



California Teacher Preparation Programs  
Program Handbook  
September 2010

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## Introduction

## **Welcome**

To all teacher candidates:

At Argosy University, our passion is teaching and learning. We develop professional competence, provide opportunity for personal growth, and foster interpersonal effectiveness. Students succeed because our university community engages and supports each of our students. You are seeking to become a major influence in the lives of potentially thousands of young people over a long career. What you learn at Argosy may not always translate into every classroom situation, but if you remember to always put your students first, and accept responsibility for the learning of every one of them, you will be successful.

Argosy University's College of Education is dedicated to enhancing the careers of our students and graduates. Our role is to provide you with the academic knowledge and student teacher field experiences that will develop your skills, technical, analytical and interpersonal competencies critical to your professional growth and development as an educator. Argosy graduates are life-long learners who possess a willingness to continuously examine one's own assumptions, beliefs and practices in order to continuously improve their professional practice.

This Handbook provides a full list of the requirements, expectations and resources of the Argosy University teacher preparation programs. If you should ever have questions or concerns, please call upon your Site Coordinator, your campus' Credentials Analyst, or myself. All of us are dedicated to your success. I wish you the best of luck!

Very Sincerely,

Ardella Dailey  
Interim Credential Programs Chair  
Argosy University, California

## **Introduction:**

The Argosy University post baccalaureate teacher credential programs are designed to prepare prospective and current (non-credentialed) public school teachers to teach in diverse elementary, middle, and high schools in California. Candidates complete the State of California requirements for the preliminary multiple or single subject credential, along with a Masters of Arts in Education in one year.

The teacher education curriculum emphasizes foundations of education, reform trends, innovative approaches to dynamic teaching and learning, and the cultural and learning diversity of today's students. Candidates in the program gain insight into the sociological, psychological, historical, political, and pedagogical theories and factors contributing to current trends in public school education. The program is designed to develop reflective thinking, critical analysis, and creative problem solving in candidates.

## **Argosy University Mission Statement**

At Argosy University, our passion is teaching and learning. We develop professional competence, provides opportunity for personal growth, and foster interpersonal effectiveness. Students succeed because our university community engages and supports them.

## **Conceptual Framework**

The mission of Argosy University's education unit is to support and challenge educational scholar-practitioners to demonstrate professional competence, personal growth and interpersonal effectiveness within diverse environments. As such, learning community practices reflect awareness of social issues, commitment to social justice, and responsiveness to all facets of a pluralistic society to effect positive change in the lives of candidates and students.

## **Accreditation**

Argosy University is accredited by the [Higher Learning Commission](#) and is a member of the North Central Association (30 North LaSalle Street, Suite 2400, Chicago, IL 60602, 1.800.621.7440).

California Teacher Preparation Programs are approved by the [California Commission on Teacher Credential \(CCTC\)](#).

## Program Outcomes

## **Program Outcomes: California Standards for the Teaching Profession**

On Completion of these Programs, Candidates will be able to:

### **Standard One: Engaging & Supporting All Students In Learning**

- 1.1. Using knowledge of students to engage them in learning
- 1.2. Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.
- 1.3. Connecting subject matter to meaningful, real-life contexts.
- 1.4. Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs
- 1.5. Promoting critical thinking through inquiry, problem solving, and reflection
- 1.6. Monitoring student learning and adjusting instruction while teaching.

### **Standard Two: Creating & Maintaining Effective Environments for Student Learning**

- 2.1. Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully
- 2.2. Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students.
- 2.3. Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe.
- 2.4. Creating a rigorous learning environment with high expectations and appropriate support for all students.
- 2.5. Developing, communicating, and maintaining high standards for individual and group behavior.
- 2.6. Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all student can learn.
- 2.7. Using instructional time to optimize learning.

### **Standard Three: Understanding & Organizing Subject Matter for Student Learning**

- 3.1. Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks.
- 3.2. Applying knowledge of student development and proficiencies to ensure student understanding of subject matter.
- 3.3. Organizing curriculum to facilitate student understanding of the subject matter.
- 3.4. Utilizing instructional strategies that are appropriate to the subject matter.
- 3.5. Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.
- 3.6. Addressing the needs of English learners and students with special needs to provide equitable access to the content.

### **Standard Four: Planning Instruction & Designing Learning Experiences for All Students**

- 4.1. Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction.
- 4.2. Establishing and articulating goals for student learning.
- 4.3. Developing and sequencing long-term and short-term instructional plans to support student learning.
- 4.4. Planning instruction that incorporates appropriate strategies to meet the learning needs of all students.

4.5. Adapting instructional plans and curricular materials to meet the assessed learning needs of all students.

**Standard Five: Assessing Student For Learning**

- 5.1. Applying Knowledge of the purposes, characteristics, and uses of different types of assessments.
- 5.2. Collecting and analyzing assessment data from a variety of sources to inform instruction.
- 5.3. Reviewing data, both individually and with colleagues, to monitor student learning.
- 5.4. Using assessment data to establish learning goals and to plan, differentiate, and modify instruction.
- 5.5. Involving all students in self-assessment, goal setting, and monitoring progress.
- 5.6. Using available technologies to assist in assessment, analysis, and communication of student learning.
- 5.7. Using assessment information to share timely and comprehensible feedback with students and their families.

**Standard Six: Developing as a Professional Educator**

- 6.1. Reflecting on teaching practice in support of student learning.
- 6.2. Establishing professional goals and engaging in continuous and purposeful professional growth and development.
- 6.3. Collaborating with colleagues and the broader professional community to support teacher and student learning.
- 6.4. Working with families to support student learning.
- 6.5. Engaging local communities in support of the instructional program.
- 6.6. Managing professional responsibilities to maintain motivation and commitment to all students.
- 6.7. Demonstrating professional responsibility, integrity, and ethical conduct.

Professional Standards, Academic Policies, Program Expectations and  
Resources

## **Professional Standards:**

### **Dispositional Assessments**

The Teaching profession requires that teachers not only possess the academic knowledge content of the subjects they teach but that they also possess the skills and professional dispositions necessary to teach their students. The professional dispositions performance based expectations for school leaders are aligned to the California Standards for the Teaching Profession (CSTP). These professional dispositions will be formally assessed and reviewed throughout the Argosy Teacher Preparation Program. Some examples of these dispositions are as follows:

The candidate believes in, values and is committed to; the proposition that all students can learn, treat all members of the learning community fairly, engages students in the learning process, establishes high standards of learning for all students, established and maintains a learning environment that ensures the development of the whole child, involves stakeholders in teaching and learning processes, involves all students in self-assessment, goal setting and monitoring and collaborates and communicates with families. (See [page27](#) for more detail).

### **Program Check Points**

Monitoring of candidate progress occurs at six distinct check points throughout the California Teacher Preparation programs. These check points facilitate the evaluation of individual candidates as they progress through the program and ensure that candidates have the requisite knowledge, skills and dispositions necessary for program completion. These six check points are: (1) admittance to the program, (2) prior to beginning student teaching, (3) prior to advanced student teaching, (4) at the conclusion of student teaching, (5) at program completion, and (6) at years 1 and 4 after program completion. (See [page 28](#)) Those who do not make satisfactory progress meet with their Site Program Administrator to develop intervention strategies. An implementation plan is designed to facilitate their progress in meeting program requirements and demonstrating the knowledge, skills, and dispositions specified in the state and institutional standards applicable to their programs of study. Candidates may not be considered for student teaching placement unless Check Point #2 has been successfully completed and the candidate receives departmental approval to move forward.

### **Learning Assessment System Assignments (LASA)**

LASA field experiences and assignments are required components of all Argosy University, California Teacher Preparation Program courses. Data resulting from the LASAs are entered into the assessment system and used for program improvement. The data examined at each benchmark are generated by multiple assessment strategies the Unit uses to formally evaluate all student performance and dispositions. The sources of that data are the Learning Assessment

System Assignments (LASAs) and the dispositional assessment. LASAs are summative evaluations that are housed in each course and are aligned to the program outcomes and course objectives. All LASAs are also aligned to the California Standards for the Teaching Profession (CSTPs), national, and institutional standards. The LASAs are performance based activities that assess field experience skills and content knowledge. Related standardized rubrics which are also aligned to standards are used for scoring the LASAs. Since the LASAs relate directly to the state and institutional expectations of all candidates in the program, they constitute a significant portion of each course's final grade.

### **California Professional Curriculum Standards**

It is highly recommended that you save a copy or print the materials listed below. These materials are highly infused in all of your coursework.

[Teacher Performance Assessments \(TPA\) Handbooks and Practice Tests](#)

[California Subject Matter Content Standards](#)

[California Curriculum Framework](#)

[California English Language Development Standards](#)

### **Expectations**

Argosy University requires that all candidates meet the standards of the profession for which they are preparing. Candidates are required to do more than complete certain academic and field experience requirements.

Argosy University, California: Teacher Preparation Program Expectations:

Candidates are expected to be present and on time to all courses and professional commitments. Candidates who must be absent from a course are expected to notify their instructor in advance and make up all requirements as required by the instructor. Candidates who will be absent from student teaching are expected to notify their Cooperating Teacher and university supervisor. One hundred percents attendance is the expectation.

1. Candidates are expected to dress professionally to coursework, observations, and student teaching.
2. Candidates are expected to be polite and considerate to all faculty, staff, students, Cooperating Teachers, fellow candidates, and all other personnel while meeting the requirements of the California Teacher Preparation Program.
3. Candidates are expected to take an active role in their learning and contribute to the learning environment.
4. Candidates are expected to remain free from illegal drugs, alcohol, and tobacco while performing the requirements of the California Teacher Preparation Program.
5. Candidates are expected to behave in a manner that is respectful of all people, regardless of race, religious beliefs, color, sex, sexual orientation, physical characteristics, age, ancestry or place of origin.
6. Candidates are expected to respect the privacy of all students and school based personnel during this program. The sharing of confidential information is inappropriate and unprofessional and will lead to dismissal.

While this list is extensive, it does not represent all situations in which candidates may find themselves. Candidates are expected to always uphold the highest standards of conduct and ethics at all times. Failure to do so may result in dismissal from the program.

## **Policies**

### **Academic Dishonesty/Plagiarism**

In an effort to foster a spirit of honesty and integrity during the learning process, Argosy University requires that the submission of all course assignments represent the original work produced by that student. All sources must be documented through normal scholarly references/citations and all work must be submitted using the *most recent APA manual*. Washington DC: American Psychological Association (APA) format. Students are encouraged to purchase this manual (required in some courses) and become familiar with its content as well as consult the Argosy University catalog for further information regarding academic dishonesty and plagiarism.

### **Americans with Disabilities Act Policy**

It is the policy of Argosy University to make reasonable accommodations for qualified students with disabilities, in accordance with the Americans with Disabilities Act (ADA). If a student with disabilities needs accommodations, the student must notify the Director of Student Services. Procedures for documenting student disability and the development of reasonable accommodations will be provided to the student upon request. Students will be notified by the Director of Student Services when each request for accommodation is approved or denied in writing via a designated form. To receive accommodation in class, it is the student's responsibility to present the form (at his or her discretion) to the instructor. In an effort to protect student privacy, the Department of Student Services will not discuss the accommodation needs of any student with instructors. Faculty may not make accommodations for individuals who have not been approved in this manner.


### **The Argosy University Statement Regarding Diversity**

Argosy University prepares students to serve populations with diverse social, ethnic, economic, and educational experiences. Both the academic and training curricula are designed to provide an environment in which students can develop the skills and attitudes essential to working with people from a wide range of backgrounds.

### **Transfer Credits**

Six units may be transferred to complete the California Teacher Preparation Program. Please see the information below for details. The Program Chair of the California Teacher Preparation Programs must approve transfer credits or waivers. All of the following conditions must be met to transfer credit into the California Teacher Preparation Program:

1. The course must be graduate-level, taken for equivalent graduate-level credit at a regionally accredited college or university documented by the Program Chair. “Equivalent graduate-level credit” refers to both content and degree level of the course.
2. Candidate must have earned a grade of “B” or better for any course submitted.
3. Transfer credits must come from a California Commission on Teacher Credential (CCTC) accredited university or another state equivalent accreditation.
4. Students are required to provide a copy of the catalog description and/or the course syllabus from the institution where the credit was awarded to validate that the course satisfies the transfer credit criteria.
5. Student teaching will not be accepted from another any other institution. As student teaching is the capstone for this program, candidate must complete this course with Argosy University.

Transfer Credit Form:	 Transfer Credit/ Waiver Form
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## Technology Requirements, Materials, and Library Resources

## **Technology Requirements**

### **Class Live Pro**

Most courses taught in the California Teacher Preparation Program are offered in the Class Live Pro format. Class Live Pro is an interactive webcam and audio-based course experience. Courses are conducted in real-time and are scheduled throughout the week. This course environment allows candidates to attend their courses while anywhere with an internet connection. Argosy University offers technical supports for all university resources, including eBooks though 866-481-5562. Below are the following minimum requirements when using Class Live Pro.

	<b>Windows-Based PC</b>	<b>Mac/Apple</b>
<a href="#">Internet Connection (Click here to Test Speed)</a>	3.0 Mb Connection Cable/DSL	3.0 mb Connection Cable/DSL
Operating System	Windows XP Windows Vista Windows 7	OS X 10.5 OS X 10.6 Or Higher
Processor	Pentium III 1 GHz processor	G4, G5 or Intel processor
<a href="#">Java (Click here for Free Download)</a>	Java 1.6 or higher	Java 1.6 or higher
Ram	1 GB of ram or higher	1 GB of ram or higher
Webcam	Built-in webcam or <a href="#">Logitech Webcam</a>	Built-in webcam or <a href="#">Logitech Webcam</a>
Headset (highly recommended)	<a href="#">Logitech USB headset</a> , or <a href="#">Plantronics Wireless Headset</a>	<a href="#">Logitech USB headset</a> , or <a href="#">Plantronics Wireless Headset</a>
Technical Support	866-481-5562	866-481-5562

### **File Formatting on Assignments**

It is highly recommended that you use [Microsoft Office 2007 for PC](#) or [Microsoft Office 2008 for Mac](#). It is the candidate's responsibility to ensure that their work is in a readable format for their instructor.

	Assignment Name:	Windows-Based PC and Mac formats:	Finalized File Name:
Documents File Formats	JohnSmithAssignment1.5	*.doc or *.docx	JohnSmithAssignment1.5.docx
PowerPoint File Formats	JohnSmithAssignment1.5	*.ppt or x.pptx	JohnSmithAssignment1.5.docx
Excel Sheets File Formats	JohnSmithAssignment1.5	*.xlsx or *.xls	JohnSmithAssignment1.5.docx

### **Books and Materials**

As part of Argosy University's California Teacher Preparation Programs, candidates are required to purchase books and materials for their educational experience. The [MBS Direct Bookstore](#) is the official Argosy University bookstore. In the bookstore, you can get information about materials required for your courses as well as purchasing your books.

### **Library Resources**

The Argosy University Library supports learning and encourages intellectual curiosity among students and faculty. All Argosy students have access to the Argosy University Library through the student portal. Once in the portal, the user is fully authenticated to use all the library resources and tools. The Argosy University Library is available for use 24 hours a day, 7 days a week. Southern California campuses have also have local campus library locations where students can work with library materials and study.

#### Resources

The library provides students with access to books, articles and other scholarly materials. Argosy students have access to over 150,000 books through the University's book collection, eBrary and NetLibrary. Books not found on a Southern California campus can be retrieved through interlibrary loan. eBrary and NetLibrary book are available in full-text online. The library also provides access to scholarly databases including the American Psychological Association's PsycINFO and PsycARTICLES, as well as various education, business and liberal arts databases from EBSCO, ProQuest and other vendors. Students can also use Refworks, an online research management, writing and collaboration tool, to help manage, store and share all types of information located through the Argosy library, as well as generate citations and bibliographies.

#### Self-Guided Help

LibGuides (<http://argosy.campusguides.com/>) is a collection of online pathfinders that help answer Argosy-specific library questions.

Argosy library tutorials are also available through the portal library website.

#### Library Help

Argosy students can call 1-866-4ARGOSY to be connected with library information 8am-10pm (Eastern), Monday through Saturday.

#### Librarian Instruction

Librarians lead instruction sessions and workshops are available to students on-campus and online. Library instructions are often held within courses, ranging from undergraduate to doctoral level, always teaching to the ACRL Information Literacy Competency Standards for Higher Education. Librarians work with students and faculty to ensure that every Argosy student has the information skills necessary to identify, evaluate, and use information ethically and effectively to support academic excellence and lifelong learning.



## Multiple Subject Program Requirements

## **Introduction to Multiple Subject Requirements**

All courses in the California Teacher Preparation Program are sequenced and must be taken in the order below, except for E6100: Research in Education. All courses must be passed with a grade of B-minus or better with a minimum 3.0 overall Grade Point Average before a candidate can transition to the next program phase.

### **Admission to Program (Check Point #1)**

The following requirements must be completed before candidates are admitted to the program:

1. Transcripts from a regionally accredited university or foreign equivalent showing a Bachelors Degree or higher.
2. 3.0 GPA in all coursework or 3.0 GPA in last 60 units. Applicants with GPA as low as a 2.75 may still be considered.
3. Proof of registration for the [California Basic Educational Skills Test \(CBEST\)](#)
4. Proof of registration for the [California Subject Exam for Teachers \(CSET\)](#) or a [Subject Matter Waiver from a California Commission on Teacher Credential \(CCTC\) approved university](#)
5. [A Certificate of Clearance or an Emergency Credential from the California Commission on Teacher Credential \(CCTC\)](#). NOTE: Part of this requirement includes that a criminal/fingerprint background check be successfully completed. Please contact the [Office of the Credentials Analyst](#) for assistance with this requirement. [Look Up Your Certificate](#)
6. Negative TB Test
7. A two- to-three-page essay that provides the reader with the following information about you as a candidate. This essay should be highly developed and grammatically and structurally sound. Evaluation will be conducted by the [Program Chair](#) or [Site Program Administrator](#).
  - Your sense of commitment toward youth and the role of teaching.
  - Your beliefs with respect to working with students from diverse ethnicities, cultures, socioeconomic status, personalities, and achievement levels.
  - Your interest in teaching within your grade level or subject area.
  - Your level of confidence and enthusiasm about becoming a teacher and working with youth.
  - Your general orientation toward technology and its role in education today.
8. Dispositional Evaluation with a [Site Program Administrator](#)
9. Three Letters of Recommendation attesting to your potential of becoming a teacher.
10. A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction. (Argosy University, College of Education 2009-2010 Catalog, 100)

Completion of Program Pre-requisites (Check Point #2)

The following requirements must be completed before a candidate is admitted to core coursework:

[E6900: Cultural Diversity \(3 Units\)](#)

[E6901: Foundations of Education \(3 Units\)](#)

Proof of passage of the [California Basic Educational Skills Test \(CBEST\)](#)

Proof of passage of the [California Subject Exam for Teachers \(CSET\)](#) or a [Subject Matter Waiver from a California Commission on Teacher Credential \(CCTC\) approved university](#)

### **Admission to Beginning Student Teaching (Check Point #3)**

The following requirements must be completed before a candidate is admitted to Beginning Student Teaching:

1. [E6903 Language and Literacy Education in Elementary Schools \(3 Units\)](#)
2. [E6904 Mathematics Education in Elementary Schools \(3 Units\)](#)
3. [E6905 Social Studies Education in Elementary Schools \(3 Units\)](#)
4. [E6906 Science Education in Elementary Schools \(3 Units\)](#)
5. Dispositional Evaluation review with a [Site Program Administrator](#)
6. Adult, Child, and Infant CPR Certification from the [American Red Cross](#) or [Emergency University Online](#). (Note: It is highly recommended that you also receive certification in First Aid as it is often a requirement for employment at many school districts.)

### **Admission to Advanced Student Teaching (Check Point #4)**

The following requirements must be completed before a candidate is admitted to Advanced Student Teaching:

1. [E6907 Field Experience I: Beginning Student Teaching \(3 Units\)](#)
2. [E6926 Teacher Performance Assessments \(TPAs\) \(3 Units\)](#)
3. Dispositional Evaluation with a [Site Program Administrator](#)

### **End of Student Teaching (Check Point #5)**

The following requirements must be completed before a candidate is admitted to End of Student Teaching


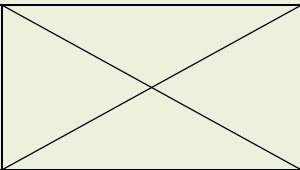
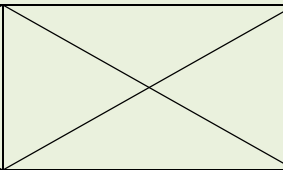


1. [E6908 Experience II: Advanced Student Teaching \(3 Units\)](#)
2. [E6927 Teacher Performance Assessments \(TPAs\) \(3 Units\)](#)
3. Dispositional Evaluation with a [Site Program Administrator](#)

### **Program Completion (Check Point #6)**

The following requirements must be completed before credential recommendation and graduation:

1. [E6100: Research in Education \(3 Units\)](#)
2. Passage of all [Teacher Performance Assessments \(TPAs\)](#)
3. Completion of coursework on the concept and ideas in the United State Constitution or passage of an [exam on the United States Constitution](#).
4. Proof of Passage of the [Reading Instruction Competence Assessment \(RICA\)](#)
5. Dispositional Evaluation with based on written from University Supervisor and Cooperating Teacher with a [Site Program Administrator](#)

Candidates are responsible for ensuring all required paperwork is completed and on file with the [Office of the Credential Analyst](#). Any missing paperwork will delay a candidate's progress through the program.

<p>Multiple Subject Program of Study Form:</p>	 Multiple Subject Program of Study		
<p>Program Sequence (One Course per Session)</p>	 One Course Per Term Sequence	<p>Program Sequence (Two Course per Session)</p>	 Two Course Per Term Sequence

## Single Subject Program Requirements

## **Introduction to Single Subject Requirements**

All courses in the California Teacher Preparation Program are sequenced and must be taken in the order below, except for E6100: Research in Education. All courses must be passed with a grade of B-minus or better with a minimum 3.0 overall Grade Point Average before a candidate can transition to the next program phase.

### **Admission to Program (Check Point #1)**

The following requirements must be completed before candidates are admitted to the program:

1. Transcripts from a regionally accredited university or foreign equivalent showing a Bachelors Degree or higher.
2. 3.0 GPA in all coursework or 3.0 GPA in last 60 units. Applicants with GPA as low as a 2.75 may still be considered.
3. Proof of registration for the [California Basic Educational Skills Test \(CBEST\)](#)
4. Proof of registration for the [California Subject Exam for Teachers \(CSET\)](#) or a [Subject Matter Waiver from a California Commission on Teacher Credential \(CCTC\) approved university](#)
5. [A Certificate of Clearance or an Emergency Credential from the California Commission on Teacher Credential \(CCTC\)](#). NOTE: Part of this requirement includes that a criminal/fingerprint background check be successfully completed. Please contact the [Office of the Credentials Analyst](#) for assistance with this requirement. [Look Up Your Certificate](#)
6. Negative TB Test
7. A two- to-three-page essay that provides the reader with the following information about you as a candidate. This essay should be highly developed and grammatically and structurally sound.
  - Your sense of commitment toward youth and the role of teaching.
  - Your beliefs with respect to working with students from diverse ethnicities, cultures, socioeconomic status, personalities, and achievement levels.
  - Your interest in teaching within your grade level or subject area.
  - Your level of confidence and enthusiasm about becoming a teacher and working with youth.
  - Your general orientation toward technology and its role in education today.
8. Dispositional Evaluation with a [Site Program Administrator](#)
9. Three Letters of Recommendation attesting to your potential of becoming a teacher.
10. A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction. (Argosy University, College of Education 2009-2010 Catalog, 100)

### **Completion of Program Pre-requisites (Check Point #2)**

The following requirements must be completed before a candidate is admitted to core coursework:

1. [E6900: Cultural Diversity \(3 Units\)](#)
2. [E6901: Foundations of Education \(3 Units\)](#)
3. Proof of passage of the [California Basic Educational Skills Test \(CBEST\)](#)

4. Proof of passage of the [California Subject Exam for Teachers \(CSET\)](#) or a [Subject Matter Waiver from a California Commission on Teacher Credential \(CCTC\) approved university](#)

### **Admission to Beginning Student Teaching (Check Point #3)**

The following requirements must be completed before a candidate is admitted to Beginning Student Teaching:

1. [E6900: Cultural Diversity \(3 Units\)](#)
2. [E6901: Foundations of Education \(3 Units\)](#)
3. [E6909 The Adolescent Learner \(3 Units\)](#)
4. [E6910 Curriculum and Instruction for Diverse Secondary School Settings \(3 Units\)](#)
5. [E6911 Language and Literacy Education in Secondary Schools \(3 Units\)](#)
6. [E6912 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools\(3 Units\)](#)
7. Dispositional Evaluation review with a [Site Program Administrator](#)
8. Adult, Child, and Infant CPR Certification from the [American Red Cross](#) or [Emergency University Online](#). (Note: It is highly recommended that you also receive certification in First Aid as it is often a requirement for employment at many school districts.)

### **Admission to Advanced Student Teaching (Check Point #4)**

The following requirements must be completed before a candidate is admitted to Advanced Student Teaching:

4. [E6907 Field Experience I: Beginning Student Teaching \(3 Units\)](#)
5. [E6926 Teacher Performance Assessments \(TPAs\) \(3 Units\)](#)
6. Dispositional Evaluation with a [Site Program Administrator](#)

### **End of Student Teaching (Check Point #5)**

The following requirements must be completed before a candidate is admitted to End of Student Teaching




4. [E6908 Experience II: Advanced Student Teaching \(3 Units\)](#)
5. [E6927 Teacher Performance Assessments \(TPAs\) \(3 Units\)](#)
6. Dispositional Evaluation with a [Site Program Administrator](#)

### **Program Completion (Check Point #6)**

The following requirements must be completed before credential recommendation and graduation:

6. [E6100: Research in Education \(3 Units\)](#)
7. Passage of all [Teacher Performance Assessments \(TPAs\)](#)
8. Completion of coursework on the concept and ideas in the United State Constitution or passage of an [exam on the United States Constitution](#).
9. Proof of Passage of the [Reading Instruction Competence Assessment \(RICA\)](#)
10. Dispositional Evaluation with a [Site Program Administrator](#)

Candidates are responsible for ensuring all required paperwork is completed and on file with the [Office of the Credential Analyst](#). Any missing paperwork will delay a candidate's progress through the program.

Single Subject Program of Study Form:	 Single Subject Program of Study
Program Sequence (One Course per Session)	 One Course Per Term Sequence
Program Sequence (Two Course per Session)	 Two Course Per Term Sequence

## Teacher Performance Assessments (TPAs)

## **Introduction**

As of July 1, 2008, the Commission on Teacher Credentialing and the California Department of Education promulgated a new credentialing requirement pursuant to Senate Bill 2042 (Chapter 548, Statutes of 1998) and SB 1209 (Chapter 517, Statutes of 2006) concerning the performance assessment of multiple and single subject credential candidates. This requirement consists of performance tasks known as the Teacher Performance Assessments.

These assessments of teaching performance are designed to measure the candidate's knowledge, skills, and ability relative to the adopted California Standards for the Teaching Profession, as these are exemplified in the [Teacher Performance Expectations \(TPEs\)](#). Candidates will be guided by the state-developed [CalTPA Candidate Handbook](#).

Students will enroll in the [E6926: Teacher Performance Assessments I](#) course while taking [E6907: Field Experience I: Beginning Student Teaching](#), and [E6927: Teacher Performance Assessments II](#) course while enrolled in [E6908: Field Experience II: Advanced Student Teaching](#). During this time, students will complete the four *Teacher Performance Assessment (TPA)* tasks under guided supervision by the course instructor. The instructor will issue a grade upon learning that the candidate has received a passing TPA score.

## **TPA Tasks**

Each of the TPAs requires considerable attention to *detail* and strong reflective writing. The tasks are intended to be highly rigorous and demonstrative of the candidate's ability to truly serve as an effective classroom teacher. As such, the candidate should expect to devote a great deal of time to preparing the necessary documents.

The [Subject-Specific Pedagogy Task](#) and the [Designing Instruction Task](#) will be completed during the first 7.5 weeks, in conjunction with [E6907: Beginning Field Experience I](#), and that the [Assessing Student Learning Task](#) and [Culminating Teaching Experience Task](#) will be completed in conjunction with [E6908: Advanced Field Experience II](#). Only the Specific Pedagogical Skills task will not require intimate professional knowledge and attention to specific classroom students. The Culminating Teaching Experience requires that the candidate be videotaped or digital recorded while teaching in the classroom for precisely 20 minutes. The video, which is produced by the candidate using equipment provided by him/her, may be an analog or digital recording. It becomes part of the candidate's official credential file at Argosy University and will be retained for five years. Candidates must receive parental consent forms prior to the video taping of any students.

The TPAs are identified as:

1. [Subject-Specific Pedagogy](#)
  - [Practice Task](#)
  - [Scoring Rubric](#)
2. [Designing Instruction](#)
  - [Practice Task](#)
  - [Scoring Rubric](#)

3. [Assessing Student Learning](#)
  - [Practice Task](#)
  - [Scoring Rubric](#)
4. [Culminating Teaching Experience](#)
  - [Practice Task](#)
  - [Scoring Rubric](#)
  - Student Consent Forms
    - i. [English](#)
    - ii. [Spanish](#)
  - Adult Consent Forms
    - i. [English](#)
    - ii. [Spanish](#)

### **Scoring of TPAs**

Assessors may or may not be associated with Argosy University, and they are trained by the California Commission on Teacher Credentialing (CCTC), or by those authorized to perform such training. Assessment training is an 11-day process during which time aspiring assessors are “calibrated” according to specifications provided by the CCTC. All task assessments are blind-scored, and results are confidential.

Each of the four tasks are scored on a scale of 1-4:

- **Score of 4:** A score of 4 indicates that the writing clearly, consistently and convincingly demonstrates competence in the task. The preponderance of evidence provided for each domain with the task is appropriate, relevant, accurate, and clear or detailed. Evidence is purposefully connected and reinforced across the response.
- **Score of 3:** A score of 3 indicates that the writing clearly demonstrates competence in the task. The preponderance of the evidence provided for each domain with the task is appropriate, relevant, or accurate. Evidence is connected across the response.
- **Score of 2:** A score of 2 indicates that the writing partially demonstrates competence in the task. The preponderance of the evidence for each domain within the task is minimal, limited, cursory, inconsistent, and/or ambiguous. Evidence is weakly connected across the response and may be inconsistent.
- **Score of 1:** A score of 1 indicates that the writing does little or nothing to demonstrate competence in the task. The preponderance of the evidence is inappropriate, irrelevant, inaccurate, or missing. Evidence is not connected across the response.










Passing the TPAs requires a minimum overall score of 12 with a 3 on each task. Any task scored with a 1 or 2 must be retaken and are considered fails.

### **Remediation**

While it is the intent of University faculty to prepare students to pass the TPA task assessments, they will also remediate candidates who fail the first time. Upon receiving a non-passing score, the Program Chair will assign the candidate to an instructor who will then provide remediation. After a second non-passing score, the student may be dismissed from the program by the Program Chair.

## Multiple Subject and Single Subject Check Points

**Multiple Subject and Single Subject Check Points**

Stage	Admissions to Program ( Check Point #1)	Completion of Pre-Requisites Coursework (Check Point #2)	Admission to Beginning Student Teaching (Check Point #3)	Admissions to Advanced Student Teaching ( Check Point #4)	End of Student Teaching (Check Point #5)	Program Completion (Check Point #6)	One and Four Years Following Graduation Follow-Up (Check Point #6)
Requirements:	<ul style="list-style-type: none"> <li>• Bachelor’s Degree from a regionally-accredited university or foreign equivalent</li> <li>• Proof of <a href="#">CSET</a> Registration or <a href="#">Subject Matter Waiver</a> from a CTCC approved university.</li> <li>• Proof of <a href="#">CBEST</a> Registration</li> <li>• <a href="#">Certification of Clearance or Emergency Credential</a></li> <li>• Two -to-Three Page Essay</li> <li>• Dispositional Evaluation with <a href="#">Site Program Administrator</a></li> <li>• A minimum score of 550 on the written TOEFL® or 79 on the TOEFL® Internet (iBT) is also required for all applicants whose native language is not English or who have not graduated from an institution at which English is the language of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">E6900: Cultural Diversity (3 Units)</a></li> <li>• <a href="#">E6901: Foundations of Education (3 Units)</a></li> <li>• Proof of passage of the <a href="#">California Basic Educational Skills Test (CBEST)</a></li> <li>• Proof of passage of the <a href="#">California Subject Exam for Teachers (CSET)</a> or a <a href="#">Subject Matter Waiver from a California Commission on Teacher Credential (CCTC) approved university</a></li> </ul>	<ul style="list-style-type: none"> <li>• Completion of Program Coursework with a B-or Better with a 3.0 minimum overall Grade Point Average</li> <li>• Proof of Negative TB Test</li> <li>• Dispostional Evaluation with <a href="#">Site Program Administrator</a></li> <li>• Adult, Child, and Infant CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Completion of <a href="#">Beginning Student Teaching</a></li> <li>• Dispositional Evaluation with <a href="#">Site Program Administrator</a></li> </ul>	<ul style="list-style-type: none"> <li>• Completion of <a href="#">Student Teaching Coursework</a></li> <li>• Dispositional Evaluation with <a href="#">Site Program Administrator</a></li> </ul>	<ul style="list-style-type: none"> <li>• Passing Scores on All <a href="#">TPAs</a></li> <li>• Completion of <a href="#">E6100</a></li> <li>• Proof of Passage of the <a href="#">RICA</a> (Multiple Subject Program only)</li> <li>• Completion of U.S. Constitution Requirement</li> </ul>	<ul style="list-style-type: none"> <li>• Post-Program Survey of Graduates</li> <li>• Survey from School Supervisor</li> </ul>
	Verification :	<a href="#">Site Program Administrator</a> and the <a href="#">Office of Credential Analyst</a> complete verification of Transition Point. See forms below.					
Verification Form:	 Admission to Program	 Admission to Program	 Admission to Beginning Student Te	 Admissions to Advanced Student Te	 End of Student Teaching	 Graduation and Credential Recommerr	 Post-Graduation Survey  School Supervisor Survey
Paper Flow Chart:	 Work Flow Chart						

## Student Teaching

## **Overview of Student Teaching**

Teacher credential students complete a beginning and an advanced student teaching course near the conclusion of their preliminary credential program. The two student teaching courses are E6907: Field Experience: Beginning Student Teaching and E6908: Field Experience: Advanced Student Teaching. Student teaching is intended to provide the student with opportunities to practice and apply the theories and instructional techniques that they have learned in their credential program coursework.

All students involved in student teaching must have liability insurance. Enrollment in the Argosy University Student Liability Insurance Plan occurs with the registration process.

## **Deadlines for Student Teaching Application Approvals**

The following are the deadlines for student teaching application approvals. No student teaching applications will be approval after these dates. It is the candidates' responsibility to ensure that all required paperwork is in by these dates and they have interviewed with a full-time credential program faculty member for approval. Please review Multiple Subject and Single Subject program Check Point for more information about all requirements for student teaching.

<b>Session</b>	<b>Deadline</b>
Fall I	August 10
Fall II	October 15
Spring I	December 10
Spring II	February 10
Summer I	April 12
Summer II	June 8

## **Setting of Student Teaching**

Multiple subject candidates complete the field experience in two multicultural and/or multilingual K-6 classrooms. All Multiple Subject candidates will be placed in a Kindergarten-3<sup>rd</sup> Grade setting, while the second placement will be in a 4<sup>th</sup>-6<sup>th</sup> Grade setting. Single subject candidates also complete the field experience requirement in two multicultural and/or multilingual 6-12th grade classroom. One of these settings will be at a middle school, and the other at a high school. In most cases, participants will complete a portion of their fieldwork at another grade level. Those currently teaching under contract may complete their fieldwork in their own classroom.

## **Student Teaching and Formal Observations**

Each student teaching experience is a 7 ½-week, 3-unit course, which includes supervision by a University Supervisor and a school- or district-recommended, Argosy University approved Cooperating Teacher. The University Supervisor conducts at least four formal observations of the student teacher. The university supervisor divides the visits equally throughout the 7.5 weeks. The Cooperating Teacher conducts at least four formal observations of the student teacher and collaborates with the University Supervisor to provide guidance to the student teacher.

Following each visit, the University Supervisor and Cooperating Teacher will conducted a joint conference with the student teaching and provide feedback on the candidates performance. A final meeting will be conducted with the University Supervisor and Cooperating Teacher to share overall feedback with the student.

Individuals who are new to teaching will begin the student teaching with a brief period of observation. Soon they will be able to work with students individually, in small groups, and finally with the whole class. It is expected that student teaching activities will generally progress as follows for those who are new to the teaching profession:

Suggested Student Teaching Sequence		
	<b>Beginning Student Teaching</b>	<b>Advanced Student Teaching</b>
Week One	Observations and Orientation	Observations and Orientation
Week Two	Small Group Instruction	Small/Whole Group Instruction
Week Three	Small/Whole Group Instruction	Whole Class Instruction
Week Four	Whole Class Instruction	Whole Class Instruction
Week Five	Whole Class Instruction	Whole Class Instruction
Week Six	Whole Class Instruction	Whole Class Instruction
Week Seven	Whole Class Instruction	Whole Class Instruction

Candidates will receive continuous feedback from University Supervisors and Cooperating Teachers. Students who are not making satisfactory progress in their student teaching assignment will be given additional feedback, as specified in the Early Warning Procedures.

### Summary of Student Teaching Requirements

- Hours and Length: Each student teaching experience (E6907 and E6908) is 7 1/2 weeks in length for the entire workday under the supervision of a school- or district-recommended Cooperating Teacher approved by the University.
- Concurrently student teachers will take E6926 and E6927 to complete the TPA.
- Cooperating Teacher Student Evaluations: All students are required to submit evaluations of University Supervisors and Cooperating Teacher immediately following their student teaching I and II (Appendix G). All evaluations are confidential and are to be submitted to the Program Chair. *Please note that evaluations must be submitted prior to receiving credit for each course.*

### Regulations Pertaining Student Teaching

- Placement: Every effort is made to place candidates in constantly renewing schools that will provide a rich, diverse blend of faculty, students and administration. Proximity of the school to the candidate's living arrangements is not a factor, within reason. It is the university's responsibility to arrange for student teacher placement. Candidates are not to make their own placement arrangements. All placements must be in WASC accredited school.
- Classroom Assignments: Candidates must begin and finish their student teaching placement in the same classroom for each student teaching experience. If the program chair is

convinced that the placement is not in the best interests of the district/school, students, the student teacher, or Argosy University, a change of placement is authorized. Changes to placements will only happen with written approval from the Program Chair after consultation with the University Supervisor and Site Coordinator. Unauthorized changes of classroom placement will result in No Credit for the student teaching experience.

- Inappropriate Placements: Candidates may not perform their student teaching in classrooms that are designated as special education, independent study, or within academic areas that are outside of the candidate's credentialing area. Coaching a sport is not a credential area. An administrator may not be used as a Cooperating Teacher. Sites not approved by WASC may not be used for student teaching placements.
- Argosy University does not allow Student Teachers to work with Cooperating Teachers with whom the Student Teacher has a personal or familial relationship.
- Candidates are expected to dress professionally for student teaching and are to follow district/school dress code requirements. Argosy University considers the following as inappropriate attire during student teaching.
  - Tongue, eyelid, or lip piercing studs or lip rings
  - Visible tattoos
  - Showing undergarments
  - Allowing midriff to show
  - Low-rise or baggy pants
  - Flip Flop Sandals
  - T-shirts and Shorts (except for physical education)
  - Jeans (check with Cooperating Teacher)

### **Early Warning Procedure for Student Teachers**

Student teachers are expected to perform at the highest levels at all times. Cooperating Teachers and university supervisors work in concert with student teachers to assure that expectations are being met, and that improvement is steady throughout the experience. In most cases, areas in need of improvement are satisfactorily addressed as part of the student teaching process. However, should normal guidance and assistance fail to suffice, a process known as an Early Warning will formally begin. At that time, the University Supervisor is responsible for identifying the issues needing remediation; making those issues clear to the student teacher, and monitoring improvement in those areas. In the event of unsatisfactory progress, the candidate will be withdrawn from student teaching, and further action recommended.

### **Role of the University Supervisor**

One of the major characteristics of an effective University Supervisor is the ability to communicate. The focus of supervision is to use this ability to guide student teachers by offering suggestions, constructive criticism, and encouragement as they proceed through their student teaching experience. Argosy University, California expects that all University Supervisors will communicate with their student teachers minimally on a weekly basis to ensure that the student teacher is maximizing the experience. The university supervisor must also communicate on a

regular basis with the cooperating teacher to ensure that the candidate receives a clear and unified message from both supervisors.

### **Qualifications for University Supervisors**

- K-12 educators with a minimum 8 years as teachers and/or administrators
- Hold at least Minimally possess a Current California Clear or Life Single Subject or Multiple Subject Teaching Credential.
- Minimally possess a Masters Degree either in Education or a content-related field.

### **University Supervisor Responsibilities**

- Establishes contact with school administration to support the student teaching experience
- Holds initial meeting with Cooperating Teacher to orient the individual in the expectations of the university with respect to assisting student teachers. Conducts continuous check-ins with Cooperating Teacher regarding Student Teacher.
- Conducts at least four formal observations for at least one hour each, with follow-up documentation and individual consultation with the Cooperating Teacher and the student teacher.
- Shortly after the student teacher has reported to the site, discuss and complete Form A with his/her Cooperating Teacher. Form A is designed to familiarize the candidate with the classroom.
- Complete a Student Teaching: Form C following each observation. Discuss the results of the evaluation with the student teacher.
- Complete and submit to the University a Student Teaching Summary and Evaluation: Form D no later than five business days following the end of the 7 ½ -week student teaching assignment
- Read, review, and respond to Student Teacher journals
- Distribute, discuss, and collect completed evaluation forms from the Cooperating Teacher.
- Complete a grade sheet for the student indicating “Credit” or “No Credit” and providing written feedback of the candidate’s performance no later than five business days following the end of the student teaching assignment.
- Attend all meetings and workshops for University Supervisors.
- Coach student teachers to a higher performance level within the following areas:
  - Student Rapport and Classroom Environment
  - Curricular and Instructional Planning Skills
  - Diverse and Appropriate Teaching
  - Student Motivation, Involvement, and Conduct
  - Presentation Skills
  - Student Diagnosis, Achievement, and Evaluation
  - Cognitive Outcomes of Teaching
  - Affective Outcomes of Teaching
  - Capacity to Teach Diverse Students
  - Professional Obligations
- Maintain communication with school administration and Cooperating Teacher to address

placement and field-related issues or concerns.

- Arrange an Exit Interview with yourself, the Student, and the Cooperating Teacher to review the teacher's performance. (Student Teaching: Form D)
- Provide all paperwork to the Site Coordinator, including Student Teaching Evaluations Forms and Cooperating Teacher Payment Forms.

### **Role of the Cooperating Teacher**

The Cooperating Teacher plays a critical role in the student teaching experience. The Cooperating Teacher is appointed recommended by the school principal and approved by Argosy University. He/she and works closely with the University Supervisor student teacher to provide the student teacher with their expertise and guidance in the areas of student rapport and the classroom environment; curricular and instructional planning; diverse and appropriate teaching; student involvement and conduct; presentation skills; student diagnosis, achievement, and evaluation; cognitive outcomes of teaching; affective outcomes of teaching; the capacity to teach diverse students; and professional obligations.

### **Cooperating Teacher Qualifications**

- Cooperating Teachers must possess the Clear Credential in the Student Teacher's Subject Area with CLAD, BCLAD or equivalent.
- Five Years of Full-Time Teaching Experience in a California Public School and recommended by the district/school to be a Cooperating Teacher.
- Completes orientation regarding Argosy Student Teaching policies and expectations with the University Supervisor

### **Cooperating Teacher Responsibilities**

Cooperating Teachers are required to complete the following activities, in collaboration with the University Supervisor:

- Observe the assigned Student Teacher(s) at least twice formally for at least one hour.
- Cooperating Teachers are expected to be in the classroom at all times with the student teacher.
- Complete a Student Teaching: Form C at the conclusion of each observation. Share your evaluation results with the Student Teacher and University Supervisor.
- Complete a Student Teaching Summary and Evaluation Form (Student Teaching: Form D) no later than one week following the end of the 7 ½ -week student teaching assignment
- Participate in an Exit Interview with the student and the University Supervisor to review the Student Teacher's performance.












In addition to the above activities, Cooperating Teachers will have the following responsibilities:

- Provide the Student Teacher with an introductory orientation to the School.
- Assist the Student Teacher with acquiring materials, resources, and equipment.
- Introduce the Student Teacher to key people (secretary, custodian, principal).
- Structure responsibilities so that the Student Teacher has opportunities first to observe, and then to begin to slowly take on greater responsibilities in the classroom

as time passes.

- Assist the Student Teacher in developing skills in planning and evaluation.
- Guide the Student Teacher in lesson delivery techniques, classroom management ideas, and daily routines, conference daily with the Student Teacher.
- Observe, review, and critique the Student Teacher in a positive way.
- Assist the Student Teacher in dealing with the responsibilities related to student teaching and the teaching career.
- Provide State frameworks, district standards, and curriculum guides, where appropriate.
- Explain school and state-wide testing programs.
- Assist the Student Teacher in developing effective inter-personal skills in dealing with students, parents, administrators and the community.
- Meet with the University Supervisor regularly to discuss the Student Teacher’s growth and development.
- Provided the Student Teacher and the University Supervisor with honest, timely feedback.
- Assist the Student Teacher in understanding and completing the legal requirements of the job (e.g., taking attendance, accurate grade reporting, disciplinary action, etc.).
- Communicate issues or concerns to the University Supervisor early and as need.

**Student Teaching Forms:**

Student Teaching Paperwork Flow:		 Student Teaching Paper Work Flow			
Early Warning Form	Student Teacher: Form A	Student Teaching: Form B	Student Teaching: Form C	Student Teaching: Form D	
 Early Warning: Form A	 Student Teaching: Form A	 Student Teaching: Form B	 Student Teaching: Form C	 Student Teaching: Form D	
Evaluation of University Supervisor	Evaluation of Cooperating Teacher	Lesson Plan Template	Cooperating Teacher Invoice:	W-9 for Cooperating Teacher	
 Evaluation of University Supervisor	 Evaluation of Cooperating Teacher	 Lesson Planning Template	 Cooperating Teacher Invoice	 W-9	

## BSTA: Clear Credential Process

Whereas Argosy University provides the approved programs leading to the Preliminary Multiple Subject and Single Subject teaching credentials, the Clear credential is earned through an induction process conducted by the employing school district within the first five years of employment. Typically, the requirements are met within the first two years.

The induction process is known as the Beginning Teacher Support and Assessment (BTSA) Program. BTSA provides formative assessment, individualized support and advanced content for newly-credentialed, beginning teachers, and is the preferred pathway to a California Professional (Clear) Teaching Credential. BTSA is co-administered by the California Department of Education (CDE) and the California Commission on Teacher Credentialing (CCTC). The BTSA Task Force and State Leadership Team provide support and technical assistance to local BTSA Induction Program leaders. There are currently about 160 SB 2042-approved BTSA Induction Programs across California, organized into six regions or "Clusters."

The following purposes and objectives and the Standards for Quality and Effectiveness for Professional Teacher Induction Programs guide the design and implementation of support and professional development services for teachers participating in BTSA Induction programs:

- Provide an effective transition into the teaching career for first- and second-year teachers in California
- Improve the educational performance of students through improved training, information, and assistance for participating teachers
- Enable beginning teachers to be effective in teaching students who are culturally, linguistically, and academically diverse
- Ensure the professional success and retention of new teachers
- Ensure that a support provider provides intensive individualized support and assistance to each participating beginning teacher
- Ensure that an individual induction plan is in place for each participating beginning teacher and is based on an ongoing assessment of the development of the beginning teacher
- Ensure continuous program improvement through ongoing research, development, and evaluation

Professional development opportunities for beginning teachers are formative in nature and provide targeted support, based on performance data and meet the advanced content requirements for Ryan and 2042 clear credentials. Trained Support Providers assist participating teachers in collecting and interpreting evidence of teaching performance, in reflecting on their teaching, and in identifying meaningful professional development activities that are targeted to their individual needs, using structured activities approved by CTC.

In addition, the BTSA Induction Program provides a wide variety of workshops, training and network opportunities targeted for different audiences involved in all levels of the program. Program directors, Site and district administrators, Support Providers and Participating Teachers engage in local and/or state-level professional development according to their individual and/or

group needs. Support, formative assessment and professional development for participating teachers is locally designed and implemented within their local context and according to program standards and credential requirements. Other trainings have been developed by the state agencies, cluster staff and BTSA programs to prepare administrators for their work with participating teachers, Support Providers for their role as coaches for participating teachers, and for local program leaders. Local projects are supported by Cluster Region Directors who also assist districts and other entities wishing to initiate or improve a BTSA program. (CCTC, 2007)

Participating Teachers are ensured a quality induction experience through an extensive annual peer program review process and on-going formal, summative peer reviews. Program stakeholders and leaders use a structured, data-based inquiry process to assess and improve the quality of their program and assure their alignment with Induction Program Standards. Each year, teams engage in a rigorous self-study and peer review of documents and evidence that leads to the development and implementation of an Annual Improvement Plan. (CCTC, 2007)

Argosy University is privileged to contribute its time and resources to assisting school districts by serving on BTSA advisory boards in the regions served by the University.

## Course Descriptions

#### E6100 Research in Education (3 Units)

This course provides an introduction to the theory and practice of research in the field of education. Both design and analysis issues are discussed. The student is involved in both research review and design relevant to his/her professional level of certification. Action research will be the research design of major focus.

#### E6900 Cultural Diversity (3 Units)

This course focuses on the principles of first and second language acquisition, including historical and current theories, psychological, socio-cultural, political, and pedagogical factors, and issues related to cultural interaction and communication in school and community contexts. Topics are addressed with regard to theoretical foundations and applied contexts.

#### E6901 Foundations of Education (3 Units)

This course provides a general orientation to the roles of schools in society, as well as issues and topics related to student achievement, curriculum and instruction, the roles of teachers in schools and communities, teacher education and credentialing, and the process of becoming a teacher, including BTSA and the Induction process. In addition to course activities, presentations, and assignments, the student will complete fieldwork in a variety of classroom settings.

#### E6903 Language and Literacy Education in Elementary Schools (3 Units)

This course focuses on the scope and sequence of language arts in the K – 8 curriculums. It addresses the role of literacy in the elementary school curriculum; methods and materials for teaching language and literacy to students from diverse socio-cultural, ethnolinguistic, and ability backgrounds and experiences; strategies for utilizing literacy across the curriculum; first and second language acquisition theories; and teaching of English as a second language. Content areas that prepare candidates to pass the RICA test are also included in this class.

#### E6904 Mathematics Education in Elementary Schools (3 Units)

This course presents strategies and models for effective instruction of mathematics in elementary schools. Course topics include instructional planning, student assessment, the role of culture in mathematics, utilizing technology in teaching to enhance children's math performance and progress, the use of regalia and other manipulative in math education, and integrating mathematics across the elementary school curriculum.

#### E6905 Social Studies Education in Elementary (3 Units)

This course presents strategies and models for effective instruction of social studies in elementary schools. Course topics include instructional planning, student assessment, cultural applications of social studies education, utilizing technology in teaching, the use of regalia and other artifacts for social studies education, and integrating social studies across the elementary school curriculum.

#### E6906 Science Education in Elementary Schools (3 Units)

This course presents strategies and models for effective instruction of science in elementary schools. Course topics include instructional planning, student assessment, cultural applications of science education, utilizing technology in teaching, the use of regalia and other artifacts for science education, and integrating science across the elementary school curriculum.

**E6907 Field Experience I: Beginning Student Teaching (3 Units)**

In this course, students complete the first semester of a directed field teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to develop a teaching portfolio.

**E6908 Field Experience II: Advanced Student Teaching (3 Units)**

In this course, students complete the first semester of a directed teaching experience in an approved elementary or secondary school classroom. Students are supervised by a mentor teacher and an Argosy University supervisor, and are required to complete a teaching portfolio.

**E6909 The Adolescent Learner (3 Units)**

This course examines the psychological, physiological, behavioral, and cognitive characters and factors that affect learning among adolescents. The course emphasizes the teaching of adolescents in diverse secondary school environments.

**E6910 Curriculum and Instruction for Diverse Secondary School Settings (3 Units)**

This course examines educational, curricular, behavior management, and assessment practices in today's secondary schools. Course topics include theories and applications of research on teaching and learning and curriculum design in secondary education, adolescent development, the use of technology in teaching and learning, and theories and applications related to the research on student achievement in secondary schools. Emphasis is placed on teaching and learning in multicultural communities.

**E6911 Language and Literacy Education in Secondary Schools (3 Units)**

This course addresses the role of language and literacy in the secondary school curriculum. Course topics include methods and materials for teaching language and literacy to students from diverse sociocultural, ethnolinguistic, and ability backgrounds; strategies for utilizing literacy across the curriculum; and approaches to address the learning needs of proficient readers, readers with learning disabilities and other special education needs, and students who are English language learners.

**E6912 Disciplinary/Interdisciplinary Methods of Teaching in Secondary Schools (3 Units)**

In this course, students will examine topics related to teaching and learning in their own discipline and across disciplines. Students are guided by an interdisciplinary team of faculty in reviewing and applying teaching models, student assessment techniques, theories of cognitive and affective student outcomes, and curriculum planning for effective instruction of diverse and inclusive secondary school classes across disciplines.

**E6926-E6927 Teacher Performance Assessments (TPAs) (3 Units Each)**


These are the final courses required for the multiple subject and single subject teacher credentialing programs in California. Candidates will demonstrate their capacity and readiness to teach in a California public school through the completion of the four Teacher Performance Assessment tasks as prescribed by the California Commission on Teacher Credentialing (CCTC).

## Program Contact Information

**Program's Faculty and Staff Contact Information:**

Program's Organizational Chart:		 Program Organizational Chart		
<u>Name:</u>	<u>Position:</u>	<u>Phone Number:</u>	<u>E-mail</u>	<u>Location:</u>
<b>Site Program Administrators</b>				
Ardella Dailey, MAEd 	Intern Program Chair	(510) 217-4723	<a href="mailto:adailey@argosy.edu">adailey@argosy.edu</a>	<a href="#">San Francisco Bay Area Campus</a>
Dr. Elizabeth Archambault 	Inland Empire Coordinator and TPA Coordinator	(909) 915-3766	<a href="mailto:earchambault@argosy.edu">earchambault@argosy.edu</a>	<a href="#">Inland Empire Campus</a>
Dr. Susan Artis 	San Francisco Coordinator	(510) 215-0277	<a href="mailto:sartis@argosy.edu">sartis@argosy.edu</a>	<a href="#">San Francisco Bay Area Campus</a>
Dr. Leslie Stuart 	Los Angeles Coordinator	(310) 531-9691	<a href="mailto:lstuart@argosy.edu">lstuart@argosy.edu</a>	<a href="#">Los Angeles Campus</a>

**Office of the Credential Analyst**  
 1005 Atlantic Ave.  
 Alameda, CA 94501

<p>Mary Lespier, MAED</p> 	<p>Credentials Analyst</p>	<p>(510) 217-4766</p>	<p><a href="mailto:mlespier@argosy.edu">mlespier@argosy.edu</a></p>	<p><a href="#">San Francisco Bay Area Campus</a></p>
<b>Technical Support</b>				
<p>Argosy          Ecollege/Class Live          Pro/Ebooks Technical          Support</p>		<p>866-481-5562</p>		<p>Nationwide</p>