submitted one day late are assessed \$25 plus an additional fee of \$5 per day after that.

4. Questions about a particular task, as well as requests for assistance when preparing to re-submit a task, should be addressed to the course instructor associated with that particular task, as noted under #1, above.

5. At Westmont, a score of 3 is considered passing for each individual task. If you do not receive a 3 or higher, you must re-do that particular task. In no case can Westmont recommend a candidate for a credential prior to successful completion of all four tasks.
6. As noted in the Westmont College Catalog since 2007-08, *The candidate's first response on each of the four tasks of the TPA will be scored for free. If the candidate is not successful on the first attempt, a fee of \$75 per task will be applied to the candidate's College account to cover in part the costs of re-scoring. If the candidate is not successful on the second attempt, he or she [may be required] to repeat the course in which that particular task was assigned, and will have one final opportunity to pass, at which time an additional \$75 fee will be posted. Candidates may not submit a response more than three times.*
7. You will be assigned an individual Candidate Identification number by the department's Program Assistant. *That number only* should appear on your written work, student work samples, and the CD you submit for Task 4. Your name must not appear on anything you submit for any of the four tasks.
8. To ensure confidentiality, students' or teachers' last names must not appear in the work you submit, either on student papers or in your own written response.
9. All tasks must be completed by Multiple Subject candidates in the context of "core" subjects (Reading/Language Arts, Math, History-Social Science, and Science) or by Single Subject candidates in the context of your chosen discipline. As stated in the CTC Candidate Handbook,

If you are a Multiple Subject...candidate, you should select a different core curriculum area...as the content area for the [different] tasks.

If you are a Single Subject...candidate, you will select three different topics within your content area and three different classrooms of students, one for each task.
10. In completing Tasks 2-4, as stated in the Candidate Handbook, *all candidates, whether Multiple or Single Subject, must select different focus students for each of the TPA tasks.*
11. Your written work and student work samples should all be submitted in a paper format (single-sided or double-sided). Do not submit your work in plastic sleeves.

Specific Reminders for Task 3

12. Remember that you will need to submit five samples of student work (see the Task 3 template for additional directions and details).
13. Your samples of student work must be accompanied by a Permission Form signed by your school administrator that you have received appropriate authorization to submit these work samples. Sample Permission Forms will be available on the Department's web-page.

Specific Reminders for Task 4

14. This task requires that you be videotaped teaching a lesson in the classroom where you are assigned to student teach. In most schools, students' parents have already signed a generic release form allowing videotaping. If a student's parents or guardians have not authorized videotaping, that student should not appear in your tape.

15. Just as in Task 3 you will need to submit five samples of student work (see the Task 4 template for additional details). Again, your samples of student work must be accompanied by a Permission Form signed by your school administrator that you have received appropriate authorization to submit these student work samples. Sample Permission Forms will be available on the Department's web-page.

16. You are required to use a digital camera. To ensure a high-quality tape, you are strongly encouraged to sign out Westmont equipment. Since the supply of equipment is not unlimited, you will need to reserve equipment for a particular date well in advance. Although we continue to speak about "videotaping," please note that our work must be on a DVD, not a VHS tape. **There seems to be a correlation between the sound quality of the tape and a candidate's score, so be sure to practice and check the sound before taping your lesson.**

17. In completing Task 4, try if at all possible to teach a lesson that is no more than 20 minutes (In any case, only the first twenty minutes will be evaluated). The seatwork portion of the lesson may continue after the filming is over. On the other hand, if you normally start with some kind of seatwork, hold off on the taping until you as the teacher are taking more of an active role.

18. In completing Task 4, you will need to arrange for a competent person to run the videocamera. The filming should feature you, but include appropriate attention to the class. At times, special attention to the students you have designated as Focus Students may be appropriate. Remember that if you choose to use the master teacher as your camera person, this may affect student behavior. In no case should the master teacher's voice be heard on the camera "running the show" from behind the scenes.

19. Course instructors may require that your videotaping be completed and submitted to them well before the announced date for the completed candidate response found on Page 1 of this document.

BTSA/Induction

Under the current legislation governing teacher credentialing in California, candidates for a Professional Clear credential normally participate in a two-year Induction Program.

Typically, your induction will take the form of participating in a local Beginning Teacher Support and Assessment (BTSA) program.

Westmont works with the local Santa Barbara County BTSA program to ensure a smooth transition from Credential Program to BTSA. Almost from the inception of BTSA, we have invited the local director to speak at a designated seminar for Multiple Subject and Single Subject candidates. In order to prepare for BTSA, either locally or somewhere else in California, candidates should use evaluations from master teacher and supervisor, as well as their performance on the four tasks of the TPA, in order to identify specific areas for professional growth. More details on this expectation will be shared in ED 195: Student Teaching Seminar.

Faculty

Dr. Andrew Mullen, Coordinator of Liberal Studies; and Chair, Department of Education

Dr. Mullen started teaching Vacation Bible School at the age of 14, and hasn't stopped teaching since. A stint as resident ornithologist at the Ranger Rick Wildlife Camp in North Carolina confirmed his vocation, and he was an instructor in two residential nature centers before returning to school for an elementary credential (Colorado College, M.A.T., 1985).

Dr. Mullen taught 4th and 5th grades for three years in the public schools of Colorado Springs, CO, as well as teaching history for four years at the Collegiate School in Louisville, KY. He earned a Ph.D. in the history of education and history/social studies curriculum from Columbia University in 1996. His scholarly interests include nationalism in American education and the history of teaching history. He recently served as chair of the joint NCSS-Children's Book Council Committee, a group that publishes annual reviews of outstanding children's books in the area of history and geography. He and his wife Jana, who holds a degree in the history of Christianity, have two small children, Phoebe and Frances.

Dr. Ruth Tucker

Dr. Ruth Tucker states she developed two of her greatest loves, reading and playing the flute, during her elementary years. In high school she continued to devote her spare time to reading and playing the flute. (Her family practically had their own band as her seven brothers and sisters played various instruments.) In college, Professor Tucker planned to be a nurse until discovering she did not like the sight of blood. Thus, she transferred from New York to Michigan and then to Greenville College, where she earned her B.A. degree in Elementary Education.

Professor Tucker began her teaching career in Michigan and later taught in elementary and middle schools in Indiana and California, as well as Barranquilla, Colombia; and Abidjan, Ivory Coast. She also served as a resource specialist, director of resource learning center, and Associate Director of the Reading Center at the University of Alabama while earning her doctorate. Her Ed.D. was in Reading and Elementary Education. Professor Tucker received the Most Outstanding Student Award in Reading and Elementary Education.

Dr. Tucker has two daughters who graduated from Westmont. Her daughter Kimberly is an elementary teacher and daughter Lori is a secondary English teacher. When Professor Tucker is not planning for her classes or working on documents for the California Commission on Teacher Credentialing she enjoys spending time with her three grandchildren and playing in the Ventura County Band. Professor Tucker states that one of the most enjoyable and rewarding things about her job is assisting in the development of a new cohort of capable/competent teachers yearly who will bring about change in the lives of future generations of children. She says with deep conviction, "No one has a better job than I...I love it!"

Dr. Gayle Tucker

When Dr. Gayle Tucker completed his A. A. degree at Spring Arbor College, he sought the advice of siblings concerning his future—since it was evident that he was too short to become a professional basketball player. The advice from family was “...be a teacher, after all it is in your genes.” (Four of Dr. Tucker’s seven brothers and sisters were teachers.) He earned his B.A. from Greenville College, his M.A. from Ball State University, and Ed. D. from the University of Alabama.

Professor Tucker began his professional career as a middle school teacher in Indiana and later taught in San Marino, California. He enjoys reading (books he does not have to read), traveling (to locations he does not have to travel to), driving (sports cars he cannot afford), and playing school with his grandchildren (so they will become teachers like his two daughters). Professor Tucker became enchanted with travel and other cultures when he attempted to hitchhike across Africa. Based on this experience, he decided to enter International Education. For nine years he was a Superintendent in American International Schools affiliated with the U.S. Department of State in South America, Africa, and the Middle East. Due to these experiences, Dr. Tucker has continued for the past fourteen years to send a selected group of students to Costa Rica for their student teaching assignment.

While having the privilege of helping to develop the talents of hundreds of Westmont student teachers, Professor Tucker has also enjoyed the opportunity of serving as an advocate for youth and children in the K-12 schools and as an advocate for teachers and the teaching-learning process. He has served as a school board member, a founding member, and chair of the board for a Christian day school; church board member; and currently has served as an elected member of the State Council for the California Teachers Association for twelve years. Recently, Professor Tucker was awarded the California Teachers Association “State Education Higher Education Award” for his contribution to the teaching profession in California.

Support Staff

Mrs. Heather Bergthold, Education Program Assistant (and usually the best person to go to for many of your day-to-day questions).

Heather Bergthold earned her B.A. in Sociology at Wheaton. She earned her teaching credential from California State University, Northridge. She has nine years experience in elementary education, including 6 years teaching first grade and 2 years teaching second grade at El Montecito Early School prior to coming to Westmont.