



SACRAMENTO
STATE

April 17, 2024

Hats Off to Partners

Multiple Subject: 2 or 3 Semesters

Single Subject

Mild to Moderate Support Needs (MMSN)

Extensive Support Needs (ESN)

Early Childhood Special Education (ECSE)

MMSN, ESN, and ECSE: 1 year or 2 year pathway

Redefine the Possible™

MEET OUR COORDINATORS

Multiple Subject

Program Coordinator



Dr. Brian Lim

Field Coordinators



Dr. Sue Baker



Quanee Ross

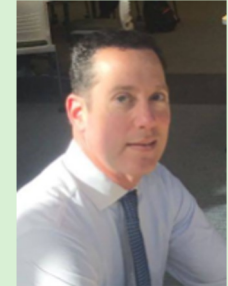
Single Subject

Program Coordinator



Dr. Sarah Ives

Field Coordinator



Dr. Pete Benitti

Extensive Support Needs & Dual

Program & Field Coordinator



Dr. Kathy Gee

Mild/Moderate Support Needs

Program & Field Coordinator



Dr. Mei Shen

Early Childhood Special Education (ECSE)

Program & Field Coordinator



Dr. Cindy Collado

Bilingual Authorization

Program Coordinator



Dr. Leslie Banes

Placement Coordinator



Jennifer Clark



Sacramento State acknowledges the land politically designated as Sacramento to be the homeland of the Nisenan people who were violently displaced as a result of European settler colonialism over the course of 400 years.

We would like to acknowledge the Southern Maidu people to the North, the Valley and Plains Miwok/ Me-Wuk Peoples to the south of the American River, and the Patwin Wintun Peoples to the west of the Sacramento River. We would also like to honor the Wilton Rancheria, the only federally recognized tribe in Sacramento County.

Benefits of Serving as a CT/Mentor

- Co-teaching model
- Improves your student-teacher ratio
- Support from University Supervisor & Coordinators
- Help prepare the next generation of teachers
- Stipend during student teaching semester

AGENDA

- Mission/Vision
- Social Justice Standards & What Makes a Good Teacher?
- Bilingual Authorization
- Inclusion
- Program Structure
- Strategies for Coaching/Mentoring students
- Resources for CTs

Our Programs' Mission

Mission: The Teaching Credentials Branch prepares socially just teachers and teacher leaders to be agents of change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

Student Perspectives: What Makes a Good Teacher?

What Makes a Good Teacher?

Social Justice Defined

California Teachers Association Social Justice Definition

We, as educators, have a responsibility for the collective good of students, members, community and society while ensuring human and civil rights for all. Social justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that equality is not necessarily equitable. Social justice means that we work actively to eradicate structural and institutional forms of oppression such as racism, sexism, classism, linguicism, ableism, ageism, heterosexism, gender bias, religious bias, xenophobia, and other “isms” and biases. (2016)

Social Justice Standard

SOCIAL JUSTICE STANDARDS

THE LEARNING FOR JUSTICE ANTI-BIAS FRAMEWORK

- Scan QR Code to download standards and grade level outcomes



Anchor Standards and Domains

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Social Justice Standard



Think – Pair – Share

#1 - Rank the four domains based on which addresses the most important student need.

Identity – Diversity – Justice – Action

#2 - How do you currently incorporate social justice standards into your classroom, or how would you plan to do so if given the opportunity?

#3 – Share your idea with your neighbor

Successful ways to Integrate the SJ Standards

Language & Literacy – select diverse texts, writing to create action

Math- adapting word problems, use real-world problems, highlight diverse mathematicians

Science – address social issues through science (water crisis, environmental justice, climate change, etc.)

Social Studies – teaching history through a positive, assets-based lens, celebrating diverse historical figures, teaching true history

Also, use them in your essential questions for lessons or units

What does effective inclusion look like?

Inclusion Defined – TIES center

- One in which each and every student is valued and fully supported as active and engaged participants in their school.
- All students, including students with extensive support needs, are supported to succeed in making academic progress, building friendships, and engaging in extracurricular activities along with their grade-level peers.
- Students with extensive support needs are students who require intensive and individualized instruction and substantial supports to access the curriculum.



Mainstreaming

- Has been with us since 1975; a pre-requisite model
- Students have to earn their way in to a general education class; almost no support/collaboration with special ed

Integration

- Started in the early '80's; students are based in a special education class and may spend some parts of their day in gen ed classes
- Still a pre-requisite model

Inclusive Education

- Started in the early '90's; there are no pre-requisites to being included in general education classes with Gen ed peers
- Special ed and general ed teachers collaborate to serve all of the students together; a child only leaves the gen ed room for very few services

Inclusion – What it is

- Research-based
- All students belong – there are no prerequisites
- All students receive supports to be successful as needed within general education classes
- All students are in general education at least 80% or more of their day
- Moving through the grades with groups of typical peers

Inclusion – What it is

- All students have access to the state-adopted standards and the curriculum that students without IEPs are involved in, with modifications and adaptations as needed
- Essential skills (such as communication, social, motor and sensory) are embedded within the daily classroom activities of all students
- Assigning qualified special education teachers to collaborate and support all students

Inclusion – What it's NOT

- Gradual, starting with children with the least needs
- Having “outliers”
- Students grouped by their disability
- The same as “co-teaching” models
- Spending only recess and lunch with typical peers
- Tracking
- Sending students with extensive support needs elsewhere
- Moving students from one elementary school to another based on grades (e.g. K-3 at one school and 4-6 another school)

Inclusion – What it's NOT

- Separate or alternative curriculum for some students
- Leaving out students in pre-K or K-12 classes who have extensive support needs and/or autism
- Only a “neighborhood school” model

Our Program Structure

- Fieldwork
- Coursework
- EdTPA- high stakes assessment
- Support from University Supervisor & Program and Field Coordinators

Bilingual Authorization

(Spanish & Hmong)

- Bilingual Placements:
 - All MS candidates
 - Some SS and SpED candidates
- Other options for SS and SpED candidates to fulfill field requirements:
 - Design and teach a short instructional unit in Spanish
 - Or, daily, ongoing lesson design and support in Spanish to bilingual/newcomer students in regular classroom placement

New pathway for in-service teachers to earn a Bilingual Authorization if you read, write, and speak Spanish.

- Pre-req: Any relevant course on the culture of emphasis
- Bilingual Methods Course in Spanish (Summer)
- For more info: Contact Leslie Banes at L.banes@csus.edu

Teaching Credentials Handbooks

- Policies & Procedures
- Field Handbooks for each program

- Access on TCRED Website
 - Current Students
 - Handbooks

Handbooks

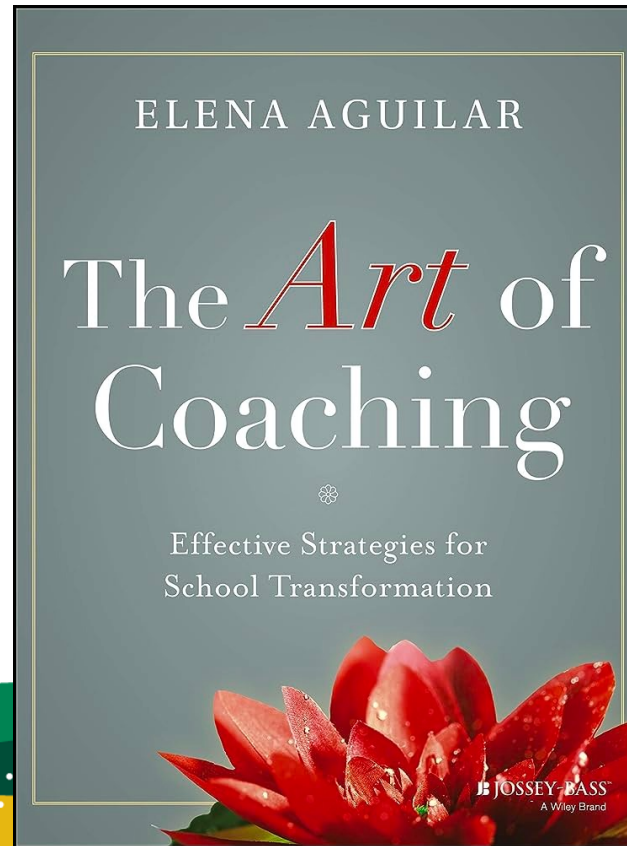
- [Teaching Credentials Policy and Procedures PDF](#)
- [Multiple Subject: Two Semester Field Placement Handbook PDF](#)
- [Multiple Subject: Three Semester Pathway Field Handbook PDF](#)
- [Special Education: Mild/Moderate PDF](#)
- Special Education: Moderate/Severe
- [Early Childhood Special Education](#)
- [Single Subject Field Handbook PDF](#)



SACRAMENTO
STATE

Art of Coaching

By Elena Aguilar



Redefine the Possible™

Transformational Coaching

Transformational coaching has three goals: to increase the client's emotional resilience, to strengthen the client's reflective abilities, and to build the client's skills.

-Coaching for Equity



The Coaching Dance

#1 The coach listens

#2 The coach responds with questions to learn

#3 The coach suggests an action

The Thin Cord of Trust

"ADULT
LEARNING
THEORY
REMINDS
US..."

that adults, like children, need to feel emotionally safe in order to be able to learn."

Elena Aguilar

"Coaches have a tremendous responsibility to clients. We invite people into what can be a scary journey of reflection where the aspects of themselves that they are most ashamed of might be brought to light. This is precisely the power of coaching - in bringing these areas to light, we diminish their ability to disempower us, and ..." (Aguilar, p . 93)

Listening in Transformational Coaching

"Listening is a skill; you can train yourself to do this, and you will get better with practice. Deep listening is hard to do. At first, it can feel very strange, uncomfortably empty and quiet, unlike anything you've ever experienced. But it is the most effective tool you'll use in coaching. When you are listening deeply, you stop thinking – your own mental chatter is quiet. When you are listening very deeply to another person, your own thoughts and concerns quiet down and your ego naps in a corner of your mind. This creates a tremendous space for your client to explore their own issues. You can support and guide that exploration through the questions you ask. Once you've created a clear, safe, nonjudgmental field, there is plenty of space for clients to wander around their own mind, exploring their beliefs, their blocks, and their goals and how to fulfill them." (p. 148-149)

3 Listening Strategies:

- 1. Quiet Listening** – *"hold a space" "so that people can unravel what's going on for them" (p. 150)*
- 2. Intentional Listening** – *listen to their "assumptions, interpretations, and underlying beliefs" AND to "what is not said" (p. 151)*
- 3. Collect Stories** – *"notice patterns running through their narratives" (p. 152)*

(Aguilar, p. 148 – 154)



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Practice Listening

Role Play

- ◆ Teams of 2
- ◆ 2 minutes each
- ◆ Take turns where one is sharing about their experiences as a mentor while the other listens without saying a word.



◆ Then reflect



“Speaking” Role:

What did it feel like to be listened to without judgment.

“Listening” Role:

What were your thoughts and where were they focused?

Coaching Reflection

How can your "practice listening" experience inform your future transformational coaching?



Join at menti.com | use code 8478 1631

Scan the QR, or go to
menti.com and enter code
8478 1631

Want to learn more about Sac State's Credential Program Resources for Mentors/Cooperating Teachers (CTs)?

Tonight's **Hat Offs to Partners Event** counts towards professional development. Visit our Mentor / Cooperating Teacher (CT) resources webpage using this QR code:



Resources for CTs

Adding Credentials

- Add a Bilingual Authorization onto your credential
- Add a single subject math or science credential
- Add a Career Technical Education (CTE) credential

Thank you & Raffle

- Join us for dinner and networking in the Ballroom