



PK-3 Early Childhood Education (ECE) Specialist Credential
Student Handbook

AY 2025-26

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Introduction

This Student Advising Handbook provides an overview of the PK-3 ECE Specialist Instruction Credential program offered at San Jose State University, as well as information about policies associated with the program.

The PK-3 ECE Specialist Instruction Credential authorizes the holder to teach all subjects in a self-contained general education classroom setting and, as a self-contained classroom teacher, to team teach or to regroup students across classrooms, in preschool through grade three. More background information about the credential is available from the [California Commission on Teacher Credentialing Website](#).

SJSU PK-3 Program Vision

P-3 Credentialed Teachers are transformative educators who use their knowledge of human development and developmentally appropriate practice, partner with families, and engage with communities to respond to the holistic learning needs of preschool-aged through third grade students. These teachers make child-centered pedagogical choices guided by theory and research, and leverage cultural wealth to empower students in order to create equitable and inclusive learning environments for all students.

SJSU PK-3 Program Mission

We prepare candidates to be transformative leaders in the field and to develop an educational philosophy that challenges societal and educational injustice. To this end, we engage culturally sustaining and linguistically responsive practices in our courses and fieldwork and prepare candidates to commit to informing their efforts to create inclusive early educational experiences through inquiry, reflective practice, and family and community engagement. Through interdisciplinary coursework, candidates are prepared to take collaborative, integrative, and developmentally appropriate approaches to teaching, attuned to families' identities, while supporting children's social-emotional and academic development.

Figure 1a. PK-3 Initial Program Flier

SAN JOSÉ STATE UNIVERSITY

SJSU | PK-3 EARLY CHILDHOOD
EDUCATION CREDENTIAL PROGRAM

Anticipated launch Fall 2024!

Teaching for Equity, Relationships, and Inclusion from PK to 3rd Grade

Program Options

- Fewer student teaching hours with 6+ years of qualified lead preschool teaching
- Embedded Master's Degree in Teaching (MAT) with 2 additional courses
- Option for Bilingual Authorization in Spanish
- Full-Time (3 semesters) and Part-Time schedules

	Semester 1: Set the Foundation	Semester 2: Keep Growing	Semester 3: Learn through Practice
Build on your knowledge & experience! What you need to apply: • BA in Child Dev/ECE, or • Any BA plus 24 units of Child Dev/ECE and • 2.5+ GPA	Learn with your peers in evening Hybrid/In-Person courses: • Early Development • Language and Literacy • Sociology of Education • Early Identification & Intervention • ECE Curriculum (with Field Experience)	Continue evening courses while student teaching in PK/TK or K-3: • Welcoming Learning Environments • Reading Curriculum • Mathematics Curriculum • Student Teaching (part-time)	Take more leadership in PK/TK or K-3 student teaching while finishing your classes: • Young Children with Disabilities • Student Teaching (full-time)

Opportunities for \$20,000+ in Scholarships plus Financial Aid

Figure 1b. Accessible Version of the PK-3 Initial Program Flier

PK-3 Credential

Anticipated launch in 2024

Teaching for Equity, Relationships, and Inclusion from PK to 3rd Grade

→ **Build on your knowledge and experience**

◆ What you need to apply:

- BA in Child and Adolescent Development (any pathway), or
- BA plus 24 units of Child Development/Early Childhood Education coursework
- 2.5 GPA or higher

→ **Semester 1: Set the Foundation**

◆ Learn with your peers in evening Hybrid/In-Person Courses:

- CHAD 272 Early Development (3 units)
- EDTE 262 Language and Literacy (3 units)
- EDTE 208 Sociology of Education (3 units)
- EDSE 104 Early Identification & Intervention (3 units)

- CHAD 261 ECE Curriculum (with Field Experience) (3 units)
- **Semester 2: Keep Growing**
 - ◆ Continue evening courses while student teaching in PK/TK or K-3:
 - EDSE 269 Welcoming Learning Environments (3 units)
 - EDEL 108A Reading Curriculum (3 units)
 - EDEL 108D Mathematics Curriculum (3 units)
 - EDEL 143A Student Teaching (part-time field experience) (4 units)
- **Semester 3: Learn through Practice**
 - ◆ Take more leadership in PK/TK or K-3 student teaching while finishing strong in your classes:
 - EDSE 221 Young Children with Disabilities (3 units)
 - EDEL 143B Student Teaching (full-time field experience) (10 units)

Options!

- Reduced student teaching requirements for those with 6+ years lead preschool teaching.
- Add an MAT with 2 additional courses
- Add a Bilingual Authorization in Spanish
- Full-time (3-semester; 1 calendar year with a summer start) or Part-time schedule

Opportunities for \$20,000+ in Scholarships plus Financial Aid

PK-3 Subject Matter Competence Assessment

Candidates must meet the program subject matter requirements before being given daily whole class instructional responsibilities in a preschool through third grade setting.

Candidates have two options to demonstrate subject matter competence for the PK-3 Early Childhood Education Specialist Instruction credential:

- Option 1: Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education with a degree major in Child Development, Child and Adolescent Development, Human Development, Early Childhood Education, Child and Family Studies, Early Childhood Studies, Human Development and Family Science, Family Science, or Child, Adolescent, and Family Studies.
- Option 2: Completion of 24 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development. The classes must be used in a degree program at that institution. They cannot be professional or personal development classes.

Candidates are informed of these subject matter requirements during the application process, via the upcoming program website and information sessions. Prior to admission, program staff/advisors will complete an assessment of each candidate's subject matter standing. Students who graduated from the SJSU ChAD BA program will automatically meet the subject matter requirement under Option 1 and will not need to participate in the following processes. For all other applicants, the Subject Matter Competency verification process will begin during the application phase, when applicants submit a completed [PK-3 Subject Matter Competency \(SMC\) Assessment form](#) and their unofficial transcripts (including all prior college and community college coursework) to program staff, [via a Google Form](#) at least 4 weeks before the application due date, for review. On the Verification form, the applicant will indicate whether they expect to meet the SMC via degree or coursework. If they choose coursework, they will self-report their completed ECE/CD courses and unit counts. If applicable, they will also indicate their initial plan for completing any remaining units.

Once submitted, referring to Option 1, staff will document the applicant's BA degree major and ascertain whether it matches one from the approved list of majors. If not, using Option 2, program staff will review self-reported ECE/CD coursework using transcripts to verify that 24 or more semester units or the equivalent quarter units of non-remedial, degree-applicable coursework in early childhood education and/or child development courses have been completed with a passing grade. If the candidate has successfully completed fewer than 24 ECE/CD units, the number of remaining units will be documented. Candidates will be notified of their SMC standing prior to admission, and verification data will be shared with the SJSU Credentials office.

Students with a non-applicable BA who have completed 12- 23 ECE/CD units but meet all other application requirements may be conditionally admitted. These applicants will be scheduled to meet with a program advisor prior to enrollment to discuss options for completing the SMC requirements. At this meeting, applicants will work with the staff to finalize a plan for

completing the SMC requirements prior to student teaching. A second advising meeting will take place to ensure that the student remains on track for completing their plan. Candidates will be directed to submit any non-SJSU transcripts documenting course completion prior to being given daily whole class instructional responsibilities in a preschool through third grade setting. The PK-3 Subject Matter Verification form will be updated accordingly and data will be re-submitted to the Credentials office.

PK-3 Admission Requirements

Applicants who meet the following requirements will be considered for admission to the PK-3 Credential program:

- A bachelor's degree from any regionally accredited institution in any discipline with a GPA of at least 2.5 at the bachelor's degree institution or in the last 60 semester or 90 quarter units. Note that the university must state that it is regionally accredited by one of the accrediting bodies listed: Western Association of Schools and Colleges (WASC); Higher Learning Commission (HLC); Middle States Commission on Higher Education (MSCHE); New England Commission of Higher Education (NECHE); Northwest Commission on Colleges and Universities (NWCCU); Southern Association of Colleges and Schools Commission on Colleges (SACSCOC); WASC Senior College and University Commission (WSCUC). *Completion of a Bachelor's or higher degree from a regionally accredited institution of higher education fulfills the program's Basic Skills Requirement.*
 - The California Commission on Teacher Credentialing requires all individuals who have completed college or university coursework at an institution in a country other than the United States to obtain a complete evaluation of foreign transcripts/degrees. The evaluation must result in an equivalent U.S. bachelors or masters degree. If an individual holds a masters degree from an accredited U.S. University or College, evaluation of undergraduate course work is not required for CTC, however, it may still be required for admission by SJSU's Graduate Admission and Program Evaluation office. SJSU and CTC require independent evaluation of foreign degrees. For SJSU admissions, you may visit the [Graduate Admission and Program Evaluation \(GAPE\) website](#) for more information about the transcript evaluation process, or you may contact GAPE at admissions@sjsu.edu for assistance. To meet CTC's requirement, foreign degrees must be evaluated by an approved agency. See [CTC leaflet CL-635](#) for a list of foreign transcript evaluation agencies approved by CTC. The SJSU Credentials Services Office recommends using [WES \(World Education Services\)](#) for your evaluation since it is accepted by both CTC and SJSU's GAPE office.
- Completion of at least 12 semester units or the equivalent quarter units of non-remedial, degree-applicable coursework at a regionally accredited institution of higher education in early childhood education and/or child development. Degree-applicable means that the classes must be used in a degree program at that institution. They cannot be professional or personal development classes.
- Certificate of Clearance (US Social Security or US Tax ID number required)
- Resume: Prepare a one-page resume that details your college- and post-college-level

academic, employment, and volunteer experiences. For each position you held, highlight the duties you performed and any accomplishments you achieved. Upload your resume as a PDF.

- Statement of Purpose: When you interact with young children, how do you like to engage with them to support their learning/development? Why is this important to you? Your essay should be 1-2 pages in length, double spaced, and 12-point font.
- If you are applying for the Critical Bilingual Authorization Program: provide a second personal statement written in Spanish about why you want to be a bilingual teacher in particular.
- No GRE required
- International applicants must meet English Language Proficiency Exam minimum proficiency scores. Visit the [SJSU Graduate Admissions testing website](#) for up to date information.

Steps to Obtaining a Certificate of Clearance

There are 3 steps to obtaining your Certificate of Clearance (CoC). Do not wait until the last minute to request this item, as it can take weeks for the CTC to issue.

Step 1 | Live Scan Service

- ❖ Visit <https://oag.ca.gov/fingerprints/locations> for Live Scan Service locations. Live Scan Services may also be available at the [SJSU Police Department](#). Call (408) 924-2172. You can complete your Live Scan fingerprinting anywhere in California.
- ❖ Print three copies of the [Request for Live Scan Service form \[form 41-LS\]](#) and take it with you to your Live Scan appointment.
- ❖ You must have a dedicated Live Scan that goes to the Commission on Teacher Credentialing--fingerprinting done for other organizations or districts is not transferable.

Step 2 | Certificate of Clearance Application

- ❖ After you've completed your Live Scan, complete and submit the [CTC Online Application for the Certificate of Clearance \(CoC\)](#). The fee for a CoC application is payable by credit card only.
- ❖ When requirements for issuance of the CoC are completed, an email will be sent informing the individual that the document has been granted and can be viewed in 48 hours on the [CTC website](#).

Step 3 | Upload Your Certificate of Clearance

Upload a PDF of the granted Certificate of Clearance to your Cal State Apply application.

- ❖ In order to get a Certificate of Clearance, you must have a US Social Security or Tax Identification Number. International Applicants are required to meet with SJSU [International Student Services](#) to confirm that this is possible on their particular visa.
- ❖ An emergency sub permit or a CTC Child Development Permit may be submitted in lieu of the Certificate of Clearance, as long as you ensure the department always has a current, valid copy. Upload your sub permit or Child Development Permit with your application.

- ❖ [SB 695](#) confirms that an applicant does not need to disclose citizenship or immigration status for purposes of licensure, and may not be denied certification based solely on his or her citizenship status or immigration status. Applicants without a social security number may use an ITIN (Tax ID number) to apply for their Certificate of Clearance, and later their credential.(9/27/18)
- ❖ In addition to the required Certificate of Clearance, some school districts also require a district-level clearance prior to student teaching. Candidates should arrange an appointment with the participating district's Human Resources Department at least 10 working days before the start of the field placement student-teaching experience to ensure district-level fingerprint clearance is completed. Candidates may not begin their field placement without having both CCTC and, if required, district-level clearance.
- ❖ A copy of your Livescan Fingerprinting receipt is not accepted, as this is only Step 1 of getting this document.

Verification of Completion of Requirements

Candidates are informed of PK-3 program requirements during pre-application information sessions as well as the initial advising session. Prior to being recommended for a preliminary teaching credential, a credentials analyst reviews each candidate's file according to the [PK-3 Preliminary Credential Checklist](#) to verify that the following PK-3 requirements have been met:

- Possession of a baccalaureate degree or higher from a regionally accredited institution of higher education.
- Completion of the subject matter requirement.
- Passage of the Reading Instruction Competence Assessment (RICA) or a Commission approved literacy performance assessment for early childhood education: Candidates submit a copy of their official score report.
- Completion of a Commission approved preparation program. A cumulative GPA of 3.0 or higher is necessary to be recommended for a credential by our program.
- Successful completion of the California Teaching Performance Assessment (CalTPA) for multiple subjects in a PK-3 setting, or, pending availability, passage of a commission approved teaching performance assessment for early childhood education. Candidates submit a copy of their official score report.
- A course or passing test score on the U.S. Constitution. Candidates must have passed a college level course or approved an exam on the U.S. Constitution to be eligible for a California teaching credential.
- Technology Level 1: Google Educator Level 1
- Adult, Child, and Infant CPR: Copy of VALID CPR card certifying completion of Infant, Child and Adult CPR.

Clinical Practice and ECE Work Settings

The PK-3 program's clinical practice experiences are designed to provide you with a developmental and sequential set of activities that are integrated with the program's coursework and extend your learning through application of theory to practice with PK-3 students in California early learning settings. Some of these experiences may take place within your California Early Childhood Education employment setting, including California State Preschool, and Head Start as well as within TK-3 public school settings, provided you meet the 600 hours of clinical practice.

Professional Preparation Program Equivalency for Clinical Practice.

The PK-3 Credential program recognizes and grants clinical practice equivalency for up to 400 of the 600 required clinical hours, based on two types of qualifying experiences:

Option 1: Equivalency with Qualifying Work Experience

Commission approved professional preparation programs for the PK-3 Early Childhood Specialist Instruction credential recognize and grant equivalency for prior experience and develop a clearly articulated process for granting such equivalency. This PK-3 Early Childhood Education Specialist Instruction Credential program recognizes and grants equivalency for prior work experience for candidates who meet **both** the requirements outlined in (A) and (B) below. Candidates who meet these requirements are granted equivalence for 200 hours of the required clinical practice experience in a preschool (PK) or transitional kindergarten (TK) setting. Such candidates must complete all other program requirements, including a clinical practice experience of at least 400 hours (including at least 200 hours in a K-3 classroom).

- (A) Either hold a valid Child Development Permit at the Teacher level or higher or verify employment as a lead teacher in a Head Start program or a childcare and development center serving preschool-aged children.
- (B) Verify six (6) years or more of satisfactory, full-time* teaching experience as a lead teacher in a public or private center-based childcare and development program serving preschool-aged children that is either a license-exempt child care and development center pursuant to California Health and Safety Code section 1596.792(o) or holds a license as defined in section 101152(l)(1), Article 1, Chapter 1, Division 12, of Title 22.

*Full-time experience is defined as classroom-based teaching for at least 3 hours per day, for at least 75% of the school year. Part time experience, or experience serving as anything other than a lead teacher, is not acceptable for Equivalency Option 1.

Satisfactory teaching experience will be verified by the public or private center-based childcare and development center, by completing and submitting this Equivalency

Form. Verification will include a statement by the employer confirming that the teacher's performance was rated satisfactory or better in the following areas (must include all):

- The use of developmentally appropriate teaching strategies for preschool-aged children.
- The ability to establish and maintain developmentally appropriate standards and expectations for student behavior.
- A demonstration of deep knowledge of early literacy, early mathematics, and other preschool subjects, and the use of developmentally appropriate teaching and learning approaches that engage students and promote student understanding.
- An ability to plan and implement a sequence of appropriate learning activities, both teacher and child initiated.
- An ability to evaluate and assess student learning outcomes.
- An ability to communicate effectively with young children and their families/guardians.

To apply for equivalence, this [Option 1: Employer Verification Form](#) must be submitted to the PK-3 Program Staff within 30 days of admission. If needed, you may have more than one employer each complete a copy of this form in order to verify at least 6 years of satisfactory teaching experience. SJSU PK-3 Program staff will verify whether all requirements are met and will inform the candidate of their status within 60 days of admission. The completed form(s) will be filed with the LCOE Credentials Office.

Option 2: Equivalency with Qualifying Practicum/Supervised Clinical Practice Courses

Candidates for the ECE Specialist Instruction Credential who have completed a practicum course at a regionally accredited institution of higher education, including a community college, shall be granted clinical practice equivalency for these hours commensurate with the number of hours served in the practicum course, up to a maximum of 200 hours, provided that all of the following conditions are met:

- A. The practicum course is credit bearing and degree applicable towards a Teacher Level or higher level Child Development Permit or a degree in Early Childhood Education, Child Development, Child and Adolescent Development, Early Childhood Studies, or Human Development.
- B. The practicum hours completed were in a preschool or early childhood setting serving 3–4 year-old children and included clinical practice experience that was supervised at minimum by a trained faculty member/instructor who provided observation and feedback to the candidate.
- C. The candidate earned a C or better on the practicum course. Courses earned with a "Pass," or another designation deemed by the institution of higher education to be equivalent to a grade of "C" or higher are also acceptable.

- D. For each completed practicum course, the candidate submits (a) an academic transcript from a regionally accredited institution of higher education and (b) a Clinical practice Equivalency Option 2 Prior Practicum Course form to PK-3 program staff within 30 days of PK-3 program admission. If approved, eligibility will be confirmed within 60 days of admission.

For SJSU ChAD BA graduates, completion of practicum hours within the mixed-age preschool classroom for *ChAD 160 Practicum in Early Childhood Education* will automatically be qualified for 60 hours under Option 2, as long as you earned a grade of C or higher in the course. No equivalency will be granted if you earned a C- or lower. If you would like to be granted equivalence for additional practicum courses taken at other colleges or universities, complete the process described next.

To apply for equivalence under Option 2, for each completed practicum course you must submit an academic transcript from a regionally accredited institution of higher education and a completed [Option 2: Coursework Verification Form](#) to program staff within 30 days of admission. SJSU PK-3 Program staff will verify whether all requirements are met and will inform the candidate of their status within 60 days of admission. This information will be shared with the LCOE Credentials Office.

Qualifying under both options for clinical practice equivalency

Candidates who meet requirements for clinical equivalency under both options outlined above will be granted equivalency for 200 PK/TK hours based on work experience and up to 200 additional PK/TK hours for practicum experience for up to a maximum total of 400 hours. These candidates must still complete the PK practice hours embedded within the first semester course (ChAD 261) as well as the remaining hours (200 or more) of clinical practice in the teacher preparation program. Students' equivalency will be documented by the PK-3 program staff as part of the tracking of student teaching hour completion.

Candidate Assessment Plan

This section includes information and personnel accessible to guide each candidate's attainment of program requirements. Students are assessed at five key transition points throughout the program. These transition points are (1) admission to the program; (2) entry into phase I student teaching; (3) entry into phase II student teaching; (4) successful completion of the program; and (5) recommendation for credential. Over the course of three semesters, coursework and fieldwork is designed to scaffold your learning as you develop increased independence in the fundamentals of teaching. Each semester, you will complete signature assignments that are designed to prepare you for transition points, provide formative feedback, and offer program faculty valuable information about how best to support your further learning and development as a teacher. At the end of each semester, you must demonstrate proficiency on transition point assessments to demonstrate your readiness to progress to the next stage of the program.

Requirements for Transition Point 1: Admission to the program

Candidates are assessed for the following either at admission or within 60 days of admittance for elements requiring transcript review:

- Subject matter competence
 - Undergraduate Major in Child and Adolescent Development or other areas as outlined by CTC, or 24 semester units of coursework in child development or early childhood education
 - For those meeting SMC with CD/EC units, if less than 24 units have been attained at the time of application, plans must be in place to meet unit requirements prior to student teaching.
- Earned Bachelor's Degree (with a 2.5 GPA or higher)
- Pre-professional experience (45 hours of documented observation/participation in PK-3 settings), strongly recommended
- Certificate of Clearance
- Statement of Purpose (plus Spanish essay for Bilingual program)
- Resume
- 2 letters of reference
- Admissions Interview (plus Spanish proficiency assessment for Bilingual program)

Contact Information

PK-3 Subject Matter Requirements: Maria Fusaro, Ed.D., PK-3 Program Coordinator,
maria.fusaro@sjsu.edu

All other Application Questions: luriecollege-teacheradmissions@sjsu.edu

Requirements for Transition Point 2: Entry to Phase I Student Teaching.

In their first semester candidates develop their understanding of teaching and learning in their foundations courses. This includes their first fieldwork experience in a preschool classroom, during which they begin to identify practices and theories to inform their teaching. Ideas are introduced, practiced, and formatively assessed with readings, discussion, role play, microteaching, lesson plans, unit plans, school improvement plans, and the development of curriculum materials and assessments. Students conditionally admitted due to remaining EC/CD units must meet this subject matter requirement prior to entering into Phase I student teaching. Successful completion of semester 1 coursework and of the subject matter competence requirements allows candidates to pass through Transition Point 2. Failure to meet these requirements triggers an advising meeting and a program improvement plan.

Contact Information

For questions about your performance in a particular course, first contact your instructor, then, as needed the PK-3 Program Advisor.

Requirements for Transition Point 3: Entry to Phase II Student Teaching

In second semester, candidates continue coursework, while stepping into their Phase I student teaching placements. Knowledge, skills and dispositions are practiced and assessed through university assignments and field experiences. In their placements, they move from applying theories and practices with guidance from their mentor teachers and university supervisors to increased independence by the end of the semester. In addition, candidates must submit Cycle 1 of the CalTPA. Successful completion of coursework and fieldwork in this semester, including maintaining good academic standing and demonstrating proficiency on the [Phase I Summative Assessment](#) allow candidates to pass through Transition Point 3. The [U.S. Constitution Requirement](#) must be met anytime prior to starting Phase 2 Student Teaching (EDEL 143B). In the Bilingual Program, candidates must also pass CSET LOTE III. Failure to meet these requirements by the end of the semester results in a delay of Transition Point 3 until all requirements are met or the academic disqualification of the candidate.

Contact Information

For questions about your performance in a particular course, first contact your instructor and then, as needed, the PK-3 Program Advisor.

CalTPA Support: Kristy Cross, CalTPA Coordinator, kristy.cross@sjsu.edu

Fieldwork support: Dena Sexton, Ph.D., Field Placement Coordinator, dena.sexton@sjsu.edu

Requirements for Transition Point 4: Completion of Program

In the third semester in the program, coursework and fieldwork focus more deeply on assessing student learning and refining instruction based on reflection and the need to differentiate instruction for students with disabilities. Candidates continue to plan and teach independently and they move from assessing and reflecting with guidance from mentors and supervisors to greater independence in guiding themselves through the cycle of teaching. By the end of the program candidates should see teaching as a holistic enterprise in which planning, teaching, assessing and reflecting are an integrated effort that reflect their core values and commitments as educators. In addition, candidates submit Cycle 2 of the CalTPA. Successful completion of Phase II student teaching, good academic standing and proficiency on the [Phase II Summative Assessment](#) allow candidates to pass through Transition Point 4. Failure to meet these requirements by the end of the semester results in a delay of Transition Point 4 until all requirements are met or the academic disqualification of the candidate.

Contact Information

For questions about your performance in a particular course, first contact your instructor and then, as needed, the PK-3 Program Advisor.

CalTPA Support: Kristy Cross, CalTPA Coordinator, kristy.cross@sjsu.edu

Fieldwork support: Dena Sexton, Ph.D., Field Placement Coordinator, dena.sexton@sjsu.edu

Requirements for Transition Point 5: Recommendation for Credential

In order to be recommended for a credential, candidates must complete the following requirements and file for their preliminary credential with Credential Services:

- Bachelor's or higher degree
- Subject Matter Competency
- Successful completion of program coursework (3.0 GPA or higher)
- Passing scores on Cycles 1 and 2 of the CalTPA
- Passing scores on RICA
- Technology Requirement - [Technology Level 1: Google Educator Level 1](#)
- U.S. Constitution Requirement
- CPR certification
- Certificate of Clearance

Contact Information

Credential Services Office

Sweeney Hall 445

Email: credentials@sjsu.edu

Phone: 408-924-3541

Program Policies

Policy on Undergraduate Student Enrollment

Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher education. *Reference: Education Code Section 44320 (a).* The SJSU PK-3 ECE Specialist Instruction Credential Program is structured primarily as a post-baccalaureate program. San José State University undergraduates who have completed all prerequisites may enroll in PK-3 professional preparation courses with the consent of the instructor.

Policy on Recording Classroom Instruction

As part of your participation in the credential program, you will be required to record yourself teaching. You are responsible for ensuring the privacy of the students you teach and other individuals involved in your preparation as a teacher. This policy relates to permission to record, how to store those recordings, and where they can be published.

To record instruction, you must have the explicit consent of those being recorded. This includes the adults you work with as mentors, peer collaborators, and instructors, as well as the students you teach in the context of student teaching, substituting, or in other roles (e.g., instructional aid, before/after school staff, intern teacher). When recording students under 18, you are required to use the SJSU Video Permission Form.

Each of these recordings should be uploaded to Canvas via Studio (internal SJSU Video Platform). They may be stored on your own password-protected device until your credential is complete and CalTPA (signature project/assessment) is passed, and then they must be deleted. These recordings may be shared with your supervisor, mentor, and peers, but ONLY via Studio. Your videos may not be shared with anyone not associated with your credential program or for a purpose other than reflection or growth. It is forbidden to share videos on social media platforms such as YouTube, Facebook, Instagram, TikTok, etc.

PK-3 Intern Pathway Program Information

Overview

The PK-3 ECE Specialist Instruction intern pathway program is designed for individuals who have successful prior experience with lead-teaching in a PK-3 classroom and who seek an alternative route to earning their preliminary PK-3 credential. The Intern pathway program provides qualified candidates who are offered a teaching position an opportunity to complete the credential program as a contracted (paid) teacher under an Internship Credential. Please note that the term “intern” refers to the type of credential the candidate will be issued. This is not an internship in the traditional sense, the potential candidate will need to secure their own employment as a teacher of record—SJSU does not assist with this process. Intern candidates receive support from a university field supervisor and an on-site coach from the school while completing their credential coursework.

Authorization: The PK-3 ECE Specialist Instruction credential authorizes the holder to teach all subjects in a self-contained general education classroom setting and to team teach or to regroup students across classrooms, in preschool through grade three. The English learner (EL) authorization provided through this credential aligns with the EL authorization that is earned upon completion of a Single, Multiple, or Education Specialist teaching credential program.

The intern pathway program is designed for individuals in one of the following contexts:

- PHASE 2-only Interns: Candidates who have completed student teaching phase one (and one cycle of the CalTPA), and are scheduled to complete their final phase of student teaching and have been offered a teaching position by a partnering school district in the program’s [primary service area](#).

- PHASE 1 interns: Incoming teacher candidates, who have not completed student teaching phase one, but have successful long-term lead-teaching experience, and who are teaching on contract for a school district or have been offered a position by a district. Candidates must take pre-intern coursework (see courses needed under the “Eligibility” section), which is offered during the summer in addition to the academic year, to satisfy intern pre-service requirements prior to entering the intern program pathway.

The PK-3 ECE Specialist Instruction Credential program is typically completed in three semesters. Interns (and non-interns) may opt to spread out their coursework and complete their program in 4 or more semesters. Students will be required to enroll in a supervision course for each semester of their intern experience. [See sample 5-semester Intern roadmap.](#)

Eligibility

In order to be eligible to apply for the intern pathway program, applicants must:

- Must hold a baccalaureate degree or higher from a regionally accredited institution of higher education.
- Meet all admission criteria and deadlines for the [PK-3 ECE Specialist Instruction Credential Program](#), including the corresponding [Subject Matter Competency requirements](#), as well as the [U.S. Constitution requirement](#) prior to qualifying for an intern credential.
- While not required to qualify for an intern credential, prior to beginning their intern placement, interns will need to meet the TB requirement.

Pre-Service Requirement

- Must successfully complete the following foundational courses prior to being accepted into the intern pathway: EDTE 262 (second language learners), ChAD 272 (early childhood development); EDSE 104 (early identification/intervention); ChAD 261 (ECE Curriculum). Descriptions of these courses are available on the [PK-3 Credential Program SJSU Catalog website](#).

Bilingual Language Proficiency (Spanish only)

- Language competence must be met prior to being recommended for the intern credential for candidates who are dually enrolled in a bilingual authorization and intern program. Candidates for the Internship program who are dually enrolled in a Bilingual Authorization program for Spanish are required to demonstrate proficiency in Spanish through one of three options:
 1. Passing Subtest III (147) of the Spanish CSET (aka Spanish LOTE III)
 2. Possess a degree in Spanish from an accredited institution of higher education
 3. Possess any degree from a Spanish speaking country. Foreign transcript evaluation is required by a CTC-approved agency and degree must be equivalent to a U.S. bachelor's degree or higher degree from an accredited institution.

Apply for the Intern Pathway

1. If you have not yet applied to the [PK-3 ECE Specialist Instruction Credential Program](#), please follow all instructions on the Admissions webpage to submit your application to the university and program.
2. Complete and submit this [PK-3 Intern Pathway Program Application survey](#) confirming that you have met the Intern program application requirements, including the language competence requirement (for bilingual authorization candidates). Note: You may submit this form while you are in the process of applying to the university and PK-3 Program. The [PK-3 Early Childhood Education Specialist Internship Credential checklist](#) is available on the [Credential Services website](#).

Conventional Intern Teaching Candidates (Completing/Completed Phase I Student Teaching) Application Process

- After completing the PK-3 Intern Pathway Program Application survey, you will be added to a Canvas course for PK-3 Intern Credential candidates. You will upload the following to the canvas course:
 - EDEL 143A mid-semester check in form completed by your supervisor
 - Employment Offer
 - Support Provider Documentation
- Once you have uploaded these materials, you will schedule a 30 minute interview with the Intern Coordinator.
 - Please allow for one week after uploading your materials to schedule an interview
- Candidates must also successfully pass Phase I Student Teaching for intern pathway approval to be finalized.

Early Teaching Candidates (Have not completed and not currently enrolled in Phase I Student Teaching) Application Process

- Only in rare cases (representing significant classroom experience as lead teacher) are Phase 1 candidates allowed to accept an internship.
- If you have not taken (or are not currently taking) Phase 1 Student Teaching, you will need to complete the PK-3 Intern Pathway Program Application survey. You will then be added to a Canvas course for PK-3 Intern Credential candidates. You will upload the following to the canvas course:
 - 2 page, double-spaced personal statement
 - A 5-15 minute video of you teaching
 - One Letter of recommendation from someone who has seen you teach (e.g., principal, coach, mentor teacher)
 - Employment Offer
 - Support Provider document

- Once you have uploaded these materials, you will schedule a 30 minute interview with the Intern Coordinator.
 - Please allow for one week after uploading your materials to schedule an interview

Deadlines

- To be considered for the intern pathway for the **fall semester**, intern pathway applications must be submitted by (Designated date TBD, mid-April)
- To be considered for the intern pathway for the **spring semester**, intern pathway applications must be submitted by (Designated date TBD, mid-November).

Supervision of Interns

Each Intern in the PK-3 Program the intern pathway program will be:

- **Assigned a Site Coach** with a valid life or clear teaching credential corresponding to the grade level of the internship and a minimum of 3 years of successful teaching experience. The Site Coach is a school district employee, identified in partnership by the district and SJSU, and designated to provide you with support/mentoring and supervision.
- **Enrolled in an SJSU supervision course (EDEL 143A/B) and assigned an SJSU university supervisor** to contribute to your support/mentoring and supervision.
- **Offered a minimum 144 hours of support/mentoring and supervision per school year** including coaching, modeling, and demonstrating within the classroom, assistance with course planning and problem-solving regarding students, curriculum, and development of effective teaching methodologies in fieldwork courses taken.
- **Offered 45 hours of support and supervision specific to teaching English learners**, for candidates without a valid English learner authorization.
- **Completing logs** to document hours and types of general and EL-specific support provided by the university and district, providing a short description of each activity. The log will be integrated into SJSU's learning management system CANVAS and checked weekly by your SJSU supervisor.
- **Paid a first-year salary by the school district**, based on your placement on the district's certificated salary schedule. The PK-3 Internship Program does not reduce an intern's salary.

Both the school district and SJSU will contribute to your support/mentoring and supervision. You will receive support/mentoring and supervision from your **district Site Coach for a minimum of five hours every five instructional days**. The university and the district will also provide support through a variety of activities, including but not limited to, Intern Seminars, lesson observation and debrief with university supervisor, university-sponsored workshops, online learning modules, university webinars, professional- organization webinars, meetings with other district support personnel such as program specialists and school psychologists,

department meetings, grade level meetings, and district staff development.

Provisions for Meeting the PK-3 Clinical Practice Requirements

The district and the program sponsor will collaborate to develop a plan that allows PK-3 interns to acquire the required clinical practice hours. The university will review the following table with partnering districts and with prospective interns, depicting scenarios for candidates who pursue an Intern placement for Phase 1 and/or Phase 2 clinical practice. Note that Phase 1 may take place in a spring or fall semester, and therefore, Phase 2 may be in the same or a subsequent academic year. Districts will be advised that, although TK/K intern placements may be used to satisfy either grade band, single-grade placements (TK, K) should be prioritized to allow interns to implement a single set of curriculum standards.

Equivalencies	Phase 1 Internship or student teaching	Phase 2 Qualifying internship grade band
200+ PK/TK	TK	TK/K or K-3
200+ PK/TK	TK/K or K-3	TK/K or K-3 or TK
For interns starting Phase 1 in the Fall, a year-long K-3 Internship is preferred as it will allow for completion of Phase 1 and Phase 2 program requirements within the one placement, and with a focus on curriculum standards for a single grade. For interns starting Phase 1 in the Spring, the district will need to confirm whether a Fall Phase 2 internship will be available in a qualifying grade band prior to approving the Spring Phase 1 Intern placement. If that Fall placement is not possible, the candidate can continue with the Spring internship placement and then either complete a traditional Phase 2 student teaching placement in the Fall, or seek out a Fall intern position in a qualifying grade band at the same or different district.		

Equivalencies	Phase 1 Internship or student teaching	Phase 2 Qualifying internship grade band
None	TK	K-3 or TK/K
None	TK/K	TK/K or K-3 or TK
None	K-3	TK or TK/K

For interns starting Phase 1 in the Fall, a **year-long TK/K Internship** will allow for completion of Phase 1 and Phase 2 program requirements within the one placement.

If a Phase 1 candidate with no equivalencies starts a year-long TK or K-3 intern position in the fall, the district will either:

- Provide release time of 2 days/week during the fall or spring for the candidate to complete a part-time student teaching placement in the alternate grade band with a mentor teacher.
- (For districts with a part-day TK or K schedule) develop a schedule for the intern to complete a 200+ hour student teaching placement with a mentor teacher in the alternate grade band and have it count towards their contracted hours.
- Work with two PK-3 interns hired at a single school, whereby one is placed in a TK classroom and the other in a K-3 classroom, and then their assignments are exchanged mid-way in the school year to allow both to complete a placement in each grade band.
- Arrange for a summer school student teaching placement in the alternate grade band, with a mentor teacher. The candidate will enroll in the university supervision course and receive appropriate university supervision.

The program will have contingency plans in place:

For Phase 1 interns starting in the Spring: If a candidate does not secure an Intern position in a qualifying grade band for Phase 2, they will meet with the program to plan to complete Phase 2 as a part-time student teacher in a qualifying grade band (200+ hours).

If a Phase 1 candidate with no equivalencies starts a year-long intern position in the fall, but does not secure a qualifying arrangement in spring, they can enroll in the supervision course (143A/B) for both fall and spring that year, and return the subsequent academic year for Phase 2 in a qualifying grade band.

Program Requirements and Disclosures

1. The intern pathway program does not secure a teaching position for students. Candidates must have an offer from a partnering school district for a paid teaching position (letters of intent to hire by districts will be considered).
2. Intern positions must be approved by the PK-3 Intern program before a candidate accepts an intern position from a district
 - a. Teaching positions must meet specific intern and clinical practice requirements for the PK-3 Credential.
 - b. University supervisor availability must be established before an intern position is approved.
 - c. Positions must be in a public school with a partnering district in our [primary service area](#) in Santa Clara County. Interns must be hired as the teacher of record (long-term sub or temporary positions do not qualify).
 - d. Interns may not displace certificated employees.
3. Phase I candidates must commit to the intern pathway by designated dates (see above). Once approved for the intern pathway, candidates will not be placed for student-teaching for the subsequent semester. If they do not obtain an intern position, their program will be delayed. *Please note that most districts do not hire interns until late July or early August.
4. Candidates who commit to a student-teaching placement may not switch to the intern track.
5. Interns are required to fulfill all PK-3 credential program requirements and remain in good standing in the program (with a minimum cumulative GPA OF 3.0 and no less than a B in any course).
6. Interns who exhibit dispositions contrary to the program's goals and mission, and/or do not demonstrate competence in teaching according to the CA Teacher Performance Expectations may be required to exit the intern program.
7. Interns who do not pass Cycle 1 or Cycle 2 of the CalTPA on their first attempt may not continue in the intern program, and will be required to complete student-teaching.
8. The intern certificate is valid for a period of two years, and candidates must be enrolled in a supervision course in a credential program in order to maintain the credential. After that time, if a student is not able to apply for their Credential because they have not passed a requisite exam (such as CalTPA) or due to an unforeseen hardship, they may be eligible to enroll in up to two additional semesters of supervision to complete remaining requirements, pending Department approval.

Program Partners

- Alum Rock Union Elementary SD
- Berryessa Union School District
- Campbell Union School District
- Cupertino Union School District

- Evergreen Elementary School District
- Los Gatos Union School District
- Milpitas Unified School District
- Mount Pleasant Elementary School District
- Mountain View Whisman School District
- Santa Clara Unified School District
- San Jose Unified School District
- Sunnyvale School District

Agreement to abide by department policies

This document details important program and credential requirements and department policies. Please review it carefully and contact us if you have questions. All students are required to abide by department policies.