Westmont College Education Department

Westmont's Department of Education provides a supportive collegial community in which to acquire a rigorous, practical, and professional preparation for K-12 teaching. Building on teacher-candidates’ liberal arts education, our program is designed to develop exemplary instructional skills, habits of reflection, and moral and cultural sensitivities that promote lifelong learning of diverse students.
Dear Aspiring Junior or Senior High School Teacher,

Thank you for your interest in the Single Subject Credential Program at Westmont. As you may know already, the California Single Subject Credential is typically earned in order to gain entry to teaching core subjects (English, History, Math, Science) at the secondary level. Teachers in Art and Physical Education, among other areas, typically pursue a Single Subject Credential in order to teach at either the elementary or secondary levels—or at both levels.

Westmont recommends candidates for a Single Subject Credential in the following areas:

- English
- History/Social Science
- Mathematics
- Music
- Science (General Science or a specific area of the sciences)
- Art
- Physical Education

The core of Westmont’s Single Subject Credential Program may be completed over a ten-month period, beginning in September and ending in mid to late June. 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 order to satisfy all pre-requisites.

Current Westmont students wishing to enter the Single Subject Credential program either in their Senior year or as part of a fifth year of study should meet with one of the Education Professors as early as possible in their time at Westmont. He or she will help you to arrange a four/five-year plan of study that fits your needs and allows you to complete pre-requisite coursework in a timely manner.

Applicants to the Single Subject Program—whether current Westmont students, Westmont graduates, or graduates of other undergraduate programs—are admitted beginning in the Fall Semester only.

Both the Fall and Spring Semesters involve intensive field work, 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 either local schools or Lincoln School in Costa Rica. 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

Andrew Dean Mullen, Ph.D.
Chair, Department of Education
Michelle Hughes, MA
Asst. Professor of Education
Jane Wilson, Ph.D.
Associate Professor of Education
### Mission of Westmont College

*Westmont College is an undergraduate, residential, Christian, liberal arts community serving God’s kingdom by cultivating thoughtful scholars, grateful servants and faithful leaders for global engagement with the academy, church and world.*

<table>
<thead>
<tr>
<th>Five distinctives of Westmont College:</th>
<th>Student Learning Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Liberal Arts</td>
<td>• Christian Orientation</td>
</tr>
<tr>
<td>• Christian</td>
<td>• Critical-Interdisciplinary Thinking</td>
</tr>
<tr>
<td>• Undergraduate</td>
<td>• Diversity</td>
</tr>
<tr>
<td>• Residential</td>
<td>• Active Societal and Intellectual Engagement</td>
</tr>
<tr>
<td>• Global</td>
<td>• Written and Oral Communication</td>
</tr>
<tr>
<td></td>
<td>• Research and Technology</td>
</tr>
</tbody>
</table>

### Mission and Guiding Assumptions of the Department of Education

*Westmont’s Department of Education provides a supportive collegial community in which to acquire a rigorous, practical, and professional preparation for K-12 teaching. Building on teacher-candidates’ liberal arts education, our program is designed to develop exemplary instructional skills, habits of reflection, and moral and cultural sensitivities that promote lifelong learning of diverse students.*

**The Education Department is committed to developing future teachers:**

- as whole persons, multi-dimensional human beings
- with critical/appreciative lenses on the world
- who see situations from multiple perspectives
- with strong oral and written communication skills

**Core beliefs pertinent to the preparation of teachers:**

- Teaching is an extraordinarily complex and demanding profession.
- Teaching is a collaborative and communal enterprise.
- Teaching is a deeply personal and human undertaking.
- Teaching is inherently a moral enterprise.
- Teaching is learned in large part by doing—along with appropriate reflection.
- Content and pedagogical content knowledge are critical to success.
- Preparation for teaching must be aligned as much as possible with the real world.
- Effective classroom management is a major component in effective teaching.
- We want our candidates to value and respond positively to diversity and exceptionality.
- We encourage candidates to have a teachable spirit to learn practitioner wisdom.
- We value an openness to diverse professional orientations and emphases.
- Regular and responsible use of assessment should inform instruction.
- Personal coaching and mentoring empowers our candidates to improve.
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 1.

Application forms are available from the Program Assistant in Porter Center, or electronically through the department’s webpage.

Your planning for entry to a credential program should begin well before March 1. 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:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed Application</td>
<td>Application due March 1</td>
</tr>
<tr>
<td>Documentation of experience</td>
<td>Complete fieldwork for ED 100/101 OR submit documentation of at least 100 hours of organized, prior experience with children or adolescents.</td>
</tr>
<tr>
<td>GPA of at least 2.75</td>
<td>Submit a transcript showing evidence of a 2.75 GPA.</td>
</tr>
<tr>
<td>2 letters of reference</td>
<td>Submit two letters of reference if you are not a current Westmont student. Current Westmont students may choose to provide references to strengthen their application.</td>
</tr>
<tr>
<td>CBEST passing score (California Basic Education Skills Test)</td>
<td>Take and pass the CBEST (California Basic Education Skills Test).</td>
</tr>
<tr>
<td>CSET passing scores (California Subject Examination for Teachers: Single Subjects)</td>
<td>Take and pass all applicable sections of the California Subject Examination for Teachers (CSET) in your chosen discipline.</td>
</tr>
<tr>
<td>US Constitution</td>
<td>Demonstrate knowledge of the US Constitution (either a course in American Government (e.g, PO 10 or HIS 171) or approved test. Westmont administers a state-approved test. See program assistant.</td>
</tr>
<tr>
<td>TWO Certificate of Clearances</td>
<td>File two Certificate of Clearances ASAP</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>$500 tuition non-refundable deposit (5th year)</td>
<td>To confirm your enrollment submit deposit by May 1. (The deposit is only required for 5th year students.)</td>
</tr>
<tr>
<td>Housing Office Forms</td>
<td>Complete the Housing Office forms even if you plan to live off campus.</td>
</tr>
<tr>
<td>TB skin test</td>
<td>Provide documentation of a current chest X-ray or TB skin test prior to participating in field placements (See Westmont Heath Services Office.)</td>
</tr>
<tr>
<td>Application for Student Teaching</td>
<td>Complete prior to October 15.</td>
</tr>
<tr>
<td>2.75 GPA</td>
<td>Maintain at least a 2.75 GPA during Fall semester coursework (next page).</td>
</tr>
<tr>
<td>Meet with assigned Cooperating Teachers and Principal</td>
<td>As soon as you are assigned your Cooperating Teachers, set up a meeting with the teachers and Principal. All Single Subject candidates work with at least two different cooperating teachers.</td>
</tr>
<tr>
<td>TPA passing scores</td>
<td>Complete and pass all four sections of the TPA (Teacher Performance Assessments).</td>
</tr>
<tr>
<td>Current CPR certification (including infant, child, and adult)</td>
<td>Candidates are encouraged to obtain current CPR certification prior to application, but it must be current to apply for teaching credential.</td>
</tr>
</tbody>
</table>

Additional requirement to be fulfilled once you have a teaching position to earn a clear credential:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Induction Program</td>
<td>Participate in and complete a 2-year induction program.</td>
</tr>
</tbody>
</table>

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.

Updated April 2013
Single Subject candidates begin and end the Fall Semester following the regular Westmont calendar.

Single Subject candidates begin the Spring Semester at the same time as other Westmont students, at which time they enroll in a single intensive January-session course (ED 151). This course meets four hours each day, five days per week.

Once their host schools’ Spring Term has begun, candidates’ daily and weekly schedules are dictated by the school(s)’ schedule. Candidates’ responsibilities continue until the end of their host school(s)’ spring term—that is, until mid to late June.

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 Single or Multiple Subject credential candidates.

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

- ENG 106: Language Acquisition (4)
- ED 105: Perspectives on Cultural Diversity and Education (4)
- ED 161: Computers for the Classroom Teacher—Secondary (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.

Westmont students arranging to fulfill these requirements prior to their year in the Credential Program should be aware that three of these courses (ENG 106, ED 105, and KNS 156) are offered during the Fall Semester only. ED 161 is typically offered both Fall and Spring.

<table>
<thead>
<tr>
<th>Typical Fall Semester</th>
<th>January Session</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>ED 101: Explorations in Teaching (4)</td>
<td>ED 151: Curriculum, Classroom Management, and Instruction in Diverse Secondary Classrooms (2)</td>
<td>ED 191: Student Teaching (12)</td>
</tr>
<tr>
<td>ED 111: Educational Psychology (4)</td>
<td></td>
<td>ED 196: Student Teaching Seminar—Secondary (3)</td>
</tr>
<tr>
<td>ED 121: Curriculum and Instruc. Planning (4)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 130: Special Education (2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ED 171: Content Area Literacy (4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the Spring Semester student teachers put in a full teaching day, five days a week.
Subject Matter Preparation

Students wishing to pursue a Single Subject credential normally major in the discipline in which they wish to be credentialed.

Prior to applying to enter the Credential Program candidates must demonstrate subject matter knowledge in their chosen field by submitting scores on all relevant sections of the California Subject Examination for Teachers (CSET).

It is possible to pass a CSET examination outside of the field of your academic major, but typically successful examinees have a strong content background in the field, even if they did not complete that particular major.

CSET examinations have a well-justified reputation for rigor, and regardless of whether you majored in the field of your examination, proper preparation is essential. In addition to perusing sample tests available online, you may wish to purchase a commercial study-guide. Equally important is to work with your academic advisor in selecting appropriate courses that develop your knowledge and skills in the topics covered by the examinations in your field.

Most applicants for a Single Subject Credential Program register for the CSET in the spring semester prior to entering the Credential Program. Applicants may wish to enroll for sub-tests on different dates in order to have more time for completing the examination. Most—but not all—CSET exams are available every other month (six times a year).

Double Advising

Students wishing to pursue a Single Subject credential are strongly urged to consult not only with their regular academic advisor, but also to meet once a semester with the secondary advisor within the Department of Education.

As early as possible in your time at Westmont, you should work out a four/five-year plan of study that allows you to complete in a timely manner pre-requisite coursework for your credential program and requirements for your content-area major.

Fast Track Option

It is often possible at Westmont, with careful planning and extra classes over the summer, to complete both the subject area requirement and requirements for the Preliminary Single Subject Credential in four years.

Early planning and regular consultation with your two academic advisors (subject-area advisor and advisor from the Education Department) are essential if you wish to fulfill all requirements in four years. Sample plans are available on the Education webpage.
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.

During the Credential Program there are added expenses (approximately $800-$1,000):

- Books, teaching materials, supplies
- $225 TPA fee
- Live scan fees
- Exam fees for CSET, RICA, CBEST
- Application fee for preliminary teaching credential
- $1200 off-campus fee for those student teaching in Costa Rica
Westmont’s Education Department is committed to the mission of the Westmont College, the profession of teaching, the guidelines and expectations for teachers in the state of California, and most importantly students’ personal and professional growth within the context of a Christian worldview.

Dispositions, as defined by the National Council for the Accreditation of Teacher Education, are the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation and development as well as the educator’s own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty and social justice.

Westmont’s Education Faculty is committed to nurturing professional dispositions in education students. Although there are a multitude of professional dispositions for teachers, particular emphasis is placed on the following dispositions:

- **Life-long love of learning** ~ displays curiosity and passion for learning and transferring enthusiasm for learning to others. Proverbs 9:9 ~ Instruct the wise and they will be wiser still; teach the righteous and they will add to their learning.

- **Reflective Spirit** ~ displays a willingness to discover and develop habits of growth and self-awareness. Proverbs 24: 32 ~ I applied my heart to what I observed and learned a lesson from what I saw.

- **Compassionate Professional** ~ displays sympathy, empathy and responsiveness to others’ needs. Colossians 3:12 ~ Therefore, as God’s chosen people, holy and dearly loved, clothe yourselves with compassion, kindness, humility, gentleness and patience.

**Statement of Commitment**

Westmont Education students, along with Education Faculty, seek and commit to demonstrate the above dispositions in credential classes, fieldwork experiences and in student teaching.

Candidate Signature ____________________________ Date ________________

Faculty Advisor Signature ________________________ Date ________________

* Dispositions will be further defined and discussed in credential courses and required assignments.*
Student teaching is probably the most important experience you will have in your professional preparation. In fact, the single best predictor of success in teaching is the quality of your performance in student teaching. Before being admitted to the program, you were considered by the faculty of Westmont College to have the basic qualities desired in a teacher. When the Teacher Selection Committee approved your application, it did so with the sincere belief that you would be successful in student teaching.

The value of this teaching experience will depend on many factors, the most important of which is you. It will be different from other college courses. You will not be able to depend on instructors to plan programs for you or direct you to appropriate study materials. Instead, you will be expected to take initiative in planning, outlining, and conducting education activities: you will also be expected to evaluate your own progress and find ways of solving your own problems under the guidance of your cooperating teacher and your college supervisor.

By the end of your student teaching, you should have a sharpened understanding of the nature of the teaching-learning process and the problems of teaching. You should also be well on your way toward mastery of the fundamental skills needed for successfully directing the learning of students with differing ability levels in various grades.
Guidelines for Student Teachers

After you receive your school assignment you should:

____ Make an appointment to meet your principal. This is your responsibility.
____ Arrange for a conference with your cooperating teacher. At this conference your cooperating teacher will give you a general picture of the courses of study to be covered, discuss goals and procedures with you, let you know what the class has already covered, and supply you with other information that he/she feels you will need.

Before you begin teaching you should know:

____ The school’s policies about arrival and departure time, absence and tardiness, fire drills, reporting accidents, first aid and health services, campus rules, corridor rules, lost and found articles.
____ Location of supplies, procedure for having materials duplicated, procedure for checking out and returning special material, housekeeping procedures, and layout of the school.
____ The school’s philosophy of discipline and the current practice in handling behavior problems.
____ The general characteristics of the pupils with whom you will be working, and school policy about access to their cumulative record folders by student teachers. (Remember that all information in cumulative records is confidential).

Expectations for BEHAVIOR during student teaching:

EXEMPLARY BEHAVIOR
You are expected to behave like a teacher. Remember, you are no longer just a student; you are professional as well as a representative of Westmont College. You must, therefore, be careful to use appropriate English, both in speaking and in writing. If you are to become a successful teacher, you must be able to command respect. To do that, you must act with dignity and demonstrate that you deserve respect.

APPROPRIATE ATTIRE and PERSONAL GROOMING
Dress professionally and appropriately for your grade level. Always be neat and clean. Women should be modestly dressed, and men should be clean-shaven. Avoid chewing gum.

ABSENCE POLICY
During your student teaching placement, you may use 5 sick days and 1 personal day if needed. If more absences occur, your placement may need to be extended for you to demonstrate competency in teaching. At the discretion of the college supervisor and the coach, Westmont student athletes may need to make schedule adjustments depending upon competition schedules.

REPORTING ABSENCES
When you are absent because of illness or some other emergency, you should notify the building principal or the school secretary and ask that the cooperating teacher(s) be informed. The Education Department should also be notified. In those cases where your are expected to carry out a specific responsibility in the class, it is extremely important to communicate to the cooperating teacher(s) how you wish to have the situation handled.

REPORTING TARDINESS
Punctuality is a vital and necessary characteristic to develop. Most tardiness can be avoided with proper planning. However, in rare cases, when you are late, it is your responsibility to notify the building principal or the school secretary and ask that the cooperating teacher(s) be informed. Indicate the cause of the delay and the time you expect to arrive.
RESPONSIBILITIES during Student Teaching

LESSON PLANS
Each student teacher will be expected to turn in detailed lesson plans to his or her college supervisor once a week. If you are simply observing, you will be expected to write a summary of the things you observed. See Lesson Planning section in this handbook. You should be available and willing to work on bulletin boards, correcting of papers, etc.

CONFERENCES

With Cooperating Teacher:
To help you develop and improve your teaching competence, it is very important to set up a weekly conference with your cooperating teacher. During the conference maintain a teachable spirit as you ask for feedback on your progress and set goals for the coming week.

With College Supervisor:
You will also meet regularly with your college supervisor. You may ask for a special conference with him or her at any time that you feel this is necessary. Remember that both supervisors are there for the purpose of building you up, not tearing you down. Feel free to consult them about any problem related to teaching that may be bothering you. You may never have an opportunity like this again!

COLLEGE SEMINAR
Each student teacher is required to attend the weekly seminar on teaching that is specifically designed to meet the needs of the student teacher. Active participation in this class is imperative. As you share your creative ideas and classroom problems, others in the seminar will benefit from your experiences, and you in turn will benefit from their experiences.

FULL SCHEDULE. You will maintain the schedule as follows:

MULTIPLE SUBJECT. Elementary student teachers are expected to maintain the same daily schedule as their cooperating teacher(s).

SINGLE SUBJECT. Single subject candidates begin by teaching a minimum of one class and, as quickly as possible (usually within two or three weeks), are responsible for teaching three classes for the remainder of the semester. Student teachers are also expected to observe and assist in classrooms during a fourth period. For a two-week period, the student teacher is responsible for the master teacher’s entire daily teaching responsibilities (typically five instructional periods daily). This two-week period of full take-over must be completed no later than May 31. The exact two-week period should be identified as early in the semester as possible, in consultation between the master teacher and college supervisor.
TIMELINE for STUDENT TEACHING

**TIMELINE for STUDENT TEACHING**

Elementary student teaching begins and ends with the same time frame as Westmont's academic semester.

Secondary student teaching begins and ends with the same time frame as the local public schools' semester.

Student teaching in Costa Rica begins and ends with the Lincoln School academic calendar, which runs from approximately January 20th to June 20th.

**Suggested PROGRESSION of student teaching:**

**ELEMENTARY STUDENT TEACHERS.**
The elementary student teachers will normally be introduced gradually to full responsibility. He or she will probably spend the first few days observing the class and studying the methods of his or her cooperating teacher. Next, the student teacher may be asked to assume a number of tasks, such as taking roll, correcting papers, recording grades, putting up bulletin boards, and collecting and passing out materials. His or her initial teaching experience may come in the form of supervising a study period, assisting with a demonstration, helping individual students, giving a spelling lesson, reading a story, or working with a class committee. Within a week or two after beginning to teach, the elementary student teacher should be assuming responsibility for entire units of work. Eventually, he or she will be responsible for a minimum of ten non-consecutive “full takeover days” prior to the final two-week takeover (near the end of the student teaching experience the student will be expected to take over and be responsible for the total curriculum for a minimum of two weeks).

**SECONDARY STUDENT TEACHERS.**
Single subject candidates begin by teaching a minimum of one class and, as quickly as possible (usually within two or three weeks), are responsible for teaching three classes for the remainder of the semester. Student teachers are also expected to observe and assist in classrooms during a fourth period. For a two-week period, the student teacher is responsible for the master teacher’s entire daily teaching responsibilities (typically five instructional periods daily). This two-week period of full take-over must be completed no later than May 31. The exact two-week period should be identified as early in the semester as possible, in consultation between the master teacher and college supervisor.
Guidelines for LESSON PLANNING

GENERAL INFORMATION
Planning is one of the most important skills in teaching and for many people, one of the hardest to learn. How well you plan will largely determine how well you teach. Before your cooperating teacher lets you take over the class, he or she may ask you to make a number of practice lesson plans and then ask to go over them with you. When you are to present your first lesson, he or she will want to make sure that it is based on a good plan. Sometimes cooperating teachers like to plan with their student teacher, using the team teaching approach at first, and then gradually giving students more and more responsibility for independent planning.

1. Act on any suggestions that the cooperating teacher may make. Try not to make the same mistake twice.
2. Don’t try to justify what went wrong in the past. Concentrate on the future, and let the past mistakes stay in the past.
3. Don’t argue the point if you think criticism is unjustified. Keep trying to improve, and any injustice you feel will probably disappear.
4. Use judgment and common sense in interpreting criticism. Everybody criticizes teachers—school boards, superintendents, principals, supervisors, parents, newspaper editors, and even the pupils themselves. The amount of criticism is a pretty good indication of the importance of the profession you are about to enter. Cultivate your strengths, improve on your weaknesses, and hold your head high.

USING YOUR PLAN
1. Before you teach from a plan, make sure your cooperating teacher has seen it and approved it, unless he or she has indicated otherwise.
2. If your college supervisor is there, provide him or her with a copy of your plan and any books and materials you will be using.
3. Once you have started teaching, forget any observers who may be present and concentrate on the pupils. Your job is to teach them.
4. Unless you are instructed otherwise, don’t tell the pupils ahead of time when a supervisor is to be present.
5. Follow your plans as well as you can, but if you find something is not going as you had expected, change pace, use an alternative method, or do something different. The pupils are more important than the plan.
6. As you teach, or right after the lesson, make notes of places where you deviated from your plan and give the reasons.
7. After each lesson, go over your plan carefully with your cooperating teacher or by yourself, and note the places where you had trouble and the places where things went especially well. Try to figure out why, and make a note of your ideas. These notes will help you in making future plans and in evaluating your own progress.

Sample lesson plan outlines follow. They are presented merely as examples and by no means represent all of the different types of lesson plan outlines used by teachers.
Lesson Plan Format (Long Form)

Name: 
Grade level: 
Date: 
Length of lesson: 

Title/theme/focus of lesson:

Common Core State Standards and CA Standards: Identify specific CCSS and CA standards by number and explanation. Write out the standard(s).

Learning outcomes/objectives: List what you want your students to know and be able to do. The learner or student will:

Vocabulary: Identify the key vocabulary (content and academic) needed to succeed in this lesson.

Assessment: Identify assessment strategies/tools (diagnostic, formative, summative) for the lesson.

Materials: List the lesson materials/supplies that both the teacher and students will need.

Room environment: Describe seating arrangement or anything to be prewritten on the board.

Modifications for diverse learners: Identify modifications/strategies you’ve included for diverse learners such as:
- ELLs (English Language Learners)
- Multiple Intelligences
- Special Needs
- GATE

Instructional Procedure (Include these elements in your teaching though the order may vary depending on the lesson)

- Anticipatory Set/Orientation: Write down what you will say to capture students’ attention, focus their learning, activate prior knowledge, introduce vocabulary. This is “the hook” of your lesson.

- Teaching/Instructional Process (input and modeling): Clearly identify new knowledge/skills to students. Instruction may be enhanced with manipulatives, visuals, music and/or technology.

- Guided Practice and Monitoring: Provide opportunities for students to “try out” new knowledge and skills and then demonstrate new-found knowledge or skills.

- Monitoring/Check for understanding: Identify what you will do to see if students understand the concept(s). Monitor student learning as a group or individually (“thumbs up,” written response, oral response . . . did you meet your objectives?)

- Closure: What you will say in the final minutes of the lesson to wrap it up and effectively summarize the lesson? What has been taught? How can you reinforce the major points?

- Independent Practice: Identify what kind of follow-up work you will give to students that will allow them to apply their new knowledge/skills in future classes or as homework.

Sources: Cite any sources you used in developing your lesson.
### Lesson Plan Format (Short Form)

Note: Here are two approaches to writing a short form lesson plan.

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
</table>

**Lesson Title:**

**Lesson Objectives:**

**Instruction Procedure:**

**Assignment/Assessment:**

---

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
</tr>
</thead>
</table>

**Lesson Title:**

**Lesson Objectives:**

**Into:**

**Through:**

**Beyond:**
Performance Expectations and Evaluation

The question, “How am I doing?” is one that will haunt you while you are engaged in student teaching. It is one you must ask yourself everyday, not just at the midterm and the end of the semester.

Learning to be a teacher involves constant evaluation, for a successful teacher practices self-evaluation throughout his/her professional career. A teacher must meet the expectations of many different people: the school administrators, supervisors, parents, students, the public, and of course, him/herself. While you are doing your student teaching, you must also meet the expectations of your cooperating teacher and your college advisor.

They will help you to assess your strengths and weaknesses in their conferences with you and plan challenging experiences for you so that you can develop to your full potential. They will help you understand the areas in which you are doing well and give you suggestions for improvement in areas where you may be having problems. Twice a semester, at the midterm and again at the end, your cooperating teacher and college supervisor will hold a formal evaluation session to decide how well you are doing and make further suggestions for you.

At the end of the semester, your cooperating teacher will fill out the Evaluation of Professional Competencies for your Teacher Placement File. Ideally, your cooperating teacher and college supervisor will write letters of recommendation for you at the end of the semester.
## Student Teacher Evaluation of Professional Competencies

<table>
<thead>
<tr>
<th>Student Teacher:</th>
<th>Grade Level or Subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluator:</td>
<td>School:</td>
</tr>
<tr>
<td>Role of Evaluator:</td>
<td>Cooperating Teacher</td>
</tr>
<tr>
<td>Type of Assessment:</td>
<td>Formative (mid-point)</td>
</tr>
</tbody>
</table>

### TPE 1: Subject-Specific Pedagogical Skills

| • Possesses strong content knowledge. |
| • Reading/Language Arts (Elementary) or English (Secondary) |
| • Mathematics |
| • Science |
| • History-Social Science |
| • Visual and Performing Arts |
| • Physical Education |
| • Demonstrates familiarity with the state-adopted standards. |
| • Knows how to plan instruction that addresses the standards. |
| • Demonstrates ability to teach to the standards. |

Comments (optional):

### TPE 2: Monitoring Student Learning

| • Regularly checks for understanding, and makes appropriate instructional decisions about re-teaching when necessary. Anticipates and addresses common student misconceptions. |

### TPE 3: Interpretation and Use of Assessments

| • Uses a variety of assessment strategies, formal and informal. Understands the purpose and use of different assessments in the instructional cycle (baseline, progress-monitoring, and summative assessments). Teaches students self-assessment strategies. |
| • Helps orient students to standardized tests, including providing accommodations for students with special needs. |
| • Gives students timely and appropriate feedback on their achievement. Maintains appropriate records of learning. Explains to students and their families the meaning of grades and appropriate strategies for improvement. |

Comments (optional):
## C. Engaging and Supporting Students in Learning

### TPE 4: Making Content Accessible

<table>
<thead>
<tr>
<th>Not observed</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans instruction logically and sequentially taking into account students’ current levels of achievement.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Uses a variety of instructional strategies.</td>
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</tr>
<tr>
<td>• Explains material to students in meaningful terms, using examples and analogies pertinent to the classroom and students’ lives outside the classroom.</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### TPE 5: Student Engagement

<table>
<thead>
<tr>
<th>Not observed</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Makes instructional goals clear to students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Ensures active and equitable participation from all students. Poses questions that challenge students to think deeply and ask questions. Engages in genuine conversation with students. Encourages students to articulate questions of their own.</td>
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<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

### TPE 6: Appropriate Teaching Practices

<table>
<thead>
<tr>
<th>Not observed</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans instruction appropriate to students’ current developmental needs and interests, taking into account student attention spans, needs for concrete examples and activities, and the development of students’ responsibility for their own learning.</td>
<td></td>
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</tbody>
</table>

### TPE 7: Teaching English Learners

<table>
<thead>
<tr>
<th>Not observed</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Has theoretical background for identifying and analyzing issues pertinent to English Language Development, as these issues surface in actual individuals.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Actively seeks knowledge about students’ linguistic and cultural backgrounds, including results of students’ previous language assessments and the characteristics of students’ first language. Uses this information in helping students progress in English.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Collaborates with other professionals, para-professionals, and families in supporting students’ language development.</td>
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</tr>
<tr>
<td>• Supports students’ acquisition of English and comprehension of academic content through a variety of instructional strategies including visual support, facial expressions, gestures, and other body movements; and through the clarity of teacher’s own spoken English.</td>
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<td></td>
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</tbody>
</table>

Comments (optional):

### TPE 8: Learning About Students

<table>
<thead>
<tr>
<th>Not observed</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Actively learns about students’ interests, background, abilities, and health and takes this information into account in planning and supporting instruction. Works with other educators in identifying students with special needs and making appropriate accommodations, as necessary.</td>
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<tr>
<td>• Communicates with families and offers ways for them to be involved in learning.</td>
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</tbody>
</table>

### TPE 9: Instructional Planning

<table>
<thead>
<tr>
<th>Not observed</th>
<th>Poor</th>
<th>Below average</th>
<th>Average</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plans instruction consistent with state-adopted academic standards.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>• Plans effectively both short-term and long-term, taking into consideration students’ current level of achievement. Plans include accommodations for students with special needs. Uses support personnel, including aides and parent volunteers, to advance instructional goals.</td>
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<tr>
<td>• Makes appropriate connections from one day to another, helping students understand how material relates to prior and subsequent content.</td>
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</tbody>
</table>

Comments (optional):
### E. Creating and Maintaining Effective Environments for Student Learning

**TPE 10: Instructional Time**
- Uses time effectively to maximize student learning. Establishes efficient routines and transitions quickly from one activity to another.

**TPE 11: Social Environment**
- Communicates clear expectations for student behavior. Creates a positive environment for student learning. Establishes rapport with students and families. Is sensitive to individual student needs. Helps students take responsibility for their own behavior.

Comments (optional):

### F. Developing as a Professional

**TPE 12: Professional, Legal and Ethical Obligations**
- Takes responsibility for what transpires in the classroom. Maintains high standards of professionalism with respect to attendance and punctuality, preparedness, and physical vigor and alertness.
- Is aware of personal values and biases, and recognizes how these may affect teaching and learning. Is committed to racial, ethnic, and gender equity, and ideals of justice. Models appropriate attitudes and behaviors in the classroom.
- Understands key elements of national and state laws pertinent to education, and their application in the classroom. Identifies suspected cases of child abuse/neglect and reports appropriately.
- Respects confidentiality of students, families, and fellow educators.

**TPE 13: Professional Growth**
- Engages in appropriate self-reflection. Actively seeks and accepts feedback from others, including fellow educators, families, and students, as appropriate. Responds graciously to feedback, and makes appropriate adjustments in teaching.
- Demonstrates initiative and constant improvement.

Comments (optional):

### Summary Comments
At mid-point, please summarize strengths and specific areas for growth.
At end of placement, in lieu of summary comments the Cooperating Teacher may choose to write and attach a letter of recommendation.
California Teaching Performance Expectations
TPES At-A-Glance with Salient Features

A. Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction
   a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments
      • Understanding the state-adopted academic content standards
      • Understanding how to teach the subject matter in the standards
      • Planning instruction that addresses the standards
      • Demonstrating the ability to teach to the standards
   b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments
      • Understanding the state-adopted academic content standards
      • Understanding how to teach the subject matter in the standards
      • Planning instruction that addresses the standards
      • Demonstrating the ability to teach to the standards

B. Assessing Student Learning

TPE 2 – Monitoring Student Learning During Instruction
      • Determining student progress toward achieving the state-adopted academic content standards
      • Using instructional strategies and techniques to support students' learning

TPE 3 – Interpretation and Use of Assessments
      • Understanding a range of assessments
      • Using and interpreting a range of assessments
      • Giving feedback on assessment results

C. Engaging and Supporting Students in Learning

TPE 4 – Making Content Accessible
      • Addressing state-adopted academic content standards
      • Prioritizing and sequencing content
      • Selecting and using various instructional strategies, activities, and resources to facilitate student learning

TPE 5 – Student Engagement
      • Understanding of academic learning goals
      • Ensuring active and equitable participation
      • Monitoring student progress and extending student thinking

TPE 6 Developmentally Appropriate Teaching Practices
   a. Developmentally Appropriate Practices in Grades K-3
      • Understanding important characteristics of the learners
      • Designing instructional activities
      • Providing developmentally appropriate educational experiences

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b. Developmentally Appropriate Practices in Grades 4-8
   • Understanding important characteristics of the learners
   • Designing instructional activities
   • Providing developmentally appropriate educational experiences

c. Developmentally Appropriate Practices in Grades 9-12
   • Understanding important characteristics of the learners
   • Designing instructional activities
   • Providing developmentally appropriate educational experiences

TPE 7 – Teaching English Learners
   • Understanding and applying theories, principles, and instructional practices for English Language Development
   • Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
   • Drawing upon student backgrounds and language abilities to provide differentiated instruction

D. Planning Instruction and Designing Learning Experiences for Students

TPE 8 – Learning about Students
   • Understanding child and adolescent development
   • Understanding how to learn about students
   • Using methods to learn about students
   • Connecting student information to learning

TPE 9 – Instructional Planning
   • Establishing academic learning goals
   • Connecting academic content to the students backgrounds, needs, and abilities
   • Selecting strategies/activities/materials/resources

E. Creating and Maintaining Effective Environments for Student Learning

TPE 10 – Instructional Time
   • Allocating instructional time
   • Managing instructional time

TPE 11 – Social Environment
   • Understanding the importance of the social environment
   • Establishing a positive environment for learning
   • Maintaining a positive environment for learning

F. Developing as a Professional Educator

TPE 12 – Professional, Legal, and Ethical Obligations
   • Taking responsibility for student academic learning outcomes
   • Knowing and applying professional and ethical obligations
   • Knowing and applying legal obligations

TPE 13 – Professional Growth
   • Evaluating teaching practices and subject matter knowledge
   • Using reflection and feedback to improve teaching practice and subject matter knowledge
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 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:

   Task 1: Multiple Subject as part of ED 120 Refer to syllabus
   Single Subject as part of ED 121 Refer to syllabus
   * Note carefully: Task 1 itself is divided into four sections. Don't get confused and think that SECTION #1 of Task #1 is the entire Task.

   Task 2: Multiple Subject as part of ED 170 Refer to syllabus
   Single Subject as part of ED 171 Refer to syllabus

   Tasks 3 & 4 due dates will vary according to whether you student teach locally or in Costa Rica; as well as your status as to Multiple Subject/Single Subject.

2. All tasks are due no later than 5:00 pm sharp on the designated date. 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. Remember that Task 3 calls for a student who has a legally defined special need, so if such students are scarce in your class, save that student for Task 3.*

11. Your written work and student work samples must all be submitted electronically to Heather Berghold. All work samples from students must be included as part of your electronic submission. All pages of your response (including student work samples) must have your individual candidate number, since an assessor may print out your response and pages may get separated.

Specific Reminder 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). These will need to be scanned electronically and submitted as part of your response. Mrs. Berghold will not accept your response if it does not include the required work samples.

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. Depending on your individual host school policy, you may need to distribute an "Opt Out" form to parents/guardians. If a student’s parents or guardians request that their child not participate in the videotaping, place that student so he or she does not appear in your tape. Your student teaching supervisor will advise you further on this particular point, close to the point when the task is due.

15. Just as in Task 3 you will need to submit electronically five samples of student work (see the Task 4 template for additional details.

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.
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 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
- Evaluation Systems
- Pearson
- P.O. Box 340880
- Sacramento, CA 95834-0880
- (916) 928-4001
- TDD: (916) 928-4191
- Automated System (24 hours a day): (800) 262-5080
- Website: [http://www.cbest.nesinc.com](http://www.cbest.nesinc.com)
- E-mail: cbestmail@nesinc.com - Please include your postal address in e-mail messages.

**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 by Examination leaflets CL-674M for Multiple Subject or CL-674S for Single Subject.*

- CSET Program
- Evaluation Systems
- Pearson
- P.O. Box 340789
- Sacramento, CA 95834-0789
- (800) 205-3334 or (916) 928-4003
- Teletypewriter (TTY): (866) 483-6461 or (916) 928-4191
- Automated System (24 hours a day): (800) 205-3334
- Website: [http://www.cset.nesinc.com](http://www.cset.nesinc.com)
**California Teacher of English Learner (CTEL) Examination**

Demonstration of competence in knowledge, skills and abilities necessary for effective teaching of English learners

CTEL Program
Evaluation Systems
Pearson
P.O. Box 340819
Sacramento, CA 95834-0819
(866) 851-3815 or (916) 928-4002
Teletypewriter (TTY): (916) 928-4191
Website: [http://www.ctel.nesinc.com](http://www.ctel.nesinc.com)

**California Subject Examinations for Teachers: Languages Other Than English (CSET:LOTE)**

Passing CSET:LOTE examination scores are valid for five years from the individual passed test date and may be used for certification purposes towards obtaining a bilingual authorization. Please see Commission leaflet **CL-628B**, entitled Bilingual Authorizations. Also see the [CSET Website](http://www.ctel.nesinc.com) for additional information.

**Reading Instruction Competence Assessment (RICA)**

Demonstration of knowledge and skills necessary for effective teaching of reading

RICA Program
Evaluation Systems
Pearson
P.O. Box 348150
Sacramento, CA 95834-8150
(888) 793-7999 or (916) 928-4004
Teletypewriter (TTY): (866) 483-6461 or (916) 928-4191
Automated System (24 hours a day): (888)793-7999
Website: [http://www.rica.nesinc.com](http://www.rica.nesinc.com)

**Preliminary Educational Technology Test (PET)**

Demonstration of effective use of technology at the foundational level

CSET Program
Evaluation Systems
Pearson
P.O. Box 340789
Sacramento, CA 95834-0789
(800) 205-3334 or (916) 928-4003
Teletypewriter (TTY): (866) 483-6461 or (916) 928-4191
Automated system (24 hours a day): (800) 205-3334
Website: [http://www.cset.nesinc.com/CS_testguide_PETopener.asp](http://www.cset.nesinc.com/CS_testguide_PETopener.asp)
**School Leaders Licensure Assessment (SLLA)**
*Demonstration of skills in situational analysis, problem solving and decision making in educational leadership*

ETS – The School Leadership Series
P.O. Box 6051
Princeton, NJ 08541-6051
(800) 772-9476 or (609) 771-7395
Teletypewriter (TTY): (609) 771-7714
Automated System (24 hours a day): (800) 772-9476
Website: [http://www.ets.org/sls/slsaboutslla.html](http://www.ets.org/sls/slsaboutslla.html)

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

ETS – The Praxis Series
P.O. Box 6051
Princeton, NJ 08541-6051
(800) 772-9476 or (609) 771-7395
Teletypewriter (TTY): (609) 771-7714
Automated System (24 hours a day): (800) 772-9476
Website: [http://www.ets.org/praxis](http://www.ets.org/praxis)

**Speech-Language Pathology (SLP)**
*Demonstration of skills equal to the proficiency used by the American Speech-Language-Hearing Association for their certification requirements.*

ETS – The Praxis Series
P.O. Box 6051
Princeton, NJ 08541-6051
(800) 772-9476 or (609) 771-7395
Teletypewriter (TTY): (609) 771-7714
Automated System (24 hours a day): (800) 772-9476
Website: [http://www.ets.org/praxis](http://www.ets.org/praxis)
First-time applicants may 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. Some first-time applicants may also be eligible to apply using the Online Direct Application Process available on the Commission’s website. Click here for more information.

Online renewal is required for clear, professional, and professional clear credentials, as well as 30-Day Substitute Permits. The online application is also required for Certificates of Clearance for all California residents and Activity Supervisor Clearance Certificates. 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 or Online Direct) ..............................................$55.00

(The application processing fee for the initial California credential is waived for out-of-state applicants who relocate to California due to orders received from a branch of the United States Armed Forces that require the applicant’s spouse to relocate to California; not available online. Fingerprint fees are still required. For full details, see Credential leaflet CL-892.)

Renewal (clear, professional, professional clear, 30-Day Substitute Permits, and Activity Supervisor Clearance Certificates must be renewed online; all others use form 41-REN) .......... $55.00

Certificate of Clearance* .................................................................$27.50

Name Change (form 41-NC; not available online) .................................................................$27.50

Exchange of Language Development Specialist Certificate (LDS) or Bilingual Certificate of Competence (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

Adding an Authorization to an Existing Credential/Permit (form 41-4) ..................$55.00

Certificate of Completion of Staff Development (form 41-4 or Online Direct) .......................$45.00
Fingerprint Fees
LiveScan Service (form 41-LS) ................................................................. Fees collected by LiveScan operator

Fingerprint card processing fees (Card number FD-258)
Fee breakdown: CA Department of Justice=$32.00/Federal Bureau of Investigation=$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)..............$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 using the Online Direct Application process available on the Commission’s website (click here for the Online Direct Application Site).
**Excerpts from the California 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.

44401. "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, 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.
The Single Subject Teaching Credential authorizes the holder to teach the specific subject(s) named on the credential in departmentalized classes such as those in most middle schools and high schools. However, a teacher authorized for single subject instruction may be assigned to teach any subject in his or her authorized fields at any grade level (preschool, grades K–12, or in classes organized primarily for adult).

All candidates who complete their teacher preparation through a Commission-approved teacher preparation program in California must be formally recommended for the credential by the college or university where the program was completed. Programs will vary slightly from college to college, but all programs will include specific requirements established by the Commission. An overview of requirements is provided below.

The statutory subjects available for Single Subject Teaching Credentials are as follows:

- Agriculture
- Art
- Biological Sciences (Specialized)
- Business
- Chemistry (Specialized)
- English
- Foundational-Level General Science
- Foundational-Level Mathematics
- Geosciences (Specialized)
- Health Science
- Home Economics
- Industrial and Technology Education
- Languages other than English (specify)
- Mathematics
- Music
- Physical Education
- Physics (Specialized)
- Science: Biological Sciences
- Science: Chemistry
- Science: Geosciences
- Science: Physics
- Social Science

Requirements for the Preliminary Credential

The preliminary credential is issued for a maximum of five years. If requirements for the clear credential are not completed before the expiration of the preliminary, the holder will be unable to teach in California’s public schools with that credential until those requirements are met and the document renewed.

Applicants must satisfy all of the following requirements for the Five-Year Preliminary Teaching Credential:

1. Complete a baccalaureate or higher degree, except in professional education, from a regionally-accredited college or university
2. Satisfy the basic skills requirement. See Commission leaflet CL-667, entitled Basic Skills Requirement for additional information.
3. Complete a Commission-approved teacher preparation program including successful student teaching and teaching performance assessment, and obtain a formal recommendation for the credential by the California college or university where the program was completed
4. Verify subject matter competence by one of the following three methods:
   a. Achieve a passing score on the appropriate subject-matter examination(s). Information, including passing scores and registration, can be found in Commission leaflet CL-674S entitled *Verifying Subject-Matter Competence by Examination.*
   b. Complete a Commission-approved subject-matter program or its equivalent and obtain verification of completion from the authorized person in the education department of a California college or university with an approved program.
   c. For Specialized Science subjects only, individuals may take and pass the appropriate subject matter examinations or obtain verification of completion of subject-matter course work from the Commission on Teacher Credentialing. Requirements and procedures may be found in Coded Correspondence 03-0010.

5. Satisfy the Developing English Language Skills, including Reading requirement by completing a comprehensive reading instruction course that includes the following: the systematic study of phonemic awareness, phonics, and decoding; literature, language and comprehension; and diagnostic and early intervention techniques.

6. Complete a course (two semester units or three quarter units) in the provisions and principles of the U.S. Constitution or pass an examination given by a regionally-accredited college or university.

7. Complete foundational computer technology course work that includes general and specialized skills in the use of computers in educational settings.

**Requirements for the Clear Credential**

Individuals who complete a professional teacher preparation program and receive a five-year preliminary credential must earn a clear credential by completing one of the following three options:

**Option 1**

Complete a Commission-approved [Professional Teacher Induction Program](#) through an approved school district, county office of education, college or university, consortium, or private school. The induction program includes the advanced study of health education, special populations, computer technology, and teaching English learners.

Individuals applying for the clear credential under Option 1 must submit their application through their approved induction program sponsor.

*Holders of SB 2042 preliminary credentials issued on or after August 30, 2004 must complete Option 1. Holders of SB 2042 preliminary credentials issued prior to August 30, 2004 may complete either Option 1 or Option 2.*

**Option 2**

Complete a fifth year of study completed at a California college or university with a Commission-approved teacher preparation program, securing that institution’s formal recommendation for the clear credential. The following must also be verified with the application for the clear credential:

- advanced course work in health education that includes, but is not limited to, nutrition; the physiological and sociological effects of alcohol, narcotics, and drug abuse; and the use of tobacco.
• advanced course work in the laws, methods, and requirements for providing educational opportunities to special populations in the regular classroom
• advanced course work in computer technology including the use of computers in educational settings
• advanced course work in teaching English learners (effective July 1, 2005)

Option 2 is only available to holders of SB 2042 preliminary credentials issued prior to August 30, 2004. Holders of SB 2042 preliminary credentials issued on or after August 30, 2004 must complete Option 1.

Individuals applying for the clear credential under Option 2 must contact their California college or university and obtain a formal recommendation. If an individual opts to complete the fifth year, and the advanced study course work, the course work must be completed after the issuance date of the Five-Year Preliminary Single Subject Teaching Credential.

Option 3

Teachers who are certified by the National Board for Professional Teaching Standards will be issued a Clear Teaching Credential in the subject area in which they have received national certification. (See Table 1) National board Certification must be in the subject area listed on the preliminary credential.

Individuals applying for the clear credential under Option 3 may apply directly to the Commission for a clear teaching credential by submitting all of the following directly to the Commission office.

1. Photocopy of National Board Certification
2. Completed application (form 41-4), and, if not previously submitted to the Commission, a completed LiveScan receipt (form 41-LS). Out-of-state residents have the option of submitting two fingerprint cards (FD-258) in lieu of a LiveScan receipt. If submitting fingerprint cards, current fingerprint processing fees must accompany the application packet.
3. Application processing fee

Private School Experience

Individuals who have three or more years teaching experience in a private school should refer to the information leaflet titled Single Subject and Multiple Subject Teaching Credentials – Requirements for Teachers with Private School Experience (CL-834) for information on additional ways to qualify.

Reference: California Education Code, Sections 44251, 44252, 44259, 44280, 44281, 44283, 44310, and 44335; and Title 5, California Code of Regulations, Sections 80413 and 80424
**TABLE 1**

National Board for Professional Teaching Standards Certification

<table>
<thead>
<tr>
<th>National Board Certification</th>
<th>National Board Certification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early and Middle Childhood Certificate in Art, or Early Adolescence through Young Adulthood Certificate in Art</td>
<td>Clear Single Subject Teaching Credential in Art</td>
</tr>
<tr>
<td>Early Adolescence Certificate in English Language Arts, or Adolescence and Young Adulthood Certificate in English Language Arts</td>
<td>Clear Single Subject Teaching Credential in English</td>
</tr>
<tr>
<td>Early Adolescence through Young Adulthood Certificate in Career and Technical Education</td>
<td>Clear Single Subject Teaching Credential in Industrial and Technology Education</td>
</tr>
<tr>
<td>Early Adolescence through Young Adulthood Certificate in World Languages Other Than English</td>
<td>Clear Single Subject Teaching Credential in Languages Other Than English (specify language)</td>
</tr>
<tr>
<td>Early Adolescence through Young Adulthood in Health</td>
<td>Single Subject Teaching Credential in Health Science</td>
</tr>
<tr>
<td>Early Adolescence Certificate in Mathematics, or Adolescence and Young Adulthood Certificate in Mathematics</td>
<td>Clear Single Subject Teaching Credential in Mathematics</td>
</tr>
<tr>
<td>Early and Middle Childhood Certificate in Music, or Early Adolescence through Young Adulthood Certificate in Music</td>
<td>Clear Single Subject Teaching Credential in Music</td>
</tr>
<tr>
<td>Early and Middle Childhood Certificate in Physical Education, or Early Adolescence through Young Adulthood Certificate in Physical Education</td>
<td>Clear Single Subject Teaching Credential in Physical Education</td>
</tr>
<tr>
<td>Early Adolescence Certificate in Science, or Adolescence and Young Adulthood Certificate in Science</td>
<td>Clear Single Subject Teaching Credential*</td>
</tr>
<tr>
<td>Science: Biological Sciences</td>
<td>Science: Chemistry</td>
</tr>
<tr>
<td>Science: Geosciences</td>
<td>Science: Physics</td>
</tr>
<tr>
<td>Early Adolescence Certificate in Social Studies-History, or Adolescence and Young Adulthood Certificate in Social Science-History</td>
<td>Clear Single Subject Teaching Credential in Social Science</td>
</tr>
</tbody>
</table>

*Teachers holding National Board for Professional Teaching Standards Certification in the area of Science will be issued the specific California science authorization based upon an out-of-state credential or official transcripts from a regionally-accredited college or university.*
Clearing your Preliminary Teaching Credential

Under the current legislation governing teacher credentialing in California, candidates normally clear their preliminary teaching credential by participating in a two-year Teacher Induction Program. By doing so candidates earn a Professional Clear credential.

Westmont works with the local Santa Barbara County Office of Education to ensure a smooth transition from Credential Program to a teacher induction program. We invite the local induction director to speak at a designated seminar for Multiple Subject and Single Subject candidates.

In order to prepare for teacher induction, either locally or somewhere else in California, candidates should use evaluations from cooperating 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.
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. Full-time 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.*

Five elements identified under the college’s stated Philosophy of Education serve to explicate this broad calling. Extracts from the college’s written explication of these five elements are printed below.

1) **Liberal Arts:** As a liberal arts college, Westmont seeks to help its students become certain kinds of people, not mere repositories of information or mere possessors of professional skills…

2) **Christian:** For the pursuit of a liberal arts education, with its emphasis on producing certain kinds of people and inculcating certain basic human skills essential for living a satisfactory life, cannot take place in isolation from one’s most basic commitments and beliefs. For the Christian, then, this means bringing one’s biblical and theological heritage to this educational enterprise…

3) **Undergraduate:** Westmont is an undergraduate college and as such directs its attention, focuses its resources, and devises its pedagogical strategies to facilitate the development of students who are beginning their post-secondary education…Westmont must be an institution where knowledge is generated as well as transmitted. But producing such knowledge is to be largely…evaluated and appreciated in terms of the benefits that accrue, directly or indirectly, to those undergraduates who have come to Westmont to receive their education…

4) **Residential:** The educational programs of Westmont College are residential in character and reflect a commitment to facilitate and exploit the ways in which education occurs within community… The residential character of the college reflects the conviction that the goal of all meaningful learning, and of biblical education in particular, is to inform the way we live. The residential character of the college invites students to apply their studies to the daily task of creating a community in which individuals can grow and mature together…

5) **Global:** We are called in scripture to be stewards of the earth, to be faithful caretakers of the physical creation. We are also called to appreciate the rich diversity of human cultures – cultures shaped by people who bear the mark of God’s image in creation. We are, then, to be a community informed and enriched by thoughtful and intentional study of and interaction with cultures other than our own…
Significantly overlapping and further interpreting the college’s mission statement and philosophy of education is a set of student learning outcomes that the college hopes to see incarnated in the lives of each of its graduates. These were formally adopted in 2002 and are applicable to all programs of the college.

1) **Christian Orientation:** We want students to be informed about the Christian faith, and we desire that their lives be characterized by practices, affections, and virtues that grow out of a life of Christian faith. In keeping with that faith, we are committed to pursuing these goals in a spirit of hospitality and invitation, rather than in a spirit of coercion, manipulation, or intimidation.

2) **Critical-Interdisciplinary Thinking:** Students are versatile thinkers, able to use appropriately the tools provided by different disciplinary methodologies and to understand that each discipline implies a particular epistemological orientation. Critical interdisciplinary thinking requires students to combine a variety of discipline-specific reasoning abilities in attempts to solve problems or answer questions. It also requires them to have the ability to frame appropriate questions; to think abstractly; to test definitions of key terms and categories of analysis, and to examine one’s own assumptions.

3) **Diversity:** Students have the understanding and skills to engage people unlike themselves—both individuals and groups—in ways that affirm others as persons created in God’s image. Students are able to approach others respectfully—avoiding the natural tendency to deal with differences by vilifying, romanticizing, or victimizing.

4) **Active Societal and Intellectual Engagement:** It is our hope that students are equipped to benefit from a Westmont education over the course of a lifetime. As a result of their educational program, they will have the skills, attitudes and commitments that enable them to be effective in both their personal and vocational lives throughout all the stages of their lives.

5) **Written and Oral Communication:** Students will be effective communicators, both as speakers and writers, in a wide range of contexts. Their communication, both at the personal and professional level, will be characterized by clarity, accuracy, and graciousness.

6) **Research and Technology:** Students will have the skills and critical understanding necessary to make use of appropriate technologies in accessing, evaluating and communicating information. In addition, they will possess the critical capacities necessary to evaluate the impact of technology on their work and in the world—understanding both the possibilities and limitations of technology.
The following mission statement has for many years guided the work of the Education Department at Westmont:

Westmont’s Department of Education provides a supportive collegial community in which to acquire a rigorous, practical, and professional preparation for K-12 teaching. Building on teacher-candidates’ liberal arts education, our program is designed to develop exemplary instructional skills, habits of reflection, and moral and cultural sensitivities that promote lifelong learning of diverse students.

The paragraphs that follow serve to unpack themes and emphases in the mission statement, and to relate these to the larger institutional context.

The Liberal Arts Context:
Academic and personal preparation befitting a complex profession

Central to the work of the department, consistent with the context introduced above, and consistent with major documents on the education of teachers, is the belief that effective professional practice grows out of a rigorous liberal and humanistic education (*A Nation Prepared*, 1986; NCTAF, 2003; Darling-Hammond and Bransford, 2005). Although teacher preparation includes the development of specific professional knowledge, skills, and habits of mind, we recognize that such professional preparation rests on larger educational foundations. Especially given the complexity of our 21st-century world and the complexities and ambiguities inherent in the teaching profession itself, we do not wish to approach the task of preparing teachers in a narrowly technical manner.

Four specific ideals associated with the notion of a liberal education and which guide our efforts in the Multiple and Single Subject Credential Programs, in addition to our administration of the Liberal Studies major, are as follows.

1. We are committed to developing future teachers as whole persons, multi-dimensional human beings whose moral, aesthetic, and interpersonal sensitivities have been developed along with their intellectual skills and perspectives. In the Multiple Subjects program, in particular, this commitment is expressed in our challenge to candidates (insofar as it is within their power) to offer even elementary students a well-rounded “liberal arts,” curriculum. At a time when education is so often reduced in practice to instruction in the basic skills of literacy and numeracy, we challenge candidates to strive to offer students experiences in the arts, science, history, and the moral dimensions of life.

2. A central preoccupation of the liberal arts tradition is developing critical/appreciative lenses on the world, including critical lenses on one’s self and one’s own assumptions. In the Westmont education program, similarly, we emphasize habits of critical reflection on current K-12 practice, on their own K-12 experience, on their education at Westmont itself, and their own emerging professional practice.

3. Related to the above, we emphasize in our professional preparation the traditional liberal arts value of seeing situations from multiple perspectives. We remind candidates frequently to see situations from the point of view of individual parents, fellow educators, administrators, and students; as well as the habit of seeing situations from the perspective of other cultural groups. Our professional courses that deal with culturally-responsive pedagogy are building, then, on a larger academic foundation of acknowledging and legitimating multiple cultures, and multiple ways of perceiving and interacting with the world.

4. In keeping with time-honored traditions of liberal learning, we continually emphasize with candidates the skills of oral and written communication. Oral communication in particular is stressed throughout the Westmont program, including frequent opportunities for peer teaching.
The following beliefs of the Westmont Education faculty serve to flesh out and extend the statement of mission and statement concerning the centrality of a liberal education, above.

1) **Teaching is an extraordinarily complex and demanding profession**, and necessitates a high level of personal commitment and engagement accordingly. As a program, then, we do not apologize for insisting on a high level of commitment and focus from our candidates throughout their professional preparation. In recognition of the complexity of teaching, we emphasize the need for constant attentiveness, imagination, openness to new approaches, and a problem-solving disposition in a role for which often there are no universal prescriptions or black-and-white rules (Darling-Hammond & Bratz-Snowden, 2005; Broudy, 1980, in Howey & Zimpher, 1989; Ayers, 2001; Clifford & Guthrie, 1988; Labaree, 2004).

2) **Teaching is a collaborative and communal enterprise.** Throughout the program, we emphasize that learning and teaching are done in community. This applies both to the process of teacher education, and to the teaching and learning that our candidates will facilitate in their own classrooms. Candidates are expected to learn from one another, to assist one another through peer critique and peer coaching, both giving and receiving constructive criticism in a gracious and professional manner. In emphasizing the role of peers in growing professionally, we strive to develop habits of collaboration that candidates will display throughout their working lives (Palmer, 1998; NCTAF, 2003).

3) **Teaching is a deeply personal and human enterprise.** Although there is an emerging knowledge base about teaching and learning, ultimately it is not simply propositional knowledge or the implementation of discrete, disconnected skill-sets that lead to instructional effectiveness. The teacher as a whole person is a major factor in his or her impact for good and ill. The teacher’s personal character and professional dispositions are thus critical elements to be considered in preparing for teaching (Palmer, 1998). Teaching is in part an act of effective, informed, and holistic human caring (Noddings, 2005). Narrative accounts of teaching that provide compelling personal models for candidates—including not only traditional published narratives (e.g., Ashton-Warner, 1963; Kidder, 1989; Gruwell, 2007) but also our own narratives and those of our graduates, are instrumental in helping to inform candidates about the nature of teaching and to inspire them to bring their entire person and individual personality to the task of teaching (Schubert and Ayers, 1992; Costigan and Crocco, 2004).

4) **Teaching is inherently a moral enterprise.** As Hansen (in Richardson, 2001) has expressed it, “moral matters do not have to be imported into the classroom as if teaching were itself devoid of moral significance…Rather the activity of teaching is itself saturated with moral significance…Teaching comprises infinitely varied acts that are bound up with familiar and desirable qualities of human relation: being patient with others, attentive to them, respectful of them, open-minded to their views, and so forth.” In keeping with larger institutional ideals, above, we challenge our candidates to recognize and confront issues of respect, justice, equity, and to be instruments of redemption for individuals and their families, schools, and larger societal systems.

5) **Teaching is learned in large part by doing**—along with appropriate reflection on the same (Schon, 1995). Wherever possible in our program, we emphasize preparation for teaching by actual teaching. In addition to traditional field experience and applications, candidates are given relatively extensive opportunities in their own Westmont classes to practice their instructional skills through teaching professional knowledge and skills to one another. Candidates are continually challenged to reflect on their practice, to set professional goals, and to demonstrate continuous improvement.

6) In preparing candidates for effective teaching, we want to be mindful always that content and pedagogical content knowledge are critical—and all too often neglected—components in becoming a professional educator (Borrowman, 1956; Sedlak, in Soltis, 1987; Mullen, 2002; Labaree, 2004; Darling-Hammond and Bransford, 2005). We want our candidates and graduates to be fully familiar with state academic content standards pertinent to their field, and familiar with appropriate commercial curriculum materials. At the same
time, we encourage them constantly to exercise their critical thinking skills, to be active shapers of curriculum and not simply passive agents of what others have constructed.

7) Even as we introduce candidates to scholarly perspectives on teaching and the larger social ecology of educational systems, preparation for teaching must be aligned as much as possible with the real world (Clifford & Guthrie, 1988; Shulman & Mesa-Bains, 1993). Throughout our program, we remind candidates of the realities of contemporary California and contemporary Santa Barbara. We emphasize the need for teachers to work within and in partnership with larger school cultures, including formal and covert structures of governance. Relative to many programs, we spend a disproportionate amount of time as faculty members in local schools, and constantly refer in our teaching to the challenges of implementation in the particular context of our state and local schools (Wisniewski & Ducharme, 1989). Relative to many programs, we emphasize practical strategies, procedures, and ideas for immediate application (e.g., Wong and Wong, 2004).

8) Related to the above, we believe strongly that effective classroom management is a major component in effective teaching, especially at the beginning of a teacher’s career. We introduce approaches to classroom management early in candidate’s professional preparation and build on this foundation throughout candidates’ program (Darling-Hammond & Bratz-Snowden, 2005; Charles, 2005).

9) We want our candidates and graduates consistently to be characterized as valuing and responding positively to diversity and exceptionality. Particularly in a city and county where over half of the public school enrollment is Latino, and where a significant share of the school population are English Language Learners, we are relentless in insisting on the need to make instruction routinely accessible and meaningful for students for whom English is not the first or primary language (California Department of Education, 1999; Cary, 2000). Continually we remind candidates to be attentive to the multiple and subtle ways in which their lenses on the world may or may not conform to the lenses of their students, families, or fellow educators (Valdes, 1996; Payne, 2005).

10) Even as we develop in candidates critical lenses on schools and teachers, and a commitment to on-going reform, we also want to value practitioner wisdom and emphasize the importance for candidates of a teachable spirit (Jackson, 1990; Kagan, 1993). While we believe our graduates are equipped to participate in bringing society’s ideals more and more to fruition in the nation’s schools, we encourage our candidates and beginning teachers initially to appreciate and understand how veteran teachers might approach an issue, rather than encouraging an attitude of judging or superiority.

11) As part of candidates’ preparation for a pluralistic society, we want to value in our own program an openness to diverse professional orientations and emphases. We do not want there to be a single ideological litmus test that all professors have to conform to in order to teach in, or contribute to, the program.

12) In a world where there is an increasing demand for professional decisions to be based on clear data, we are committed to equipping candidates for the regular and responsible use of assessment to inform instruction.

13) Finally, and less explicit in the current professional literature but important to articulate nonetheless, is the following. We want to sustain as one of our continuing hallmarks our emphasis on the critical role of personal coaching and mentoring in candidates’ overall preparation. Thus again, our commitment that all supervision be carried out by full-time faculty, and a corresponding commitment to work one-on-one with candidates wherever needed to call out their personal and professional best.

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.
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.

Professor Michelle Hughes

Professor Michelle Hughes was inspired to go into education by several people. Her mom who taught preschool, kindergarten and first grade for years gave Michelle her first interest in education. Michelle was also inspired by her dynamic high school English teacher, Mrs. Zastro, who enthusiastically tape recorded lectures for her senior English classes while battling cancer.

Professor Hughes attended Westmont College and earned a B.A. in English as well as a secondary teaching credential from Westmont’s Education Department. Michelle decided to “settle” in Santa Barbara after graduation where she taught junior high English for seven years. While working on her Master’s in Educational Leadership at California State Northridge, she transitioned to a local high school where she took on the position as an assistant principal. Michelle’s duties as an assistant principal over her thirteen-year tenure included student discipline, teacher observation and evaluation, campus safety, truancy, Associated Student Body budgets, graduation and prom planning, staff development, and athletic supervision. Michelle also served as head editor of her school’s National Blue Ribbon grant which the school was awarded in Washington D.C. in the fall of 2000.

Michelle embraces the opportunity to work at Westmont College each day and enjoys passing on numerous realistic experiences from her years in public education. Michelle hopes to inspire Westmont students to serve and develop life-long learners in and out of the classroom while loving children.

Michelle enjoys spending time with her husband Chris, a Westmont alum, and their two children. They are actively involved in their local church and daughter’s elementary school. Additionally, Michelle and family enjoy spending summer vacations in Mammoth Lakes hiking and biking.

Revised April 2010
Dr. Jane Wilson loves the teaching-learning process and has helped students of all ages experience the joy of learning. After teaching in elementary and junior high public schools, Jane served as an educational consultant in the area of leadership training for high school student leaders and faculty advisors. In this role Jane spoke at workshops, conferences, and school assemblies in 26 states and Canada.

After obtaining her Ph.D. in Educational Psychology, Jane began teaching and supervising student teachers in Teacher Education Programs at Azusa Pacific University, California State University at Channel Islands, and Chapman University. Before joining the Westmont faculty, Dr. Wilson served as Academic Dean for Providence Hall where she helped established a healthy and quality learning environment for Christian high school students in Santa Barbara.

Much of Professor Wilson’s research and practice focuses on developing strategies and situations to enhance student’s intrinsic motivation to learn. Her great desire is to help Westmont student teacher candidates experience the joy that learning brings so that they feel empowered and equipped to promote intrinsic motivation in their future classrooms.

Jane can often be found briskly walking with friends around town. She and her husband, Tim, find great pleasure in hosting Westmont faculty, staff, and students in their home.

Support Staff

Mrs. Heather Bergthold, Education Program Assistant

Heather Bergthold earned her B.A. in Sociology at Wheaton College. After obtaining her teaching credential from California State University, Northridge, Heather taught first and second grade for nine years, including two years at El Montecito Early School.

Heather is usually the best person to go to for many of your day-to-day questions. She offers a welcoming, helpful, and pleasant spirit to every student who visits the Education office.

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