Mild/Moderate (M/M) or Dual (M/M and Multiple Subject) Credential Program

FIELD PLACEMENT HANDBOOK

For

Teacher Candidates, Interns, Cooperating Teachers, District Partners, and University Supervisors

College of Education - Teaching Credentials
Special Education Program
2015-2016

Updated: August 31, 2015
Dear M/M Specialist and/or Dual (M/M and Multiple Subject) Credential Teacher Candidates,

Congratulations on becoming a member of the CSUS College of Education, Special Education, Mild/Moderate Specialist and Multiple Subject Credential Programs. These are very exciting and challenging times for those preparing to teach in California’s schools. Faculty take tremendous pride in the rigor and quality of our program, and we are committed to providing you with the experiences essential to your development as a competent and confident beginning teacher. We look forward to working with you and our school partners as you become a knowledgeable and skilled new teacher who is committed to equity, social justice, and maximizing learning for ALL students.

As a Credential Department we model high quality teaching that exemplifies professional standards as elucidated in the California Teaching Performance Expectations (TPES) and grounded in social equity paradigms, we promote and practice within our own community social justice through democratic practices in classrooms and university collaboratives that interrupt narratives of domination in curriculum and instruction, and we foster personal and professional integrity. Our vision emerges from the belief that the uniqueness of every child is a strength rather than a weakness or deficit. Our vision comes to life through focused, rigorous coursework and structured field experiences in contexts that serve large numbers of low-income, culturally and linguistically diverse students with diverse abilities. This integrated coursework and fieldwork strengthens candidates’ commitments, knowledge base and skills needed to achieve educational equity.

Our vision is supported by collaborative relationships with public school districts, schools, and community agencies so that every child in grades K-18 has multiple and varied opportunities to reach his/her full potential. These partnerships will actively remove barriers to learning by engaging in collective efforts to equalize opportunities to learn for all children/youth in the K-18 public education system and through the promulgation of informed, research-oriented, culturally competent practices that are effective in multiple settings (e.g., classrooms, pre-schools, clinics, etc.). Progress towards our vision is measured through input from partners and a coordinated set of performance assessments that faculty regularly and deliberately analyze.

This Field Placement Handbook provides the most current information about our program and explains the expectations of professional conduct to which you will be held while completing experiences in the field. The College of Education Policies and Procedures Handbook for Teacher Preparation Programs is an additional important source of information as it contains more explicit information about policies governing the program and key processes. It can be found on the Teaching Credentials Department.

Student teachers/interns - Please share information about how to access both Handbooks with your cooperating teachers and site administrators. We want them to know that the College of Education faculty greatly appreciates the time and expertise that public school teachers and administrators expend in preparing our student teachers, and their future teachers. Please keep these handbooks for reference throughout the credential program. We welcome your suggestions for revisions and additions to either handbook. As new information is generated (e.g., new/amended policies, etc.) we will also update elements of these documents. Again, congratulations and best wishes for success throughout the program, especially in your field and student teaching experiences.

Dr. Stephanie Biagetti, Chair
College of Education- Teaching Credentials, sibiagetti@csus.edu

Dr. EunMi Cho, Student/Intern Teacher Field Placement Coordinator
College of Education - Teaching Credentials - Special Education, eumnicho@csus.edu
# Table of Contents

- **GLOSSARY OF TERMS** ................................................................. 3
- **DEPARTMENT OF TEACHING CREDENTIALS AND AER3O OFFICE** ................................. 4
- **COLLEGE OF EDUCATION TEACHING CREDENTIALS: SPECIAL EDUCATION** .......... 5
- **EVALUATION OF STUDENT TEACHING/INTERNSHIP AND OVERVIEW** .................. 7
- **INFORMATION FOR COOPERATING (MENTOR) TEACHERS** ........................................ 12
- **INFORMATION FOR UNIVERSITY SUPERVISORS** ...................................................... 15
- **INFORMATION FOR STUDENT TEACHERS** ............................................................. 20
- **STUDENT TEACHING EXPERIENCE EXPECTATION: PACING GUIDE** ......................... 26
- **STUDENT TEACHING ON AN INTERN CREDENTIAL (EDS 473)** ................................. 29
- **POLICIES AND PROCEDURES REGARDING CONTINUATION IN THE CREDENTIAL PROGRAM** .................................................................................................................. 33
Co-Teaching Model – “Two teachers (cooperating teacher and teacher candidate) working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction” (Bacharach, N. and Heck, T., 2011).

Competencies – The competencies are the measurable and observable knowledge, skills, and dispositions that the university uses to evaluate candidates. The evaluation form can be found at the end of the handbook.

Cooperating Teacher (CT) – The in-service teacher who willingly collaborates with and mentors a teacher candidate.

Field Placement – Field placement is the all-encompassing term used to refer to the field experience placement (first semester) and student teaching placement (second semester).

Field Placement Coordinator – The CSUS faculty member who assigns candidates their field placements.

Lesson Plan Template – The required lesson plan template that all EDS teacher candidates use throughout the program. A copy of the template is included in this handbook.

Pacing Guide – A guide that assumes more responsibility for the planning, teaching, and assessing of the students in the classroom as time goes on. The teacher candidate initially observes the cooperating teacher modeling effective planning, teaching, and assessment strategies. Then, if agreed upon by both parties, the teacher candidate and the cooperating teacher co-plan lessons during weeks 3 and 4 and the teacher candidate implements one or two elements depending upon the week. The pacing guide continues to be used as stated in the name, a guide.

Supervisor – The CSUS faculty member who evaluates the candidate’s performance in the host classroom and acts as a liaison between the university and the public school. The university supervisor plays a key communication role among the school administrators, the cooperating teachers and the program faculty/staff in support of the teacher candidate.

Teacher Candidate (TC) – A teacher candidate enrolled in the university credential program who concurrently works in the field as a student teacher or an intern teacher.

Teacher Performance Expectations (TPEs) – A description of the set of knowledge, skills, and abilities that the state of California expects of each candidate recommended for a Multiple Subject Teaching Credential. (see: http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-Full-Version.pdf)
Department of Teaching Credentials and the Advising, Equity, Retention, Recruitment, Recommendation and Outreach (AER³O) Office

The Teacher Preparation Programs are supported by expert staff, at the program, department and college levels. Staff in our department office provide admitted candidates with resources related to courses, required forms, and faculty information. Staff in the Advising, Equity, Retention, Recommendation, and Outreach-AER³O Office provide resources related to program selection, support for required exams, scholarship information, preparation of application materials as well as assist applicants at the final stages of their program, when a credential recommendation is needed.

Teaching Credentials Department Office – Eureka Hall 401, (916) 278-6639
AER³O Office – Eureka Hall 437, (916) 278-6403
Credential Analysts’ Office – Eureka Hall 414, (916) 278-4567

The hours for the offices listed above are Monday – Friday, 10 a.m. – 12 p.m. & 1 – 5 p.m. (academic year hours, check website for summer hours)

GENERAL ACADEMIC AND PROGRAM SERVICES:

 The Academic and Program Services is the one-stop shop for all student services. (916) 278-6639 | Eureka Hall 401 | coe@csus.edu

CONTACTS for Program Specific Services:

 Linda Lugea, Department Administrative Support Coordinator
  l lug e a@csus.edu, Eureka Hall 401, (916) 278-5399
 Susana Guzman, Department Administrative Assistant
  s g u z m a n @ c sus.edu, Eureka Hall 401, (916) 278-2495
 Kathe Goodwin, AER³O Lead Program Advisor
  g o o d w i n k@csus.edu, Eureka Hall 434, (916) 278-6403
 Elizabeth Christian, AER³O Lead Credential Analyst
  e c h r i s t i a n @ csus.edu, Eureka Hall 414, (916) 278-4567
 Ashley Ciraulo-Stuart, AER³O Program Advisor
  a c i r a u l o @ c s us .e d u, Eureka Hall 432, (916) 278-6403
 Harold Murai, Equity Coordinator
  m u r a i @ c s u s .e d u, Eureka 435, (916) 278-7018
 Annie Suaréz, AER³O Office, Administrative Support Coordinator
  s u a r e z a @ c s u s .e d u, Eureka Hall 437, (916) 278-6403
FIELD PLACEMENT HANDBOOK
FOR STUDENT TEACHERS/INTERNS, COOPERATING TEACHERS, ADMINISTRATORS, & UNIVERSITY FACULTY

APPROVED PROGRAMS FOR PROFESSIONAL TEACHER PREPARATION at SACRAMENTO STATE UNIVERSITY

The Sacramento State College of Education offers California Commission on Teacher Credentialing (CCTC) approved professional education programs leading to a Multiple Subject Credential, Single Subject Credential, or Education Specialist Credential. All program options embed the English Language Authorization (ELA) requirement through which candidates gain the foundational knowledge and skills needed to teach students from diverse linguistic backgrounds. Candidates with appropriate language skills and knowledge of the target culture may also seek a Bilingual Authorization in Hmong or Spanish. With effective planning, undergraduates may begin taking credential courses in a blended program in Single Subject Mathematics. All programs are designed to provide experiences with various grade levels in public schools, with students from different linguistic, cultural and socioeconomic groups, and with school-community services.

During any given semester, up to 500 students are enrolled in our credential programs. Such a large program might result in huge sections of faceless teacher candidates and faculty. However, faculty have created structures that allow for professional learning communities to operate throughout the program. These communities consist smaller groups of candidates, scheduled together in common sections of courses, consistent faculty and supervisor teams, and cooperating teachers who are familiar with (and sometimes graduates of) our programs.

Specialist Credential Programs: Credentials usually offered through the Special Education Program include: Mild-Moderate Specialist, Moderate-Severe Specialist, and Early Childhood Special Education. These programs are offered consistently in the fall semester; due to budget constraints, spring semester admissions have been limited in recent years. In addition to the three specialized credential options, candidates may be eligible for an Internship Credential in Special Education. Applicants can seek further information from a program advisor if they have an interest in teaching as an intern and complete the credential program.

COLLEGE OF EDUCATION TEACHING CREDENTIALS: SPECIAL EDUCATION

The College of Education - Teaching Credentials - Special Education offers professional programs in the areas of Special Education. Offered are professional programs leading to specialist credentials for teachers of pupils with mild through severe needs (Mild-Moderate, Moderate-Severe, and Early Childhood Special Education Specialist Credentials). Professional preparation programs leading to Master's Degrees include a Master of Science in Counseling with a Vocational Rehabilitation Counseling option (in cooperation with the Department of Counselor Education), a Master of Science in Counseling with a School Psychology option (also in cooperation with Counselor Education), and a Master of Arts in Education with an option in Special Education. Candidates interested in both a credential and an M.A. program should consult with a program advisor well in advance of preparing application materials as university guidelines restrict the order in which these programs can be completed.

Special Education Mission/Philosophy

Our mission is to prepare highly qualified individuals from diverse backgrounds to provide appropriate educational services to individuals with disabilities, birth to adulthood, and their families.

Special Education Program Philosophy Statement

To support this mission, we believe that teachers of students with disabilities should:

- Demonstrate respect and support for the diversity and dignity of all persons, regardless of age, race, ethnicity, language, socioeconomic status, religion, gender, national origin, abilities, family composition, and sexual orientation.
- Facilitate collaboration among general educators, special educators, families, related services personnel, and community agencies to educate students in inclusive settings.
Utilize innovative and evidence-based practices for assessment and evaluation, program planning, curriculum, educational interventions, positive behavioral supports and transition aimed at the development of life-long learners.

Be active participants in innovative and evidence-based practices and should be supported in developing skills for self-reflection, critical analysis, and dissemination of information on effective practices.

Demonstrate the core values of student advocacy, teacher advocacy, cultural competence, and family-centered, trans-disciplinary collaboration.

Be effective agents of systems change and promoters of social justice in their schools, programs, communities, and professional disciplines.

Facilitate the development of self-determination and self-advocacy in all students and their families with the goal of achieving meaningful life outcomes.

Demonstrate a high standard of ethics in all of their professional activities.

**Special Education Program Goals**

Sacramento State recognizes that it has a major responsibility to California and the nation to encourage men and women who have high ethical and intellectual standards to enter the teaching profession. To that end, the university values and seeks teacher candidates who demonstrate a commitment to equity, problem solving and lifelong learning which are essential for professional competency. We believe that the core competence required of all educators upon entry to the profession is the capacity to help all children and young adults to participate successfully in our democratic and diverse society as thoughtful, knowledgeable, and ethical individuals who can make their own lives and the lives of others better. A solid academic background forms the foundations for those planning to enter the Special Education Teaching Credential Programs. On the basis of this foundation, the Special Education programs provide specialized graduate level professional preparation in teaching. Goals of the credential program include the following:

1. Candidates will identify students’ individual differences in ability, language, and experiences, and use understanding of these differences to support their achievement.
2. Candidates will demonstrate knowledge of the learning process, the diagnosis of learning problems and strengths, and the process of evaluating their students’ achievement.
3. Candidates will identify social, cognitive and affective needs of students and plan and implement appropriate lessons to meet those needs.
4. Candidates will teach lessons that utilize a range of strategies, e.g., inquiry, discovery, problem solving, inductive reasoning, that address the varying needs of the students.
5. Candidates will study various models of and strategies for classroom management and be able to identify and use elements that promote an equitable, productive and positive learning environment for all students.
6. Candidates will evidence effective communication skills, both written and oral, to stimulate optimal student learning.
7. Candidates will demonstrate effective interpersonal skills including conflict resolution and problem solving.
8. Candidates will evidence desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.
9. Candidates will explore and draw on community and family resources to enhance their students’ learning.
10. Candidates will demonstrate knowledge of the role of the teacher in the profession and in the community.

**Mild-Moderate Specialist and Dual (Mild-Moderate and Multiple Subject) Credential Programs**

The M-M program is designed to provide experience with more than one ability level, with different linguistic
and cultural groups, with students who have a variety of disabling conditions, and with opportunities for involvement in school-community services. Each semester includes integrated course work and field experiences. The Mild-Moderate and Multiple Subject/Mild Moderate Specialist Credential program pathways take between 2-4 semesters to complete, with integrated general and special education coursework in each phase.

Please note that because of California Commission on Teacher Credential (CCTC) modifications to the statewide special education standards, the Sac State educational specialist programs reflect these changes implemented in Fall 2011. Please check online for any and all programmatic changes:
http://www.csus.edu/coe/academics/credentials/programs/overview-education-specialist.html

Program Pathways

The preliminary Mild-Moderate Specialist credential program at CSUS focuses on the state standards developed by the California Teacher Credentialing Commission. Candidates entering with no previous credential follow a 2 to 3 semester sequence, and candidates entering with a multiple subject or secondary credential typically follow a 1+ year sequence. University coursework is tied closely to a series of community-based field experiences and district/university supervised student teaching in schools that serve with a diverse student population.

1. **Traditional Mild/Moderate Credential Program (hold no other credential):** A post BA 2 to 3-semester credential program for candidates in non-teaching or teaching positions interested in flexible scheduling.

2. **Intern Mild/Moderate Credential Program (hold no other credential):** A post BA 2 to 3-semester program designed for teachers who are eligible for an internship credential and are hired by a school district.

3. **Mild/Moderate Preliminary Credential Program (hold multiple subject credential):** Candidates who already hold a multiple subject credential follow a sequence of approximately 18 units of coursework, 5-7 units of supervised student teaching, and a 1-unit student teaching seminar.

4. **Dual (Multiple Subject & Mild Moderate) Credential Program:** A post BA 4 to 5-semester program designed for candidates interested in pursuing two credentials concurrently.

**Mild/Moderate Specialist & Dual Credential Student Teaching/Internship Overview**

**EVALUATION OF STUDENT TEACHING/INTERNSHIP**

The evaluation of student teaching/internship is a continuous process that facilitates the mastery of competencies in teaching and assists the student teacher/intern in developing techniques of self-evaluation.

During the semester, frequent observations by the cooperating teacher should serve constructive and informational ends. In the post-observation conference, the student teacher and cooperating teacher (intern and University supervisor) will want to explore both the successful and unsuccessful aspects of the lesson. The conference can be most valuable when suggestions for improvement are used in planning future lessons. Experience suggests that it is better to focus on two or three points per lesson.

The University supervisor will leave written observation notes and suggestions with the student teacher/intern if s/he cannot meet with the student teacher/intern immediately following the observation. Because of schedule conflicts, it is sometimes necessary for the student teacher/intern and the university supervisor to delay their conference after the observation. Student teachers/interns who are having difficulty need to be informed of the
areas of weakness and given specific suggestions for improvement. If it becomes apparent that the student teacher/intern is not making satisfactory progress, additional observations and conferences need to be held. Copies of all these written observations should be provided to the student teacher/intern.

The cooperating teacher and university supervisor complete two formal evaluations during each semester of student teaching/internship. Usually midterm and final conferences will be scheduled by the University supervisor to discuss these evaluations with the student teacher/intern. The midterm conference should serve as a benchmark for planning the remainder of the semester. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the student teacher/intern for the phase. The University supervisor, after consultation with the student teacher/ intern and cooperating teacher, then assigns a grade of Credit (CR) or No Credit (NC).

The Evaluation of the Multiple Subject Credential Candidate (EDS 420B)
Candidates are monitored carefully throughout their credential program to ensure that they are making adequate progress toward meeting the Teaching Performance Expectations (TPEs) established by the state and other program outcomes identified by program faculty members. Evaluation of candidate development occurs through the use of formative assessments (those done at key transition points which are used to provide feedback to candidates and program faculty) and summative assessments (those that culminate the program and are used to determine whether a candidate can be recommended for a credential).

Overall, a comprehensive set of artifacts and evidence that student/intern teachers produce are assessed and aggregated to produce a final decision about their attainment of the TPEs and their suitability for a credential recommendation. There are many opportunities for them to demonstrate what they know and can do as a candidate; correspondingly, they will be evaluated at many points as they complete the program requirements. While this may seem like a large number of assessments, this kind of continuous assessment provides them with multiple opportunities to understand how their performance is meeting standards and where they can make specific improvements. Moreover, our instructors are conscientious in providing them with clear and timely feedback, especially at key transition points, so that they have a good sense of the rate of progress towards their credential. Finally, if they struggle at any point, there are many resources available to assist them (Refer to Candidate PACT Handbook for more information).

Formative Assessments: At the end of each semester, student/intern teacher program coordinator in conjunction with the program faculty and the program staff check their progress in the program. This monitoring takes place by verifying that their grade point average is above a 3.0, they have received no grades below a “C,” and have not received an “Incomplete,” or “No Credit.” Additionally, their progress in all student teaching phases will take place—making certain that they have passed the midterm and final student teaching evaluations for the semester and on embedded signature assignments (these will be fully explained by their academic program advisors).

Summative Assessments: Our program uses two primary summative assessments: the Performance Assessment for California Teachers (PACT)-Teaching Event with Math content and the evaluation of the final semester student teaching. Although a brief description of the PACT process is explained below, candidates are strongly encouraged to read the materials in the Candidate PACT Handbook very carefully. A full explanation of the evaluation of student teaching also follows.

Performance Assessment for California Teachers (PACT)
In 1998 the Senate passed SB2042, comprehensive legislation that established new program standards for teacher preparation programs throughout the state. This legislation charted a new vision for teacher development in our state – from subject matter preparation (at the undergraduate level) through pedagogical preparation (in credential programs) through the first two years of professional practice (through induction
Through SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the Commission on Teacher Credentialing, have sought to bring coherence to pre-service and in-service teacher preparation and development in our state. One strategy for bringing this vision to reality is through the assessment process. SB2042 established the Teaching Performance Expectations (TPEs), a set of 13 candidate outcomes that are meant to guide program content and experiences. The TPEs map directly onto the California Standards for the Teaching Profession (CSTPs), which outline 6 domains of performance for in-service teachers. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate. Districts and schools are creating similar tools for measuring CSTP attainment for in-service teachers.

**Key Points:**
- A Teaching Performance Assessment (TPA) is a relatively new requirement for candidates seeking a preliminary multiple subject or single subject credential. Teacher preparation programs throughout California submitted formal proposals to the CCTC indicating which TPA they would use and how it would be implemented on their campuses. For Multiple Subject candidates, the PACT includes the Teaching Event, completed in the final semester of the program, and 3 Content Area Tasks (CATs), which are completed throughout the program.
- Scores on PACT elements become part of a larger set of evidence used to determine whether a candidate can be recommended for a credential and the candidate’s PACT scores are kept confidential by the institution.
- The Teaching Event is composed of five different tasks, each of which has its own set of prompts and all of which you must integrate together into a coherent portrait of your thinking and performance as a novice teacher. Attention to students’ academic language development is overlaid through tasks 2 through 5.
- The courses you take in the teacher preparation program and student teaching each play a different role in preparing you to complete the Teaching Event. There is also one course in the final semester of the program (EDS332) where you will receive explicit support as you prepare the Teaching Event.
- You complete the Teaching Event as part of your final semester of the multiple subject phase of student teaching (EDS 420B).

**Supervision Role**

The evaluation of student teaching is a continuous process that facilitates the development of competencies in teaching and assists the candidate in developing techniques of self-evaluation. University faculty and school-based personnel play a paramount role in the candidate’s professional development in the field. It is the responsibility of the university supervisor, in collaboration (when applicable) with the cooperating teacher or district mentor, for verifying that candidates have met competencies.

**Supervision Responsibilities**

Candidates will receive frequent written and verbal feedback from their cooperating teacher. Such feedback is based on informal observations of the candidate’s work in the classroom (e.g., one-on-one, small group, during transitions, with whole class, etc.) and should serve constructive and informational purposes. Many cooperating teachers may choose to offer more formal forms of feedback and communication of the candidate’s strengths, areas for improvement, and areas of growth. These may take the form of notes after an informal observation, an interactive journal, critiques of lesson plans, and so on. The cooperating teachers also complete a mid-term and a final evaluation of the candidate.

The University Supervisor is required to conduct a minimum of six observation/visitations for each candidate over the semester or equivalent of a semester. This requirement assumes that the candidate is making satisfactory progress and continues student teaching through the end of the semester. The University Supervisor also completes a mid-term and a final evaluation of the candidate. The cooperating teacher also
completed these evaluations, though it is the university supervisor that makes the final recommendation about the candidate's grade in student/intern teaching.

**Mid-term, Final Evaluations, and Grading**

Again, two (2) formal evaluations are required of the cooperating teacher and university supervisor during each semester of student teaching: a mid-term and final. Both mid-term and final evaluation are also required of the candidate, who uses this opportunity to reflect and self-evaluate. Typically, the university supervisor schedules mid-term and final evaluation conferences. The mid term evaluation is typically completed at approximately the 7th week of each semester and the final evaluation occurs during the 14th or 15th week of the semester. The mid-term evaluation form and conference should serve as a critical benchmark for providing specific feedback to the candidate and informing any special arrangements if the candidate is experiencing difficulty in meeting competencies. If there is concern that a student teacher is not meeting competencies in a timely fashion an action plan, specifically identifying the timeline(s) for meeting the competencies needs to be developed. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the candidate for that phase. **Early in the semester, the university supervisor should inform and review these evaluation forms with the candidate and cooperating teacher (site administrator for an intern teacher) so that all parties have a concrete sense of performance goals for the semester.**

The university supervisor, after consultation with the candidate and cooperating teacher, recommend a grade of either credit (CR) or no credit (NC). If a grade of no credit is being considered, it is critical that the M-M Student Teaching Placement Coordinator be informed of the reasons for recommending a grade of NC and the steps that were taken to support the candidates progress in meeting all required competencies.

**NOTE:** All evaluation forms for EDS420A, EDS471, EDS420B, EDS472 (student teaching), EDS473 (intern teaching) are completed electronically in TaskStream. The Student Teaching Placement Coordinator will provide more information on how to obtain access to TaskStream. Additionally, University supervisors are responsible for assigning grades through an “on-line” system via My SacState. The M-M Student Teaching Placement Coordinator can assist any supervisor who may need support in submitting grades “on-line.” If the candidate receives a no credit grade, it must then be determined by the coordinator and supervisor whether the candidate will be recommended to repeat or not repeat that student teaching phase. If it is recommended that the candidate repeat student teaching, the M-M coordinator will make arrangements for the following semester. If it is recommended that the candidate **not** repeat student teaching, then the candidate has the right to engage in the Credential Appeals process (See “Appeal Process” in this handbook).

**Difficulties in student teaching as they relate to the evaluation process**

Candidates who are having difficulty need to be informed in writing of the areas of weakness and given specific suggestions and a timeline for improvement. Copies of all written observations and other documentation related to student teaching should be provided to the candidate with a duplicate given to the supervisor and M-M Student Teaching Placement Coordinator. The original should be placed in the candidates file at the department office. If it becomes apparent that the candidate is not making satisfactory progress, additional observations and conferences may need to be conducted, sometimes involving other university faculty and/or public school personnel.

**Termination of student teaching prior to the end of the semester**

Depending on the individual circumstances, student teaching may need to be terminated prior to the end of the semester. Termination of student teaching may include either removal from the placement altogether (with
a grade of NC being assigned) or removal from regular student teaching duties, but approval to remain in the classroom to observe and participate in a limited fashion (generally also with a grade of NC being assigned). Sacramento State University candidates are guests at the school site. Therefore, if a site level administrator (usually the principal) asks that a candidate be removed from the school site, they will be removed.

Possible reasons why a candidate’s placement might be terminated prior to the end of the semester include the following

1. Violation of any article of the university student conduct code (http://www.csus.edu/admbus/umanual/UMS16150.htm).
2. Any action by the candidate that is deemed by the cooperating teacher and/or university supervisor to be a threat to the safety and well being of children/adolescents at the school site.
3. Disruptive or unprofessional behavior including such actions as:
   - Repeated rejection of the authority of the cooperating teacher, school administrators, or university supervisor; violations of student or teacher confidentiality; continued unprofessional dress, speech; continued unexcused absences (e.g. unrelated to excused absences cause by medical issues), tardiness, lack of preparation, lack of effort, etc.;
   - Breakdown in communication and mentoring relationship between the cooperating teacher and candidate and/or university supervisor and candidate due to candidate rejection of constructive criticism, inability to implement suggestions in a timely and consistent manner and/or unprofessional behavior.
   - Slow progress towards competencies such that the classroom environment is compromised, coupled with breakdown in mentoring relationship, or disruptive/unprofessional behavior.
   - More information about Sacramento State University’s policy on disruptive behavior can be found at: http://www.csus.edu/admbus/umanual/UMD03250.htm.

NOTE: In some cases, progress toward meeting student teaching competencies in a specific semester is such that, in the professional opinion of the cooperating teacher and University Supervisor, the candidate will not be able to successfully complete the required “solo” teaching requirement, and in fact, attempting the solo will lead to classroom disruption and interrupted learning by the K-12 students. In these cases, if the candidate/cooperating teacher relationship is intact and positive, the recommendation may be to suspend taking on new teaching duties, defer attempting the solo period, but continue observation and participation in the classroom so that the candidate can continue to make progress. A grade of No Credit will be assigned and the course must be repeated.

Reassignment of Candidates

Candidates in the Phase I (EDS 420A, EDS 471) and Phase III (EDS 472/473) student teaching will not be reassigned to another school after six (6) weeks of the semester have elapsed, except under unusual and compelling circumstances. Prior to six weeks, reassignment to another classroom may be arranged with strong justification. That request must be initiated through the University Supervisor and M-M Student Teaching Placement Coordinator.

Candidates in the Phase II Multiple Subject (EDS 420B) student teaching will not be reassigned to another school after two (2) weeks of the semester have elapsed, except under unusual and compelling circumstances. This is due to the PACT requirements/Teaching Event timelines. Prior to two weeks, reassignment to another classroom may be arranged with strong justification. That request must be initiated through the University Supervisor and M-M Student Teaching Placement Coordinator.

A No Credit Grade in Student Teaching

A “No Credit” in any student teaching course means a student may not continue with any portion of the
Teacher Preparation Program unless recommended for continuation by the instructor of record and the coordinator. Details of the discontinuation process are available from the Lead Program Advisor of the AERO office. Incomplete grades are not typically given for student teaching.

**INFORMATION FOR COOPERATING/MENTOR TEACHERS**

The procedure for selecting cooperating/mentor teachers involves school district special education administrators, site principals and/or vice principals, cooperating teachers themselves and the university faculty. While the criteria for selecting cooperating teachers may vary from district to district, assignments are based in general on the following criteria:

1. A willingness to meet regularly with the student teacher to plan lessons and to provide written or verbal feedback on the observed lessons;
2. A commitment to modeling for the candidate effective teaching strategies (in different content/subject areas) and effective classroom management that emphasizes positive, proactive strategies, which promote self-directed student behavior;
3. Sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the university supervisor);
4. Skill in communicating about expectations, rationales for decisions, and evaluations of teaching;
5. A desire to grow professionally through the exchange of ideas with the student teacher;
6. Hold the appropriate specialist credential and have at least three years of teaching experience.

**Cooperating Teacher (CT) General Role**

The role of the cooperating/mentor teacher is to serve as a model, guidance, and instructor for the student teacher. While the primary responsibility is always to the pupils in the classroom, the cooperating/mentor teacher will want to be aware that the student teacher is someone who is growing in competence and thus needs ongoing assistance and support while gradually assuming an increasing amount of responsibility. Though student teachers will make mistakes and need the benefit of constructive feedback, cooperating/mentor teachers will want to avoid making the criticism publicly in a way that impairs the relationship between student teacher and pupils/other staff/parents.

During Phase I, the cooperating/mentor teacher should be present in the classroom at all times when the candidate is there. During Phases II and III, the cooperating/mentor teacher should be either in the classroom or within reasonable proximity (i.e., on the school site). The cooperating/mentor teacher can help the student teacher “get off to a good start” by preparing the pupils and their parents for the arrival of the student teacher. Additional suggestions are usually given to each cooperating/mentor teacher by supervisors at the beginning of each semester.

**Cooperating Teacher (CT) Responsibilities**

As a Cooperating/mentor teacher you are one of the candidate’s most important resources during the field experience. You are the candidate’s professional coach and mentor. As such, you will need to provide constructive and positive feedback regularly and positive suggestions so that your student teacher may improve and grow into the professional we all want him/her to be. Your active involvement is critical to a successful field experience.

1. Read this Handbook to familiarize you with our program.
2. Provide a supportive environment by preparing the class for the student teacher’s arrival, and introduce the student teacher to other faculty, parents, and team members.
3. Share ideas with the student teacher about goals, unit and lesson planning, sheltering instruction, classroom management, effective discipline programs.
4. Share resource and reference materials that have been effective for your class.
5. Allow the student teacher to apply what he/she is learning in University coursework; allow the use of different teaching strategies.
6. Assist the student in both long-term and short-term planning of lessons and units.
7. Assist the student teacher in planning a schedule for gradual assumption of teaching responsibilities (during Phase II–III).
8. Observe as many lessons as possible with written or verbal feedback. If possible, use of a video camera can allow the student teacher to self-evaluate their performances.
9. Give the student teacher opportunities to ask questions, observe you teach, model instructions and to review the grade level curriculum continuums and state frameworks.
10. Maintain ongoing communication with the University Supervisor and assist in solving field-related challenges, or individual needs.
11. Complete the mid term and final evaluations online.
12. Communicate with the supervisor to arrange a final exit interview with the student teacher and the supervisors so that the Competency Evaluation Form can be finalized and signed off by all participants.

Supporting Your Student Teacher

✓ Provide the student teacher with information easing adjustment to the school and classroom. (orienting)
✓ Help the student teacher locate resource materials, equipment, and curriculum. (supportive)
✓ Provide opportunities for the student teacher to observe the students and how they learn. (inducting)
✓ Structure responsibilities that gradually ease the student teacher into full time teaching. (inducting)
✓ Help the student teacher develop skills in planning and evaluating learning experiences. (guiding)
✓ Work with the student teacher in developing lesson delivery skills. (guiding)
✓ Work with the student teacher in developing classroom management skills. (guiding)
✓ Observe the student teacher and provide specific, constructive feedback. (reflective)
✓ Critique the student teacher’s work in a sensitive yet straightforward way. (reflective)
✓ Conference regularly and frequently with the student teacher. (cooperative)
✓ Encourage the student teacher to explore and take risks. (supportive)
✓ Demonstrate sensitivity to the emotional needs of the student teacher during the stressful period of student teaching. (supportive)
✓ Familiarize student teacher to district and school programs (e.g., RSP, GATE, Special Ed., Chapter 1, Reading Recovery, etc.). (orienting)
✓ Provide curriculum frameworks and guidelines. (orienting)
✓ Inform student teacher of district and school testing programs and their place in the curriculum. (orienting)
✓ Build and maintain trust. (supportive)
✓ Help parents understand the valuable role the student teacher plays in the classroom, and the classroom plays in the development of the student teacher as a professional. (supportive)

Suggestions When Your Student Teacher Observes You Teaching

1. Choose situations carefully to maximize student teacher learning.
2. Share your goals with the student teacher in advance (if possible).
3. Encourage the student teacher to revisit your specific goals to see how they played out, or take a moment to share your goals with him/her as you debrief.
4. Focus your student teacher’s observations on specific aspects of the teaching day—e.g., the morning meeting and transition to the first curriculum activity, the reading and discussion of a story, etc.
5. Focus your student teacher’s observations on a few children and have him/her “track” these students’ experience with the lesson.

Debriefing Together (Cooperating Teacher Lesson)
1. Invite the student teacher to tell you what he/she saw and ask you questions about why you did what you did.
2. If the student teacher misses things that you did that you think are important, point these out to him/her.
3. Perhaps the student teacher would have done something quite different from what you did—what might he/she have tried, and why?
4. Help your student teacher make arrangements to observe other classrooms in the school to gain exposure to a variety of teaching styles and approaches.

When You Observe The Student Teacher
1. Choose situations carefully to maximize student teacher learning.
2. Focus your observations on specific aspects of the teaching day or specific aspects of her practice—e.g., how he/she gives directions, how he/she gets children to shift from one activity to the next, how he/she facilitates discussion, and so on.
3. Ask the student teacher in advance about his/her broad goals or specific goals, or ask if there were anything particular he or she would like you to look for.
4. Where possible, map your observations onto his/her goals for the day or activity.

Debriefing Together (Student Teacher Lesson)
1. Ask the student teacher about his/her goals and how he’s/she’s feeling about the way things went—e.g., How are you feeling about the lesson or activity? What went well? What was challenging?
2. Tell the student teacher what you saw and ask questions about why he/she chose to do things one way or another.
3. Ask the student teacher what he/she thinks he/she could have done or might do differently next time.
4. Share your own suggestions for next time with the student teacher: Next time, you might want to try (alternative).
5. If you are experiencing any sort of difficulty with your student teacher do not hesitate to share this with the university supervisor. The supervisor is there to serve as liaison between you and the University and you and the student teacher. It is critical that if any problems arise, they may be dealt with in a collaborative and timely fashion (see Section 6: Resolution of Problems).
6. When assisting your student teacher in assuming classroom and teaching responsibilities it may be helpful to allow them take over one subject at a time, adding a new subject each week.
7. If you are working with a Phase II or III student teacher that is expected to take full-time responsibility for a minimum of two weeks, it is highly recommended that this experience occur prior to the final week of student teaching.
8. The evaluation forms included in this handbook are most crucial to the student teachers as these forms go into their placement files. The University appreciates your timely completion of these forms.
9. Please assist your student teacher in arranging to observe an Student Study Team (SST) and an IEP meeting. This is field experience requirement in Phase III student teaching.
10. Please introduce your student teacher to your building bilingual and Title I support personnel as well as any related services personnel.

Cooperating Teacher Absences
In the event that a cooperating/mentor teacher is absent from school, the student teacher does not serve as a substitute, unless the student teacher has an emergency permit AND (in some cases) has received prior approval
from the university supervisor and the cooperating teacher. Although a student teacher is encouraged to assist the cooperating teacher with extracurricular responsibilities, the candidate cannot replace the teacher in these duties.

**Additional Points:** Professionalism should always be encouraged. Inform your student teachers that they are in a very sensitive position and that confidentiality is vital.

- Provide your student teacher the bell and subject schedule for your class and a district calendar as well as school campus map. This information will be useful in arranging observations and post-conference meetings.
- Arrange observations when your students are teaching a lesson, either whole or small group. Be certain to observe teaching of varied subjects and encourage a variety of teaching strategies.
- Be aware that your student teacher will have emotional as well as professional needs. Student teachers who are having difficulty may need more than the minimum number of observations. It may be necessary to issue an early warning. Please contact the Student Teaching Program Coordinator should you need guidance.
- Ask your student teacher to discuss the schedule of observations with the Cooperating Teacher to be sure that the date and time are convenient and appropriate. Follow-up observations are usually best planned during an observation post-conference and/or by email.

**INFORMATION FOR UNIVERSITY SUPERVISORS**

The university supervisor usually is a faculty member who regularly observes the student teacher and works with the cooperating/mentor teacher in planning and directing the student teaching experience. All student teachers seeking a mild moderate and/or mild/moderate/multiple subject credentials have supervisors assigned from the Special Education, College of Education.

Selection of university supervisors is based on their skills in working with beginning teachers, competence in appropriate subject areas and/or grade levels, and prior teaching experience.

The three keys to being a successful university supervisor are **COMMUNICATION, COMMUNICATION, and COMMUNICATION**. It is necessary to guide and counsel the student teacher by offering suggestion and providing encouragement to ensure that they can meet their full potential. Communication is also vital in the intermediary role with the cooperating/master teacher ensuring the establishment of the best possible classroom/university working relationship.

**Role and Responsibilities of the University Supervisor**

1. Familiarize yourself with the Sac State Specialist Credential Preparation program. Please read this Handbook to familiarize you with our program.
2. Become familiar with the credentials we are offering; Concurrent Multiple Subject & Preliminary Mild/Moderate.
3. Act as liaison between student teachers, cooperating teachers, school administrators and the university. This is very important to a successful placement.
4. As soon as you know the assignments, contact the administrators, cooperating teachers and student teachers to arrange for introductions.
5. Work with the M-M and Dual Student/Intern Teaching Placement Coordinator (Dr. Cho, eunmicho@csus.edu) to adjust assignments, when necessary, to ensure that your student teachers have the best possible learning situations. All changes must be done in collaboration with Student Teaching Placement Coordinator.
6. Formally observe the student teachers for the minimum number of required observations (usually 6 observations). It may be necessary and beneficial to perform more observations than the minimum required.
7. Record observation data during each observation and provide both written and/or oral feedback to the student teacher as soon as possible.

8. Keep observation hours recorded on Visitation Form. This form and your observation/participation forms will be turned in to M-M Student Teaching Placement Coordinator who will, in turn, turn them in to the Advising, Equity, Retention, Recruitment, Recommendation and Outreach (AERO) Office by end of the semester.

9. Complete the mid term and final evaluations online.

10. Follow the early warning process by completing a Statement of Concern/Performance Contract for any candidate who is experiencing difficulties in making progress towards the TPEs and/or EDS program standards.

11. Maintain ongoing communication with the principal and cooperating teacher and assist in solving field-related problems.

12. Facilitate student teachers assumption of classroom responsibilities.

13. Encourage student teachers to discuss successes and/or concerns in their seminars provided by their seminar instructor (EDS233). If further topics need to be explored, provide one-to-one sessions.

Candidates in our Mild-Moderate Credential program will have the opportunity to experience most teaching situations and problems in a public school setting. University supervisors help the candidates to enhance their skill sequences, positive behavioral social-emotional supports, assessment/diagnostic techniques, and developmental/remedial instructional techniques in the areas of language and communication, reading, mathematics, writing, spelling, social studies, science, and visual/performing arts, as well as social and family living skills.

**Student Teaching Phase Options**

**Fieldwork and Student Teaching: Progression of Work in Field Experiences**

In all field experience courses, candidates advance from observation and participation to full time student teaching by consent of the university supervisor. If at any time, candidates have questions about their progress or performance, they are required to express these to their cooperating/mentor teacher and university supervisor. In the event the student teacher would like more input or advice, be sure to provide this assistance and document the meeting and the suggestions that you have provided. You are their guide. If there is a need, consider an interim three-way conference with the student teacher and cooperating teacher. It is best to keep a written record of these conferences, and all lists of suggestions for improvement you provide to a student teacher.

Beginning with a structured program of observation and participation, candidates move into field placements and by the final semester of student teaching, are responsible for all aspects of the cycle of teaching. The specific nature of the field placement varies in accordance with the length of the program, the discipline(s), and the structure and schedule of the public school. All field placements take place in schools and in classrooms serving socio-economically, culturally and linguistically diverse students and their families.

Coursework and fieldwork are closely integrated so that the specialized knowledge, and skills required to teach within the specific discipline are reflected in the field practice including specific pedagogy and research related to English language development, differentiated and sheltered instruction, and common core state standards. University supervisors, along with university faculty and school-based educators, provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

**Phase I Field Experience (EDS 420A or EDS 471)**

The first phase of student teaching typically occurs in either the first or second semester in the credential program. This semester is designed for candidates who are prepared, educationally and emotionally, for a
rigorous schedule of classes and student teaching.

The first semester of fieldwork may begin prior to the CSUS schedule with candidates attending an early orientation and being assigned to field placement beginning with public school’s scheduled pre-service days. The schedule of time at the school site for the first phase (EDS 420A or EDS 471) is five mornings per week, half days (until approximately 12:00 noon). The focus of the Phase I field experience is on one-to-one, small group, and some large group instruction in the areas of (but not limited to) classroom organization and management, language and literacy, and math instruction. Their placement will need to provide them the opportunity to support, create, and demonstrate competency in these areas as well as opportunities to assess student learning. Any requirements for specific course assignments will be shared with the cooperating teacher before any implementation.

For approximately the first six weeks of school, candidates engage in targeted observation, participation and small group instruction in classes within and across curriculum areas. Within the 15 weeks and upon the agreement of the cooperating teacher and university supervisor, the candidate may engage in whole group instruction for at least one period/subject with the support and presence of the cooperating teacher.

Phase II & III Option (EDS 420B & EDS 472/473):
Phase II and III student teachers student teach full time Monday through Friday, for 15 weeks. Phase II student teachers are placed in an elementary general education classroom, whereas Phase III student teachers are placed in a special education field assignment (elementary, middle, or high school). Both Phase II and Phase III student teaching involves a 2-week solo teaching period.

During all students teaching phases, the university supervisor and school-based supervisor (cooperating teacher or site administrator) will evaluate candidates regularly by completing a formal mid-term and final evaluation each semester.

What To Do When Your Teacher Candidate Is Struggling
Candidates who are having difficulty need to be informed in writing of the areas of weakness, and given specific suggestions and timeline for improvement. A Statement of Concern and Performance Contract should be completed by the cooperating teacher, the supervisor, or in collaboration if at all possible. The Statement of Concern and Performance Contract must be discussed, dated and signed by the candidate, the cooperating teacher, and the university supervisor with copies provided to each party. It’s very important to document concerns early since candidates need time to remediate and implement suggestions provided in the Statement of Concern and Performance Contract. At the first sign of concern for your teacher candidate, begin the documentation process using the following steps:

1. DOCUMENT the concern in writing and communicate it to the teacher candidate with a discussion of strategies for potential improvement.
2. DISCUSS the concern with the supervisor.
3. IF THE CONCERN IS NOT CORRECTED WITHIN A REASONABLE AMOUNT OF TIME, a Statement of Concern should be jointly developed with the cooperating teacher.
4. Conferencing with all parties involved should be a part of this process and will lead to a written Performance Contract for the Candidate.

Statement of Concern/Performance Contract shall include:
1. Statement/s of the area/s of inadequate performance
2. Suggested actions to be taken to improve performance
3. What will be accepted as evidence of satisfactory performance and how this will be assessed
4. Statement of acceptable time lines
5. Statement of what will occur if performance does not improve
6. The Performance Contract must be discussed, dated and signed by the teacher candidate, the cooperating teacher, and the supervisor with copies provided to each party.

*Examples of disruptive, unprofessional behavior warranting concern beyond normal student teacher development include but are not limited to:

- Repeated rejection of the authority of the cooperating teacher, school administrators, or university supervisor; violations of student or teacher confidentiality; continued unprofessional dress, speech; continued unexcused absences (e.g. unrelated to excused absences caused by medical issues), tardiness, lack of preparation, lack of effort, etc.)
- Breakdown in communication and mentoring relationship between the cooperating teacher and candidate and/or university supervisor due to candidate rejection of constructive feedback, inability to implement suggestions in a timely and consistent manner and/or unprofessional behavior.
- Slow progress towards competencies such that the classroom-learning environment is compromised.

STATEMENT OF CONCERN
College of Education
FIELD EXPERIENCE

The Statement of Concern is designed to clearly identify issues that may prevent a Candidate from successfully completing a credential program. This statement is accompanied by an Action Plan that provides guidelines for the Candidate to address the identified issue(s).

Candidate:
Date SOC issued:
Credential Program:
Field Experience:

<table>
<thead>
<tr>
<th>Teaching Performance Expectation</th>
<th>DESCRIPTION of CANDIDATE PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPETENCY/TPE</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY/TPE</td>
<td></td>
</tr>
<tr>
<td>COMPETENCY/TPE</td>
<td></td>
</tr>
</tbody>
</table>

(If needed, add additional rows.)

Required Signature:

I acknowledge receipt of this Statement of Concern

Candidate: ___________________________ Date: ___________________
PERFORMANCE CONTRACT for
CONTINUATION IN FIELD EXPERIENCE

Candidate:
Date Performance Contract Issued:
Credential Program:
Field Experience:

The following plan is a performance contract stipulating specific actions that must be completed by the Candidate. The signatures verify that the Candidate and others monitoring the contract agree to the performance standards specified and the timeline provided. The following timeline supersedes any prior calendar or timeline.

<table>
<thead>
<tr>
<th>TIMELINE</th>
<th>PERFORMANCE BENCHMARK</th>
<th>Teaching Performance Expectation ADDRESSED</th>
</tr>
</thead>
<tbody>
<tr>
<td>By.....</td>
<td>The Candidate will.....</td>
<td>COMPETENCY/TPE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMPETENCY/TPE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>COMPETENCY/TPE</td>
</tr>
</tbody>
</table>

(If needed, add additional rows.)

Should the stipulations in this contract not be met, the following consequences will result: If the timeline and performance benchmarks described above are not met, the Candidate will be subject to disqualification from the program.

Required Signatures:

I acknowledge receipt of this Performance Contract. I agree to meet the timeline and performance benchmarks described above:
Candidate: __________________________ Date: __________________________

I am in agreement with the Performance Contract.
University (Field Experience) Supervisor: __________________________ Date: __________________________

I am in agreement with the Performance Contract.
Cooperating/Mentor Teacher: __________________________ Date: __________________________

I am in agreement with the Performance Contract.
Student Teaching Coordinator: __________________________ Date: __________________________

I am in agreement with the Performance Contract.
Credential Program Chair: __________________________ Date: __________________________
INFORMATION FOR STUDENT TEACHERS

Your field experiences are intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your university supervisor and cooperating teacher are there to offer advice and suggestions and to counsel you throughout the semester. Our main priorities are your personal and professional growth in education and success in your assigned classroom.

1. Familiarize yourself with your Sac State Specialist Credential program. Carefully reading of this Handbook will help you to do so.
2. Meet with your supervisor and cooperating teacher to establish a schedule of assignments and observations. Be sure to provide your supervisor and cooperating teacher your current address and phone number.
3. Be sure to discuss any questions or concerns you have about the time, date, duration and content of their formal observations. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as “Back to School Night” and “Open House.”
4. Be sure to advise your cooperating teacher and university supervisor if and when an absence is unavoidable. If you are scheduled to teach that day, let your cooperating teacher know what you were planning to cover and provide the plans. You will likely have to make up the missed day(s) to complete student teaching (four sick days are usually awarded). Please review the absence policy in this handbook.
5. Keep up to date and accurate lesson plans while you are student teaching. Be sure to confer with your cooperating teacher on topics and curriculum that will be covered.
6. Keep your teaching plan book up-to-date and follow the guide of your cooperating teacher’s plan book. Remember, they must be complete enough for someone else to step in and teach.
7. Develop and teach appropriate lessons as required by your university faculty and program design.
8. Become familiar with the California Frameworks and Grade Level/District Continuums and Curriculum Guides.
9. Be professional at all times. Maintain good rapport and appropriate professional interactions and relationships with all building staff, faculty, administration, students, and parents.
10. When attending IEP, SST, and parent conference meetings, listen attentively. Do not offer your own opinions unless asked for one by those in charge. Never offer advice or recommend services or materials for children as this may be interpreted as binding upon the district.
11. When you are student teaching full-time (EDS 420B, EDS 472/473), adhere to your cooperating teacher’s contract hours. Except when school events conflict with evening credential courses, be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions such as “Back to School Night” or “Open House.”

NOTE: If a candidate’s university supervisor and cooperating teacher determine that the student teacher needs more time in a general or special education field experience in order to demonstrate competencies, the student may be expected to extend the field experience for an agreed-upon period.

Key Points for Student Teachers

1. Do not make any placement arrangements or changes on your own! This is the very specific duty of the Student Teaching Placement Coordinator. It may appear that you are helping, but keep in mind we have over 50 placements to make in our area districts, and we have worked hard to make our contacts with the best schools and teachers in these districts. If you have special needs, communicate these first to your university supervisor who will then contact the Student Teaching Placement Coordinator.
2. If you are experiencing any sort of difficulty in your placement, share this with your university supervisor.
immediately. Your supervisor is there to serve as your advocate and liaison between you, the cooperating teacher, and the school site.

3. **Always be professional in dress, demeanor, and attitude.** Jeans, T-shirts, etc. are not permitted except for site fun-Fridays, or spirit days.

4. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.

5. Follow the school calendar, daily schedule and cooperating teachers’ contract hours.

6. Arrive at least ½ hour before students arrive to allow for joint planning, setting up your lesson, etc.

7. Student teachers should identify specific or regular times every week to plan with their cooperating teacher and go over lessons they will be teaching, e.g., prep periods, after school, etc.

8. Check email frequently and respond in a timely manner. Keep communication lines between university supervisor and cooperating teacher fluid.

9. Cell phones should not be used (including texting) in the classroom during school hours unless there is an emergency.

10. Refrain from speaking negatively about previous experiences, cooperating teacher, principal, or school/district.

11. Be willing to go the extra mile. Offer to assist with bulletin boards, and take on duties. Become known as a problem-solver not a problem-maker.

12. If you are a Phase II or Phase III student teacher and will be taking over full-time for two weeks, it may be beneficial to teach the two weeks prior to your last week to ensure a smooth transition for your cooperating teacher.

13. Student teachers should carefully review the student teacher evaluation form in advance as well as provide a copy for their cooperating teacher early in the semester. Having a clear understanding of the expected competencies will inform student teachers' growth, goal setting and self-evaluation.

14. Enjoy your field experience. It will be short time in the long range of your teaching career. This is a challenging time and we are working hard to ensure that it is a positive and growing experience for you.

**OBSERVATION GUIDELINES FOR STUDENT TEACHER**

Throughout student teaching you should observe closely how students and adults function, behave and interact in the school environment. Many factors influence the individual and group behavior of teachers, students, administrators, or volunteers, among them their perceptions of role and duties, social and peer pressures, time and schedules, and physical characteristics of the classroom, school plant, and facilities.

By focusing your attention on the many elements of the school setting selectively over time you will develop a deeper understanding of this complex organizational system called “school.” With this understanding you will be better able to perform leadership roles with your learners and teaching peers which result in individual success and an emotionally healthy climate for learning.

Here are some tips for professional observation. Notice everything, defer judgment, make connections between coursework and the classroom, generate questions and decide where the resources are and who you can ask, identify the ah-haS, and take notes so that you have them to refer to. As often as you can, connect what you observe to concepts, theories, and frameworks presented in your university coursework. Much of teaching involves putting theory into practice or using reflection on practice to bolster theories; when you think at this metacognitive level, you make great strides as a reflective, purposeful teacher.

Position yourself on a diagonal so you will have a good view of the classroom. Do not try to correct papers or make lesson plans while observing. After reviewing the suggested observation questions, decide what you will observe and concentrate your senses in that area. Record or make notes for your observations, using
observation forms, commercial or self-prepared, or anecdotal notes. You should use a three-column format on standard notebook paper, similar to the following:

**Procedures and Expectations:**
- How and where do students spend their time before class begins?
- What is their manner when they enter the classroom?
- How does the teacher interact with students before class begins?
- What are the procedures for:
  - Bringing the class to order—gaining their attention?
  - Taking attendance?
  - Tardy students?
  - Going to the bathroom?
  - Getting a drink of water?
  - Storing of students personal belongings (backpack, lunch, coat, etc.)?
  - Using the pencil sharpener?
  - Distributing and collecting papers and materials?
  - Using the teacher’s desk, materials, and equipment
  - Collection of notes?
  - Lining up to walk in the halls?
  - Being in the room before and after school, recess, and lunch?
  - Eating, drinking, and toys in the classroom?
  - Procedures for absences; making up missed instruction, and assigned work?
  - Distributing and collecting homework/worksheets/materials?
- What is the attitude and response of the students toward one specific lesson?
- What equipment, books, or supplies are students expected to bring to class each day?
- How and when are individual/group assignments announced? Are they written for all to see?
- Does the teacher review assignments with the class?

**One Lesson**
- Are the objectives made clear? Do students know specifically what is expected in behavior and academics?
- What major method or teaching strategy is used? Do teaching methods vary from lesson to lesson and within the lesson?
- Of the talking done in the classroom—questions, answers, examples, rationales, descriptions, comparisons, etc.—what percentage is contributed by the teacher, by individual students during whole class instruction, during collaboration?
- What kinds of questions does the teacher ask? Do the students understand them? Is it clear whether the student is expected to answer with facts or with personal opinion? Are questions asked which build concepts and develop thinking skills rather than those that emphasize recall of minor details or facts in isolation?
- Were students attentive and productive until the very end of the lesson?
- Were there any academic or behavioral problems? If so, what techniques did the teacher use to help resolve specific academic or behavioral problems

**Student Characteristics:**
- What are the ability and achievement levels of students in the class?
- How has the teacher adapted instruction and assignments to meet individual student needs?
- Does the teacher follow the organization or sequence of the texts or workbooks? Are units planned which reorder concepts for individuals or small groups, based on student characteristics? Does the
teacher prepare/use supplemental materials that reflect the many levels of student performance?

- Is there a variety teaching methods, strategies and daily activities to help compensate for the range of student abilities and interests?
- Are special accommodations in time, length and difficulty levels of homework, library, or in-class assignments differentiated for individuals or groups on the basis of need?

**Classroom Management and Relationship Building:**

- How does the teacher build relationships between himself/herself and the students? Between students?
- How does the teacher manage the group?
- How does the teacher manage individuals?
- What are the rules or expectations of the classroom? Are they posted?
- How does the teacher convey information about rules to students?
- How are reinforcement strategies used in the classroom?

**OVERVIEW OF THE WEEK AND LESSON PLANNING**

Teacher candidates should observe their cooperating teachers model lessons and strategies in specific content areas before they (teacher candidates) assume responsibility for teaching lessons in those content areas. In addition, co-teaching is highly encouraged especially as the teacher candidate is learning the curriculum. More information about co-teaching is available in the handbook. If possible, the teacher candidate should observe the cooperating teacher plan a lesson, either on his/her own or with grade-level teammates. The first and most important step in teaching is planning, and knowing how to plan, starting with a knowledge of ones' students and the grade level Standards, is crucial. If possible, the teacher candidate should observe the cooperating teacher plan a lesson, either on his/her own or with grade-level teammates. The first and most important step in teaching is planning, and knowing how to plan, starting with a knowledge of ones’ students and the grade level Standards, is crucial.

**Lesson Plans and Procedures: What is the weekly plan?**

The weekly plan, sometimes called the block plan, should contain as a minimum, the specific (1) topic/objectives, (2) activities, (3) materials, and (4) assignments for each teaching period, Monday thru Friday. Keep this plan up-to-date.

**How and why to write daily lesson plans**

If problems occur in student teaching, most can be traced to careless or inadequate planning. To avoid unnecessary problems, the student teacher is advised to plan thoroughly for each lesson. Lesson planning should help the student teacher organize his/her thoughts and also enable the Cooperating Teacher to know the materials, strategies, and activities that the student teacher intends to use. The University Supervisor and Cooperating Teacher advise the student teacher on appropriate/required formats for lesson plans. Most lesson plans include, as a minimum, the following information:

- **a. Objectives:** (What should the pupils be able to do as a result of the lesson (stated in behavioral terms).)
- **b. Materials to be used:** (list)
- **c. Procedures:**
  - Introduction to the lesson/key questions
  - Body of the lesson/key questions
  - Conclusion of the lesson/key questions
  - Follow-up activities (as appropriate)
- **d. Evaluation:** Plans for determining if objectives have been achieved.
Lesson plans should be kept in an orderly notebook, readily available in a designated place for the university supervisor and the cooperating teacher. You want to file your lesson plans in some large systematic way for future reference, such as a large 3-hole notebook. In this you can also include records of your observations of your cooperating teacher, seating charts, grades, and records for your students, notes from your cooperating teacher and university supervisor, records of your class visits, conferences and evaluations, useful teaching or bulletin board ideas, schedules and memos and other items. Be sure to organize the notebook into sections so you can make quick and easy use of it. More extensive lesson plan samples will be provided in your method and seminar classes for your reference; however, you will be mainly using the sample lesson plan format that is consistent throughout programs in our college. Other viable lesson plan formats will also be presented in your coursework. Two additional formats are linked to the guidelines for co-teaching (explained below, information also available on this website: http://siop.pearson.com/about-siop/index.html) and the SIOP-Sheltered Instruction Observation Protocol (http://siop.pearson.com/about-siop/index.html).

Name: ___________________________ School Site: _________________

Lesson Title/Subject:

Grade:

Content Standards:

ELD Standards:

<table>
<thead>
<tr>
<th>List Measurable Objectives in this column. Note: The objectives will match the standards.</th>
<th>Describe Assessment Tool and Criteria (Include strategies you will use to differentiate your assessment task(s) based on EL proficiency levels. Include options for assessment tasks based on student IEPs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Objective:</td>
<td></td>
</tr>
<tr>
<td>Social Skill Objective:</td>
<td></td>
</tr>
<tr>
<td>Language Objective (brick):</td>
<td></td>
</tr>
<tr>
<td>Language Objective (language practices):</td>
<td></td>
</tr>
<tr>
<td>Multicultural/Social Justice Objective:</td>
<td></td>
</tr>
</tbody>
</table>

Cohesiveness/Continuity (connection to an Essential Question or Big Idea)
Lesson Implementation

Although the lesson elements are presented in a sequential manner, implementation is not necessarily a linear process. Instead, these components can occur in a different order than is presented below and they can repeat throughout the lesson (Fisher and Frey 2008).

INSTRUCTIONAL PROCEDURES

- Focus Lesson
  - Hook (anticipatory set)
  - Building background
  - Modeling: skills and academic language

- Guided Instruction

- Collaboration

- Independent Learning

- Student Reflection (Closure: summary and assessment)

Student Reflection on their own learning of:
- Content/Skill
- Social objective(s)
- Process

DIFFERENTIATING INSTRUCTION

Viewing your lesson with a critical eye:

- Objectives are stated in student friendly language
- Clear explanation of purpose and relevance
- Clear expectation of behaviors for different tasks
- Multiple opportunities to check students’ understanding
  - (do NOT ask, “are there any questions?”)
- Use of higher order thinking skills
- Use of strategic questioning
- Lesson tasks/activities are designed to build student knowledge and understanding of lesson objectives
- Language practices are modeled and students have opportunities to practice them
Teacher Reflection  (This reflection does not require fully formed paragraphs or copious amounts of evidence. These are questions that you should address after each lesson but you may use short hand, bullet points, etc. to respond.)

1. What specific examples of student learning do you have that showed students met or made progress toward the learning goal?
   a. Looking at this evidence, what were your (the teacher’s) actions and/or strategies that contributed to and built on successful student learning?

2. What specific examples of student learning do you have that showed students struggled to meet or make progress toward this goal?
   a. Looking at this evidence, what were your (the teacher’s) actions and/or strategies that interfered with student learning? Describe any missed opportunities.

3. Using the evidence of student learning described and observed, what will be your next steps in future instruction with the class, small groups, and/or individual students?

4. Considering student learning, if you were to teach this lesson again, what would you do differently?

*Congratulations! You have now completed the PLAR cycle!*

What procedure will the Cooperating Teacher follow when my plans are poorly done or not ready in advance of teaching the lesson(s)?

All plans must be acceptable to the Cooperating Teacher before you will be able to teach. In many instances you may only have to make minor modifications on the original (or none at all). At other times, you will need to edit or rewrite the entire lesson, following suggestions made by the CT or university supervisor. You will not be allowed to teach if your plans are not ready. Not having your lessons ready places a severe burden on your CT because alternative lessons, often hastily prepared, will have to be implemented; this is extremely unfair to the students. **Such failure to perform to expected professional standards on your part will be considered a gross form of unprofessional conduct and may result in your removal from student teaching.**

When and how will I be allowed to shorten my lesson plans?

You will be allowed to use brief plans only after you have shown your ability to plan and implement your lessons effectively. Your university supervisor and/or your CT will determine this. You may simply abbreviate details in the standard “Daily Lesson Plan” form.

**STUDENT TEACHING EXPERIENCE EXPECTATION: PACING GUIDE**

**Phase I: EDS 420A** (general education) or **EDS 471** (special education)

As the Phase I student teacher begins the experience, the candidate should have one or two days to become acquainted with the school and the students within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the schedule day.

<table>
<thead>
<tr>
<th>Week</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| 1    | • Introduction of student teacher (candidate) to students.  
      • Orientation to school and classroom: student teacher should learn schedule, class rules, and behavior management systems. It is time for the cooperating teacher, student teacher, and students to get acquainted.  
      • The student teacher works under the direction of the cooperating teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). |
<table>
<thead>
<tr>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University supervisor will observe and confer with the student and cooperating teacher regarding program guidelines and expectations. When the student teacher is observing, the candidate will be responsible for taking notes on the operation of the class.</td>
</tr>
</tbody>
</table>

### 2-3

- Perform general classroom duties and provide instructional assistance as requested by the cooperating teacher.
- Initial Interactions: The emphasis during this week should focus on preparing the student teacher to start functioning as an instructional team member. Steps toward this goal will be made as the student teacher begins assisting the cooperating teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the student teacher may assist individuals or small groups as they are completing assignments.
- Using plans of cooperating teacher and working directly under the teacher’s supervision, begins assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week Two student begins assuming responsibility for one subject area; in Week Three student adds a second subject area.
- A great deal of cooperative planning should precede this step, since the student teacher will be carrying out the plans of the cooperating teacher.

### 4-5

- Continue as Weeks Two and Three, assisting the cooperating teacher during instruction.
- Beginning Planning and Implementation by the Student Teacher: Now the student teacher can repeat some of the same activities of last week, but also use some of his/her own lesson plans. The cooperating teacher must have the opportunity to review plans for each day and approve each segment of the proposed plans and activities.

### 6-7

- Sharing instructional responsibility. The student teacher continues to assume more and more responsibility for instruction on a regular basis. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the judgment of the cooperating teacher.

### 8-9

- During these weeks the student teacher should continue as noted during Weeks Four–Eight, with the student teacher gradually assuming responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the morning instruction.
- Some student teachers will be ready to assume additional responsibility more rapidly than others because of their specific background of experience. Neither the student nor the cooperating teacher should be concerned about using this process, if the student teacher demonstrates the competencies.

### 10-12

- These weeks represent a gradual extension and expansion of supporting the teaching and learning environment.
- By the end of this period, the student teacher should be responsible for about 70% of the morning (approximately three hours).

### 13-14

- These weeks represent a time for the student teacher to engage in large (whole group) instruction. This will allow the Phase I student teacher to practice both their instructional delivery and classroom management skills. The student teacher can “take over” for 50–70%
<table>
<thead>
<tr>
<th>Week</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>
| 1    | • Introduction of student teacher (candidate) to students.  
     • Orientation to school and classroom: student teacher should learn schedule, class rules, and behavior management systems. It is time for the cooperating teacher, student teacher, and students to get acquainted.  
     • The student teacher works under the direction of the cooperating teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). The University supervisor will observe and confer with the student and cooperating teacher regarding program guidelines and expectations. When the student teacher is observing, the candidate will be responsible for taking notes on the operation of the class. |
| 2-3  | • Perform general classroom duties and provide instructional assistance as requested by the cooperating teacher.  
     • Initial Interactions: The emphasis during this week should focus on preparing the student teacher to start functioning as an instructional team member. Steps toward this goal will made as the student teacher begins assisting the cooperating teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the student teacher may assist individuals or small groups as they are completing assignments.  
     • Using plans of cooperating teacher and working directly under the teacher’s supervision, begin assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week Two student begins assuming responsibility for one subject area; in Week Three student adds a second subject area.  
     • A great deal of cooperative planning should precede this step, since the student teacher will be carrying out the plans of the cooperating teacher. In addition, the student teacher will develop a general unit of motivational strategies that could be used to increase student performance levels. |
| 4-5  | • Continue as Weeks Two and Three, adding a third subject area, assisting the cooperating teacher during instruction and throughout the school day.  
     • Beginning Planning and Implementation by the Student Teacher: Now the student teacher will repeat some of the same activities of last week, but using his/her own plans. The cooperating teacher must have the opportunity to review plans for each day and approve each segment of morning activities, if appropriate.  

Phase II: EDS 420B  
Phase III: EDS 472 or EDS 473  

As the Phase II or III student teacher begins the experience, the candidate should have one or two days to become acquainted with the schools within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the scheduled day.
of the plans and activities. The student teacher should begin to assume primary responsibility for both planning and instruction.

<table>
<thead>
<tr>
<th>6-7</th>
<th>• Sharing instructional responsibility: The student teacher continues to assume more and more responsibility for instruction on a regular basis. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the student teacher and the judgment of the cooperating teacher.</th>
</tr>
</thead>
</table>
| 8-9  | • During these weeks the student teacher should continue as noted during Weeks Five and Six, with the student teacher gradually assuming more responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the instruction by the end of the last two weeks.  
• Some student teachers will ready to assume additional responsibility more rapidly than others because of their specific background of experience. Neither the student nor the cooperating teacher should be concerned about using this process, if the student teacher demonstrates the competencies. |
| 10-12| • These weeks represent a gradual extension and expansion of all training, but especially that of the previous four weeks. At this point the student teacher should assume responsibility for scheduling use of any other personnel in the program (under the direct guidance of the cooperating teacher) and also ensuring that students get to appointments at their assigned times, go to inclusion classes, etc.  
• By the end of this period, the student teacher should be responsible for 80–90% of the instructional day. |
| 13-14| • To the degree possible, the student teacher should be the primary instructor and manager for the total time they are in class. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. In the final two weeks, the student teacher should experience management of the program without the cooperating teacher’s presence. (This 2-week solo teaching period can be changed based on the site needs as long as it takes place before the final week.) |
| 15 Final| • During the final week(s) of student teaching, the student teacher should transition back into the role of the team/support teacher. The candidate can support the daily activities as directed by the cooperating teacher. This is also a time for the student teacher to observe other exemplary teachers on the school campus. |

**STUDENT TEACHING ON AN INTERN CREDENTIAL (EDS 473)**

Under special circumstances, candidates who have not yet completed the teacher preparation program may be hired by an employer to work as the teacher-of-record, assuming all of the duties of a full-time certificated teacher while also completing remaining credential program requirements. The ability to recommend a candidate for an intern credential is granted to Sacramento State by the Commission on
Teacher Credentialing. In order to obtain CTC approval to recommend candidates for intern credentials, our programs must submit detailed documents and execute specific legal agreements (Memorandum of Understanding - MOU) between Sacramento State and the employer. We are currently approved by the CTC to recommend candidates in the Education Specialist programs for intern credentials. Candidates interested in this possibility should first seek advising from their faculty advisor, who can then determine eligibility for the intern credential. More information about the intern credential process can be found on the Teaching Credentials webpage under “Forms.”

**Interning During Student Teaching (EDS 473):** The Teacher Preparation Program encourages districts to employ fully credentialed candidates from CSUS. However, if there are insufficient numbers of credentialed teachers, and depending on the districts’ needs, partial to full-time internships may be available for some Phase III student teachers. Student teachers who may be eligible for consideration for an internship during Phase III (only) must meet criteria established by the Special Education Area Group. The candidate’s individual academic program advisor can provide current information about the criteria used to determine whether a candidate may be recommended for an intern credential. In addition to satisfying these criteria, there must be a determination made that the internship is viable, meaning that both the university and the public school can provide strong support to the intern. Finally, student teachers do not seek their own internships; internships are offered to student teachers. Students offered an internship by a principal or district should notify their supervisor and coordinator. The coordinator, in consultation with the student’s supervisor and cooperating teacher, will review the candidate’s record, in light of the criteria established for internships. These criteria are established by the program, in compliance with policies issued by the CTC.

**Criteria for Approval of Intern Credential for Candidates in the Education Specialist Teacher Preparation Program at Sacramento State University (effective July 2014):** Education Specialist Candidates may be eligible for an intern credential when specific criteria have been satisfied. Upon receiving an offer of an intern position, candidates should immediately notify their university supervisor who will initiate contact with the employer and the candidate’s faculty advisor. These parties will need to confer about the eligibility of the candidate. The criteria below must be met by any candidate who is seeking a recommendation for an intern credential. In addition, the employer must have an active MOU with Sacramento State. The university supervisor and/or the faculty advisor can confer with the Credential Analyst or the Teaching Credentials Department Chair about the status of the MOU between the employer and Sacramento State.

**CRITERIA FOR CANDIDATE ELIGIBILITY FOR AN INTERN CREDENTIAL RECOMMENDATION**

<table>
<thead>
<tr>
<th>Program</th>
<th>Required courses completed with a B or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mild-Moderate (No MS-ELA or SS-ELA credential held)</td>
<td>EDTE/EDS314, EDUC170, EDUC100, EDS119, EDS220, EDS229, EDS232, EDS292, EDS471 (or 420A or equivalent) PLA must be on file</td>
</tr>
<tr>
<td>Mod-Severe (No MS-ELA or SS-ELA credential held)</td>
<td>EDUC170, EDUC100, EDS 119, EDS130, EDS206, EDS209, EDS220, EDS235, EDS292, EDS414 (or equivalent PLA must be on file)</td>
</tr>
<tr>
<td>ECSE (No MS-ELA or SS-ELA credential held)</td>
<td>EDUC170, EDS130, EDS201, EDS210</td>
</tr>
</tbody>
</table>

NOTE: Candidates interested in an intern position must meet with their faculty advisor prior to engaging in any discussions with an employer about an intern position. The faculty advisor will work with the Credential Analyst to review the candidate’s record and make a determination about intern eligibility. Once eligibility has been established, the faculty advisor will confirm that an MOU is active with the employer.
Finally, the faculty advisor will meet with the candidate and the university supervisor to discuss guidelines for the internship. The university supervisor will obtain information about the site support plan and will use it to produce a joint intern support plan which will be in effect for the duration of the internship. Verification of eligibility and active MOU status and a written joint support plan must be completed before an intern credential recommendation can be issued. The Internship requirements are still as they are on the website [http://www.csus.edu/coe/academics/credentials/forms/assets/education-specialist/guidelines-eds-intern-cred-20140815.pdf](http://www.csus.edu/coe/academics/credentials/forms/assets/education-specialist/guidelines-eds-intern-cred-20140815.pdf).

NOTE: All interns must develop, implement, and submit the monthly calendar.

### Supervision and Support Calendar for Sacramento State Interns

<table>
<thead>
<tr>
<th>Intern Name: ____________</th>
<th>Start Date:______________</th>
<th>School/District: __________</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Supervisor: ______________</td>
<td>Site supervisor: ______________</td>
<td></td>
</tr>
<tr>
<td>Email: _____________________</td>
<td>Email: _____________________</td>
<td></td>
</tr>
<tr>
<td>Phone: _____________________</td>
<td>Phone: _____________________</td>
<td></td>
</tr>
<tr>
<td>University Advisor: ______________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Email/Phone: _____________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Month: _____________________</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Note: a monthly calendar is required for every month of the internship, from the start month through the end of the academic year.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_______ Check here to confirm that the supervision/mentoring/support hours to conform to CTC regulations:

- Full academic year schedule: 144 hours scheduled, with at least 2 hours per week for general support, mentoring, and supervision.
- Less than a full academic year: total number of hours of support must equal 4 hours X the number of instructional weeks remaining in the year with at least 2 hours of support/supervision provided every 5 days. List total here: __________
- Additional support for teaching English learners: 45 hours for a full academic year OR 5 hours X the number of months remaining in the school year. List total here: __________

### Supervision and Support Calendar for Sacramento State Interns -- Sample
Intern Name: Ima Teacher  Start & finish dates: 2/6 – 6/6/14/School/District: Red School/City USD
University Supervisor: ___________________ (+ initial) Site supervisor: ___________________ (+ initial)
Email/Phone: ___________________  Email/Phone: ___________________
University Advisor: ___________________ (+ initial)
Email/Phone: ___________________

MONTHLY SCHEDULE
KEY:  Supervision times in regular font, Supervision with an EL focus in italics, Support sessions in bold, US= University Supervisor, SS=Site Supervisor

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>SS &amp; US observe ELD time (12:30 – 1:00 pm)</td>
<td>EDS339: Seminar (4:00 – 6:00 pm)</td>
<td>EDS339: Seminar (4:00 – 6:00 pm) 6:00 – 7:00 pm: Support session with US – review upcoming lessons, address any issues or questions</td>
<td>Standing weekly phone conference with US and SS to plan for subsequent week, will address general and EL questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SS &amp; US observe Math block (1:00 – 1:55 pm)</td>
<td>Support/debrief with SS &amp; US F2F (3:10-4:10 pm)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support/debrief with SS &amp; US F2F (3:10-4:10 pm)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two</td>
<td>SS observes Literacy (10:30 – 11:30 am)</td>
<td>US observes Literacy (10:30 – 11:30 am) and Math block (1:00 – 1:55 pm)</td>
<td>Support/debrief with US F2F (3:10 – 4:10 pm)</td>
<td>Standing weekly phone conference (see above)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>SS observes Math block (1:00 – 1:55 pm)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Support/debrief with SS F2F (3:10-4:10 pm)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three</td>
<td></td>
<td>EDS339: Seminar (4:00 – 6:00 pm)  US support session, repeats each Wednesday</td>
<td>SS &amp; US observe Literacy (10:30 – 11:30 am)  SS &amp; US observe Math block (1:00 – 1:55 pm) Support/debrief with SS &amp; US F2F (3:10-4:10 pm)</td>
<td>Standing weekly phone conference, include program advisor</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four</td>
<td>Repeat week one schedule, add in other content areas as appropriate</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STRONG RECOMMENDATIONS FOR ALL STUDENT TEACHERS AND INTERNS:

1. Public School Attendance and Emergency Absences
   During student teaching, student teachers are expected to arrive prior to class time and, when possible, remain after class for conferences with the cooperating teacher and/or university supervisor. Student teachers should always let the school’s main office know when they are in the building. (Some schools have a sign-in procedure.) In the event of absence, it is the responsibility of the student teacher to inform the school office AND cooperating teacher (and university supervisor, when applicable) in sufficient time for instruction to be continued effectively. ILLNESS AND EMERGENCIES ARE THE ONLY ACCEPTABLE EXCUSES FOR ABSENCE. Student teachers are only permitted four “sick or emergency days” during the student teaching semester. Absences of more than 4 days may result in the student teacher being awarded a grade of No Credit. With permission from the University Supervisor, Cooperating Teacher, and Student Teaching Program Coordinator, a student
teacher may be permitted to make up absences that exceed 4 days during “finals week” of the university semester. If unannounced or unexcused absences occur, the cooperating teacher should notify the university supervisor immediately.

2. Dress Code
   The university does not have a dress code, but many public schools do. Whether the code is written or unwritten, student teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at that school. Consider your student teaching experience as if it is a 15-week job interview.

3. Outside Work Commitments
   No formal policy governs a student teacher’s commitments outside the Credential Program. However, a student teacher’s future employment depends, in large part, on success during the program, especially in student teaching. Experience has shown that student teachers should plan ahead to make the student teaching semesters as free from other obligations as possible. Heavy time requirements for employment and extra classes should be avoided, if at all possible.

Financial Aid
State and federal loans, grants, and scholarships for education students are available through the university’s Financial Aid Office. In addition, the College of Education has scholarships for students already enrolled in Teacher Preparation Programs.

Policies for serving students with disabilities
California State University does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus and off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges.

It is the responsibility of the student with a disability to contact the appropriate offices prior to enrollment in a program or a specific course to obtain special services. A student must contact the Services to Students with Disabilities Office located on the main campus in Lassen Hall, Room 1008, (916) 278-6955 (voice) or (916) 278-7239 (TDD), at least 15 working days prior to the first day of class and provide verification of a disability and need for specific accommodations. More lead time may be necessary, if reasonable accommodations include the hiring of sign language interpreters, note takers, or the pre-preparation of written or taped materials. In all cases, students must provide written documentation of specific needs to the instructor within a reasonable time frame to assure that specific accommodations can be provided in a timely fashion.

POLICIES AND PROCEDURES REGARDING CONTINUATION IN THE CRENDENTIAL PROGRAM

Minimum GPA: It is necessary to maintain a 3.0 grade point average in professional education courses and a “C-” or better in each of those courses.

An Incomplete Grade: An incomplete grade (I) received in a professional education program course must be completed prior to beginning the next phase. It is the responsibility of the candidate to request the Incomplete from the instructor, to file the Petition for “I” grade in the appropriate department office and provide a copy of the petition to the Teaching Credentials Department Office – Eureka Hall 401, (916) 278-5399. The Incomplete must be completed no later than one week before the start of the next semester.
A No Credit Grade in Student Teaching: A “No Credit” in Phase I, Phase II, or Phase III student teaching means a candidate may not continue with any portion of the Specialist Credential Program unless recommended for continuation by the instructor of record and the Student Teaching and/or Program coordinator. Details of the “Student Teaching Discontinuation Process” are available from the Lead Advisor of the AERO Office- Eureka Hall 437, (916) 278-6403.

Grade Appeals: If a candidate feels he/she can show that the assigned grade for the course was not based on their graded performance in the course, they may appeal the grade. In such a case they will need to provide evidence that the instructor assigned the grade “arbitrarily, capriciously and/or because of prejudice.” Copies of the procedure are available in each academic department office, in the Office of the Provost and Vice President for Academic Affairs and the Office of the Vice President for Student Affairs. Information in its entirety about the grade appeal process can be accessed on the Sacramento State Web site at http://www.csus.edu/umanual/AcadAffairs/GradeAppealPolicy.htm.

Withdrawal from Individual Courses in the Program: If a candidate finds it necessary to withdraw from any individual course in the program, he/she should contact the instructor and refer to the instructions in the current class schedule. It is the candidate’s responsibility to inform the AERO, relevant department office, his or her academic program advisor immediately. Withdrawing from a professional preparation course is likely to extend the time in the program and, possibly, delay the credential candidate’s entry into the next phase.

Withdrawal From and Re-entry to the Program: If for some reason a candidate needs to withdraw from the program during or at the end of a semester, he/she should fill out the “Statement of Intent to Delay or Withdraw from the Professional Education Program” form (located in Eureka Hall 401). The opportunity to return to the program will be on a space available basis. The initial step to re-enter the program is to fill out by the ninth week of the semester the “Request to Re-enter Phase Program Approval Form.” If one’s application for re-entry exceeds two (2) continuous semesters of absences, the applicant must meet all current admission and program requirements and present an in-person appeal to the Credential Appeals Committee.

Request to Change from the Mild-Moderate Program to the Moderate-Severe or Early Childhood Specialist Credential Program: After admission to the Mild-Moderate Program, transfer requests may be considered only under very special circumstances, and will be handled on a case-by-case basis. In general, requests for transferring are extremely difficult to accommodate since the requirements may be unique to a particular center in terms of course configuration with the program and field experience guidelines and expectations. A candidate may initiate a written request to the department chair, specifying the reasons the transfer is being requested.

Substituting During Student Teaching Assignment: Once teacher candidates have a firm grasp of the “student teaching situation”, have completely phased into teaching the full day, have approval from their supervisor, and have a 30-day emergency permit, teacher candidates may substitute for only their cooperating teacher if their cooperating teacher is absent. While earning extra income is a bonus, teacher candidates are not to miss any of their student teaching or program courses in order to substitute. (See the Policy Handbook on the College of Education website for further guidance on substitute teaching while completing student teaching.)

1. Student teachers may substitute for their cooperating teacher in case of his/her absence for a reasonable number of days in the semester, provided the student holds an emergency permit AND prior approval has been given by the university supervisor and the cooperating teacher. Candidates who hold a 30-day substitute permit may be allowed to substitute and count that time as
student teaching only under the following conditions:

- **Prior positive recommendations** must be given by the University Supervisor and Student Teaching Program Coordinator to insure that the student teacher has demonstrated throughout the program an outstanding level of competence in all coursework and fieldwork leading up to the final semester. If for any reason the Supervisor or Student Teaching Program Coordinator believes that substituting will put in jeopardy the student teacher’s progress toward meeting the competencies required of a Phase II or III student teacher, they may deny the request.

2. **Substituting must be done for the cooperating teacher(s) in the classroom** in which the candidate has been assigned. In other words, student teachers cannot leave their assigned student teaching placement to substitute for another teacher on campus.

3. Substituting must **not exceed four weeks** unless the student teacher is hired to serve in a long-term position.

4. The district/school site must agree to provide extra support on site to the substitute/student teacher by assigning a school site mentor in the same subject/credential area who will meet regularly with the student teacher to provide feedback and support.

5. Student teacher must meet all other basic requirements (as required already by law – e.g. subject matter competency, CBEST, etc).

6. The line of communication for requesting that a student teacher be hired as a long-term substitute will be between the classroom teacher, school administrator, university supervisor (during student teaching), and the student teaching placement coordinator. The coordinator is responsible for notifying the AERO Office about each student teacher that is approved to substitute, including information about when subbing will occur, and verifying that site-level support is in place.

**Student Teaching and Field Experiences During Emergencies**—From the Office of General Counsel for California State Universities

“It shall be the policy of this university that whenever normal operational procedures in a public or private agency are disrupted and/or halted by emergencies such as civil disturbances, natural disasters, and strikes all contractual obligations between the university and the agency, involving students in teaching and/or field experiences, shall be suspended during the period of the emergency.” **Interpretation:** includes sanctioned and unsanctioned job action.

“Students and staff are advised that their physical entrance into such emergency situations may involve physical risks for which the university cannot accept any sort of liability. Should a university staff member or student decide to enter such a situation, such entrance is entirely at the individual’s personal initiative and risk.” **Interpretation:** Any student who crosses a picket line does so at his/her own risk; CSUS will not accept any liability. “Consequently, student emergency situations shall be completely disregarded by university instructors in their assignment of grades or the making of evaluations.” **Interpretation:** Student teaching during the period of the strike will be completely disregarded in faculty evaluations and final grades.

“If a strike occurs, the student is required to notify the school office of his/her intended absence and then should contact the Teaching Credentials Department Office – Eureka Hall 401, (916) 278-5399 for instructions.
All credential candidates are strongly urged to join the Student California Teachers’ Association (SCTA). Membership in the SCTA provides a one million dollar liability insurance policy. This will provide legal coverage when candidates are working in schools to fulfill a program requirement since neither CSUS nor districts provide protection in the event student teachers are involved in litigation/lawsuit. Note: Candidates are not covered by the policy if they are working in a school on their own time, e.g. subbing. To find out more about benefits and join SCTA go online at http://sacteachers.org/members-area/.

The College of Education Scholarship Program: The College of Education is privileged to award over 60 scholarships to deserving and meritorious students each year. Behind each of these scholarships is a unique and individual story. For any questions about the College of Education scholarship program, contact Debbie Santiago: (916) 278-3618 or santiago@csus.edu and for application information, go to http://www.csus.edu/coe/scholarships-grants/index.html.

Academic Honesty, Integrity, Cheating, and Plagiarism: Students enrolled in the credential program will be held to high standards for student conduct in all aspects of their field and coursework consistent with CSUS policy and procedures regarding academic honesty, integrity, cheating and plagiarism. (http://library.csus.edu/content2.asp?pageID=175)

Privacy Act: Based upon the Family Educational Rights and Privacy Act (FERPA) of 1974, teacher candidates have access to inspect and review records kept on file in the department office. Candidates sign a release form authorizing certain individuals access to their files. Beyond the candidates and those individuals designated by the candidates only certain other university, state and federal officials are authorized by the FERPA to review these files. Candidates may make an appointment with the department chair to review all materials in their files. Candidates’ credential files do not leave the department office. Those desiring copies of documents in their files should make copies prior to submitting them to the Department Office.

ANY OF THE ABOVE POLICIES MAY BE APPEALED BY PETITIONING THE CREDENTIAL APPEALS COMMITTEE. For further information about the appeal process or clarification of these policies, contact the department office.

Non-Appealable Policies

1. Satisfying Subject Matter Competency by Examination
   Students in Mild-Moderate and/or Mild-Moderate with/out Multiple Subject Credential program must provide evidence that they have passed the California Subject Examination for Teachers (CSET) prior to their full time student teaching (EDS 420B, EDS 472, EDS 473) semesters of the program.

2. Basic Skills Requirement (BSR)
   Exams taken to meet the BSR (i.e., CBEST, CSET Writing Skills, etc.) must be passed and verification provided to the Teaching Credentials Department Office – Eureka Hall 401, (916) 278-5399, prior to the final semester of student teaching. Candidates, who do not pass tests prior to the final semester, will not be allowed to continue in the credential program.

3. Certificate of Clearance (COC)
   Candidates will not be allowed to begin the credential program unless they have been issued a COC by the CA Commission on Teacher Credentialing (CCTC).

Appeal Process
A candidate has the right to address an appeal to the Credential Appeals Committee (CAC) about policies related to status and continuation in the Teacher Preparation Program. Most appeals are made solely “in writing,” while some may be more appropriate to an “in-person” appeal accompanied by the written
appeal. Candidates going through the appeal process are responsible for contacting the AERO Office on the day that their appeal is acted upon to find out the decision of the appeal committee. A letter will also be mailed to the appellant stating the outcome of his/her appeal.

The voting members of the CAC are faculty members from the College of Education and other colleges involved in basic credential programs. The committee meets regularly at the beginning and the close of each semester. Appeals petitions and information about the appeal process is available in Eureka Hall 437.

NOTE: The Lead Advisor from the AERO Office is available to talk with credential candidates who have concerns about the program and their progress. Prior to meeting with the Lead Advisor, candidates should have met first with their individual academic program advisor to resolve issues.

RICA: Reading Instruction Competence Assessment
On October 1, 1998, passage of the RICA became a requirement for the Multiple Subject and Specialist Teaching Credentials. Affected candidates must take and pass EITHER the RICA Written Examination OR the RICA Video Performance Assessment. Passage of either one of these two RICA assessments satisfies the new credential requirement. Information about this testing will be given in your two program reading courses after which you will be well prepared for passing the RICA.

TPA/PACT (For Candidates Seeking a Multiple Subject Credential): Per SB1209 and SB2042, all candidates seeking a preliminary multiple subject credential must successfully pass a Teaching Performance Assessment (TPA). The state has authorized three options for the TPA: (a) the CalTPA; (b) the Performance Assessment for California Teachers (PACT); and, (c) the Fresno Assessment for Student Teachers (FAST), approved only for use by CSU Fresno. Our programs have opted to use the PACT. Specific and detailed information about PACT and the ways in which it is implemented in our programs can be found in the Candidate PACT Handbook, posted on our webpage at www.edweb.csus.edu under the “Become a Teacher” section.

FINAL CONSIDERATIONS
The Special Education faculty are deeply committed to the success of our teacher candidates. We are all excited by our collaborative work in this program and look forward to observing your growth and triumphs as you prepare for the most important career of all -- teaching! Please do keep in mind some of the “golden rules” of professionalism.

- If you are experiencing difficulty, address your concern to the person most directly related to this difficulty first. Though these conversations can be uncomfortable to initiate, your ability to do so in a professional and straightforward manner will serve you well in myriad settings throughout your career.
- Student teaching issues should be addressed with cooperating teachers/university supervisors first.
- If a 'good faith effort' with the person most directly involved does not result in a satisfactory resolution, then you may begin to involve others in the 'chain of command.' The MM Student Teaching Program Coordinator would be consulted after good faith efforts to engage these individuals does not produce satisfactory results.
- The Department Chair and/or AERO Lead Advisor should not be consulted until all options have been exhausted -- first with the CT/University Supervisor followed by the Student Teaching Placement Coordinator.
- Difficulties should NOT be discussed with anyone but the parties mentioned above (and in the
order mentioned).

- Care should be taken as to when and where these conversations are initiated (e.g., the privacy of the classroom is more appropriate than in the teachers' lounge; the 5 minute walk from recess is less conducive to productive dialogue than a before or after school appointment).
- Self-reflection is critical -- be sure to identify areas where you can make improvements and adjustments, in addition to any requests that you may consider making of other parties.

THANKS AND HAVE A WONDERFUL STUDENT TEACHING SEMESTER!