DHH

Deaf and Hard-of-Hearing (DHH)

Education Specialist

Teaching Credential Program

DHH Field Handbook

For Teacher Candidates, CT/Mentors, University Supervisors, and District Partners

Updated: September 2025

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Introduction

Greetings!

Congratulations on becoming a member of the Sacramento State College of Education, Deaf and Hard-of-Hearing (DHH) Credential Program. These are exciting and challenging times for those preparing to teach in California's schools. Our faculty take tremendous pride in the social justice focus, rigor, and quality of our program. We are committed to providing you with the experiences essential to your development as a competent and confident equity-minded beginning teacher.

This handbook is designed for a diverse audience: our teacher candidates, our supervisors, our cooperating teachers, administrators, and district partners. It provides practical information about—and outlines expectations related to—our candidates' field experience and student teaching. It should be used with the Policies and Procedures Handbook for the College of Education Teacher Preparation Programs, which contains more general program policies and procedures.

We feel honored to work with such a diverse community. We truly value the expertise, time, and effort our many partners and collaborators devote to our candidates and our program. We know that high-quality teacher preparation occurs when many education stakeholders collaborate to close the opportunity gap and the resulting achievement gap, promoting equity at all levels. We hope that this Field Placement Handbook provides a clear roadmap for how our collaborative work will proceed so that together we can support the optimal growth and professional development of our candidates toward these goals.

The Teaching Credentials Branch will follow this mission and vision in implementing all aspects of its programs:

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.

VISION: Our vision is to be the regional leaders in preparing and developing excellent teachers. In collaboration with our schools and communities, teachers prepared at Sacramento State create and sustain equitable inclusive educational environments which are designed to optimize access and student success.

The Teacher Credentials Program has adopted the California Teacher Association Definition of Social Justice:

We, as educators, have a responsibility for the collective good of students, members, communities, and society while ensuring human and civil rights for all. Social Justice encompasses educational, economic, and political arenas. Social justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguicism, ableism, ageism, heterosexism, gender bias, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests.

Our Mission/Vision emerges from the belief that the uniqueness of every child, including those who are Deaf and Hard of Hearing, is a strength rather than a weakness or deficit. This belief 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. Our adoption of the CTA's definition of social justice helps us further define our commitment to equity and social justice, and the work we do at the classroom, community, and state levels to disrupt persistent structural patterns of inequity. Our programs' integrated coursework and fieldwork strengthen candidates' commitments, knowledge base, and skills needed to achieve educational equity and address the opportunity and achievement gaps in our region.

We are continually energized and excited by the prospect of preparing new teachers and supporting practicing teachers in the field in working toward the collective educational good of our community. We look forward to working with you and are confident that together, we will make a positive difference in the lives of children, including those who are Deaf and Hard of Hearing.

Best wishes,

The Faculty and Staff of the Teaching Credentials Branch

Glossary of Terms

California Standards – Educational standards that describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school. The California Department of Education helps schools make sure that all students are meeting the standards.

Clear Credential – See Professional Clear Credential for more information.

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).

Cohort – A group of teacher candidates who take classes together. Candidates are cohorted for all coursework.

Competencies – The competencies are the measurable and observable knowledge, skills, and dispositions that the university uses to evaluate candidates. These competencies include the Teaching Performance Expectations (TPEs- see below for detail) and additional competencies added by the program faculty. The competencies form the basis of evaluation of candidate progress and are used to assess candidates in the field and provide feedback on their performance.

Cooperating Teacher (CT) – The in-service teacher who collaborates with and mentors a teacher candidate. The CT volunteers his/her time as a partner to our teacher preparation program. The CT is the same as a Mentor (see below), however, typically coaches a candidate who is not working as an emergency permit teacher so they may be a paraprofessional in their CT's classroom or a fieldwork student placed in their classroom/program.

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).

CSTP – California Standards for the Teaching Profession. Standards that are used to evaluate credentialed teachers. These are used to develop the graduating candidate's Individual Development Plan (IDP).

CTC – Commission on Teacher Credentialing. The California agency responsible for licensing and credentialing professional educators.

DHH – Deaf and Hard of Hearing covers deaf and hard-of-hearing learners from birth to 22 years old.

English Learner Authorization (ELA) – Formally the Cross-cultural Language and Academic Development Certificate, this authorization authorizes teachers to deliver instruction to English Learner students in California. All candidates enrolled in California Teaching Credential programs, including Sacramento State's Teaching Credential program, earn their English Learner Authorization.

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 Sacramento State faculty member who assigns candidates their field placements.

Lesson Plan Template – A general lesson plan template which includes the major elements of a lesson plan. The model is adaptable, depending on the goals of a lesson.

Mentor /CT– The in-service teacher who willingly collaborates with and mentors a teacher candidate. This is the same as the Cooperating Teacher, however, typically is for an Intern Teacher as the candidate has their own classroom that their Mentor visits to support them.

Preliminary Credential – The first of two tiers in acquiring a Professional Clear Credential. The Preliminary Credential is issued to candidates who complete a state-approved program of initial teacher preparation. The Preliminary Credential is valid for five years. After a candidate successfully completes the Sacramento State DHH Teaching Credential Program, the program will recommend the candidate for a Preliminary Credential. Sacramento State does not grant Preliminary Credentials - only the CTC can grant a credential.

Professional Clear Credential – The credential issued when a Preliminary Credential holder has completed a two-year teacher induction program as part of their employment as a teacher. Induction programs are most often run by local districts, not through Universities. A Professional Clear Credential must be renewed through the CTC every five years.

Solo Teaching – A period of two weeks during which the credential candidate assumes all responsibilities of a credentialed teacher in the classroom (lesson plans for solo teaching require prior approval of the Cooperating Teacher). This typically occurs during weeks 14 and 15 of the student teaching semester.

Teacher Candidate (TC) – A student enrolled in the university credential program who concurrently works in the field alongside a cooperating teacher.

Teaching 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 DHH Teaching Credential. The Sacramento State College of Education midterm and final evaluation are based on the California TPEs, which are based on the California Standards for the Teaching Profession (CSTPs).

Triad Team Meeting – A conference held with the teacher candidate, the cooperating teacher, and the university supervisor. These take place to support sharing the midterm and final evaluations. Additional triad meetings are held as necessary

University Supervisor (also called **Supervisor)** – The Sacramento State faculty member who evaluates the candidate's performance in the host classroom and acts as a liaison between the university and the public school or program. The university supervisor plays a key communication role among the school administrators, the cooperating teachers, and the program's instructional faculty/staff in support of the teacher candidate

Teaching Credentials Branch and the
Student Success Center (SSC) Office

The Teaching Credential Programs are supported by expert staff at the program, department, and college levels. Staff in our branch office provide admitted candidates with resources related to courses, required forms, any program continuation issues, and faculty information. Staff advisors in the Student Success Center (SSC) provide resources related to exploring graduate programs, support for required credential exams, scholarship information, as well as assist credential candidates at the final stages of their program when a credential recommendation is needed.

Teaching Credentials Branch Office – Eureka Hall 401, (916) 278-6639

SSC Office – Eureka Hall 437, (916) 278-6403

Credential Analysts' Office – Eureka Hall 414, (916) 278-4567

The academic year hours for the offices listed above are:
Monday – Friday, 8 a.m. – 12 p.m. & 1 p.m. – 5 p.m. (check website for summer hours)

Please see the SSC website for more information about scheduling appointments for advising, or the Teaching Credentials website for more information about drop-in hours with staff from Eureka Hall 401 (the reception area).

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-cred@csus.edu

Contacts for Program Specific Services:

▪ Linda Lugea, Branch Administrative Analyst

llugea@csus.edu, Eureka Hall 401, (916) 278-5399

▪ Mercedes Hipolito, Applications and Admissions Administrative Support Coordinator

m.dawal@csus.edu, Eureka Hall 401, (916) 278-4081

▪ Elizabeth Christian, Lead Credential Analyst

echristian@csus.edu, Eureka Hall 414, (916) 278-5553

▪ Ashley Ciraulo-Stuart, SCC Programs Advisor

aciraulo@csus.edu, Eureka Hall 437, (916) 278-6403

▪ Karina Figueroa-Ramirez, COE, Educational Equity Coordinator

figueroaramirez@csus.edu, Eureka 437, (916) 278-4324

Fieldwork Experiences

The preliminary Deaf and Hard-of-Hearing (DHH) credential program at Sacramento State focuses on the Program Standards and Teaching Performance Expectations developed by the California Commission on Teacher Credentialing, and the definition of Social Justice as outlined by the CTA. University coursework is closely tied to an early fieldwork experience course and a culminating field experience with university supervision in schools/programs serving a diverse student population.

With support from the program, candidates are responsible for finding a site for field placement. Candidates begin the program in a structured field experience placement and, by the time they complete their culminating experiences (DHH), are responsible for all aspects of the cycle of teaching, referred to as solo-teaching, for at least two weeks. All field placements take place in public school classrooms or programs serving socio-economically, culturally, and linguistically diverse DHH children and their families.

Coursework and fieldwork are closely integrated so that the specialized knowledge and skills required to teach within specific disciplines are reflected in the field practice, including specific pedagogy and research related to Universal Design for Learning, inclusive education, English language development, Autism, Deaf-Blindness, early intervention, multilingual (including ASL and English) pedagogy, and the California State Standards. Supervisors, along with university instructional faculty and school-based educators, provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

When students are placed in a DHH teacher's program/classroom, our program requires co-teaching strategies by the teacher candidate and the cooperating teacher. Co-teaching is a model developed by special education and general education teachers and is currently being adopted for use in student teaching classrooms as well. Most cooperating teachers and all teacher candidates will receive professional development on co-teaching. The co-teaching strategies are available at the end of this handbook for reference. For candidates working as the DHH teacher of record on an emergency permit or intern credential, the mentor teacher serves as a coach and model of best practices.

Teaching Credentials Fieldwork requirements for all candidates

Candidates must have a Certificate of Clearance (CoC) to start in the field. This is a CTC requirement.

- Related to placements:
    - Candidates are responsible for finding placement (with guidance from the program)
    - Candidates cannot start in their placements until they have proof that they've been cleared by the district
    - Candidates must check their Sacramento State emails daily

Program pathways and options

While candidates are accepted into a cohort that follows a prescribed sequence of classes each semester, they may choose to take classes at a slower pace. Additionally, teacher candidates may decide to apply for an internship and seek a full-time teaching position in their local school district (see "Internship" below for more information). In collaboration with the Program Coordinator, Dr. Nate Dutra, candidates can map out these options and potential alternative plans.

Summer Semester

Typically, candidates do not enroll in a fieldwork course during this semester. Instead, they will complete the following courses (12 units):

- **EDSP 119**: Social and Legal Foundations of Special Educ., Inclusive Educ. (3 units)
- **EDSP 261**: Early Intervention for Deaf Children (3 units)
- **EDSP 262**: Teaching DeafBlind and DeafDisabled Students (3 units)

Fall Semester

For this semester, candidates will enroll in **EDSP 460**: Early Field Experience with Deaf Students (3 units), which requires 200 hours of fieldwork (typically two full school days per week). In addition to the early field experience course, candidates will complete the following courses:

- **EDSP 209**: Augmentative and Alternative Communication: Assessment and Intervention (3 units)
- **EDSP 263**: Identity Development, Mental Health, and Deaf Students (3 units)
- **EDSP 264**: Language, Speech, and Audiology in Deaf Education (3 units)
- **EDSP 360**: ASL and English Pedagogy: Content Areas (3 units)
- **EDSP 361**: ASL and English Pedagogy: Literacy (3 units)

Spring Semester

Candidates will enroll in a student teaching course (unless they have received special approval to be an intern). The student teaching course is **EDSP 461**: Deaf and Hard-of-Hearing Student Teaching (6 units). This course requires 400 hours of fieldwork (approximately five school days per week for 12 weeks), totaling 600 hours of fieldwork across both semesters.

In addition to student teaching, students will complete the following courses:

- **EDSP 293**: Inclusive Strategies (3 units)
- **EDSP 265**: Instruction and Curriculum in Deaf Education (3 units)
- **EDSP 266**: Using Data and Assessments in Deaf Education (3 units)
- **EDSP 238**: Culminating Seminar for Education Specialist Candidates (3 units)

Guidelines for Intern Credentials

Criteria for Approval of and Guidelines for the Intern Credential

Sacramento State, in agreement with the California Commission on Teacher Credentialing (CTC), offers an intern credential that allows teaching credential candidates enrolled in a traditional credential program to be employed as the teacher of record while completing the relevant credential program when the following conditions are met:

- Are in their final semester for Multiple and Single Subject programs or in their second year of the 2-year pathway for Education Specialist programs (1-year pathway Ed Specialist candidates are not eligible).
- Have completed a minimum of 120-hours of preservice preparation (in our credential program) that provides candidates with the opportunity to develop requisite knowledge and skills prior to entering the classroom as the teacher of record.
- Have met all eligibility requirements for the intern credential as outlined below.

If a candidate meets these criteria, then they may proceed with Sacramento State's Teaching credential intern application process.

Frequently Asked Questions (FAQs)

What is an intern teacher and do I get paid? Interns are hired and paid by a district as the teacher of record for a class/program. In most cases, a separate job application and interview with the district is required. Interns are typically hired as new teachers and offered a temporary paid contract (varies by district). Internships are full-time; however, in Single Subject they can also be part-time.

How long are internships? Internships can vary in length and be for a few weeks to a whole semester or multiple semesters (varies by teaching credential program).

How do I know if I am ready to be an intern? Being an intern is more challenging than traditional student teaching. As the teacher of record, interns must be ready to take on the additional responsibilities of being a full-time teacher while also completing their credential. This may be a good option for candidates who have previous classroom experience, are organized, and are proactive learners.

How do I start the intern application process? When you are interested, speak with your program's Field Coordinator and/or Program Advisor who will advise you throughout the process.

When is the earliest I am eligible to be an intern? You MAY be eligible in your final semester as a Multiple Subject or Single Subject candidate OR in your second year of the 2-year pathway as an Education Specialist candidate (1-year Ed Specialist candidates are not eligible). Approval is required from the faculty in the program.

How much does it cost? During the application process, the candidate pays CTC $100 for an intern credential.

How long is my Intern Credential valid? The intern credential is valid for 2 years; however, a 1-year extension may be requested by consulting with Sacramento State's credential analyst.

Who supports an intern? During the semester(s) the candidate is enrolled as an intern, both the District and the University provide weekly supervision support and guidance. As an intern, in collaboration with Sacramento State, the district identifies a District or Site Mentor and Sacramento State assigns a University Supervisor to form the Triad team that supports the Intern.

Do I still need to complete student teaching? No, the intern teaching satisfies the requirements of student teaching if the candidate passes their internship course. If a candidate successfully meets the Teacher Performance Expectations (TPEs) of their credential program, as measured by their Fieldwork Evaluation Rubric, while teaching on an intern credential in lieu of a traditional student teaching experience, they do not have to complete student teaching. Their intern teaching substitutes for student teaching when the candidate secures full time employment in the district as an intern while enrolled in courses within the credential program. If a candidate is unsuccessful and does not pass their intern fieldwork course, see the next FAQ.

What happens if I'm not successful in my internship? If an intern does not pass the intern teaching course (does not meet the TPEs as evaluated at the end of the semester in their fieldwork evaluation rubric), the intern will not receive their teaching credential and must go through the appeals process and if approved, either re-enroll in intern teaching or in student teaching. In addition, district employment as an intern is determined solely by the district.

Do interns still need to complete their edTPA? Yes, if it is required by their program.

Where do I need to submit my Monthly Support Calendars? Interns are responsible for sharing their Monthly Support Calendars with Sacramento State's credential analyst. Refer to your program's field coordinator for further guidance.

Does my internship begin when my district starts or when Sacramento State's semester begins? Candidates can begin as an intern when their district returns to school if they are enrolled in the internship class AND the district provides all the supervision and support (5 hours per week) until Sacramento State begins classes and the University Supervisor can begin sharing supervision and support with the District.

Where can I go with further questions? For more info about the CTC intern credential guidelines, you can reach out to our Credential Analyst at this link or your program's field coordinator or program advisor.

Program specific FAQs:

Single Subject	Multiple Subject	Education Specialists
I'm a Single Subject candidate and want to pursue a full-time	**I'm a Multiple Subject candidate, can I be an intern?** In rare occasions,	**I'm an Ed Specialist candidate, what if I have a previous teaching credential?** You may be able to apply for an exemption to be an intern in your first year.

internship. What do I do? Full-time internships may be an option; therefore, **s**peak to your Field Coordinator for further details.	Multiple subject candidates may be eligible. Please ask the field coordinator if you are interested.	**Can I change districts once my Intern Credential has been approved in my current district?** The initial intern application is specific to the district. Candidates must submit a new intern application if pursuing a position in a new district; however, education specialist interns may move positions at semester break within a district without submitting a new application.

Intern Eligibility Requirements

When am I eligible?

- Education Specialist candidates in the 2-year pathway are eligible to be an intern in their second year after the applicable eligibility requirements are met (1-year pathway Ed Specialist candidates are not eligible).
- Multiple and Single Subject candidates are eligible in their final semester.

What are the intern eligibility requirements?

Before proceeding through the intern application process, candidates must meet ALL 3 requirements below.

Requirement #1: **Program Performance**

In good standing in their coursework as well as positive ratings in their fieldwork with written approval from their University supervisor.

Requirement #2: **Competencies**

1. Basics Skills Requirement met
2. U.S. Constitution Requirement met (for example, test or course)
3. Subject Matter Competency Requirement met (all programs except ECSE)

Note: Bilingual Authorization candidates must have passed either the course-based language competency in EDUC 175/172 OR the CSET LOTE exam before interning in a dual language program.

Requirement #3: **Program-Specific Coursework**

Program	Required Courses
	*Required courses listed below must be completed prior to or taken concurrently during the first semester enrolled as an intern (they cannot be taken during later semesters) **Candidate must earn a grade of "B" or better in all required courses*
Deaf and Hard-of-Hearing (DHH)	EDUC 170, EDUC 100 A/B, EDSP 119

Mild to Moderate Support Needs	EDUC 170, EDUC 100A/B, PUBH 136, EDSP 119, EDSP 220, EDSP 229, EDSP 232, EDSP 221, EDSP 471 (or equivalent)
Extensive Support Needs	EDUC 170, 100A/B, EDSP 119, EDSP 206, EDSP 209, EDSP 220, EDSP 217, EDSP 235, EDSP 413 (or equivalent)
Early Childhood Special Education (ECSE)	CHAD 30, EDUC 170, EDUC 100A/B, EDSP 119, EDSP 201, EDSP 209, EDSP 212, EDSP 217, EDSP 474 (or equivalent)
ECSE – Added Authorization	EDSP 201, EDSP 212, EDSP 475 (or equivalent)
Single Subject	EDUC 170, EDUC 100A/B, Content Methods Courses; EDSS 279A, EDSS 384A
Multiple Subject	EDUC 170, EDUC 100A/B, PUBH 136 (or equivalent), EDMS 234A/B, EDMS 334C

How Do I Apply To Be An Intern?

1. **Initial Advisement: Intern Discussion & Intern Eligibility Requirements Review**. If interested in an intern position or approached by a district about an intern position, a candidate should contact their Field Coordinator to review intern eligibility **prior to engaging in discussions** with an employer about an intern position and discuss intern expectations. **If approved,** the Field Coordinator submits an Intern Eligibility Review request to the Credential Analyst who then reviews the candidate's eligibility requirements and informs the candidate and their Field Coordinator of their status.

2. **Sacramento State Program Faculty Approval**. If eligibility requirements are met, the Field Coordinator presents the candidate's case to the program faculty at the upcoming area group meeting for program-level approval. Once approved, the Field Coordinator emails the Credential Analyst and the candidate with the approval and shares their updated Advisement Plan.

    a. For SPED, the candidate will write a 1-page single spaced letter to the faculty requesting approval to be an intern. The letter should include why they feel ready to take on the responsibilities of an internship and evidence to support their request (e.g., comments from their supervisor evaluations, comments from their mentor on fieldwork performance, organization skills, participation in professional learning experiences, participation in IFSP/IEP meetings, course artifacts that have prepared them to be the teacher of record, work experiences, etc.). If applicable, address any challenges faced and how they worked to address such concerns. Candidates submit their letter to their Field Coordinator who shares at the area group meeting.

3. **District Agreement**. The Credential Analyst will confirm or establish an active Agreement with the employer.

4. **Intern Eligibility Letter and Application Process**. The Credential Analyst emails the candidate and Field Coordinator the applicable *Intern Eligibility letter* (to be shared with their district when seeking a district position as proof of their approval to be an intern) and Intern Application materials. The candidate completes the application and submits it to the Credential Analyst and Field Coordinator as soon as possible.

    The **Intern Application** materials include the following documents (see Appendix)

    a. *Intern Position Information Form* (see Appendix A). The candidate contacts the district representative (e.g., Human Resources) to identify the District Support Provider (Mentor) for the relevant information needed to complete the form and requests signature approval.

    b. *Sample Monthly Support Calendar* (see Appendix C & D). Candidate works with district to develop a sample calendar of support from the district for the first month of the internship. Across the year, the intern is provided 144 hours of general support and 45 hours of EL support, which amounts to roughly 5 hours per week from both the District and University; thus, each partner provides about 2.5 hours of general support and EL support per week. This includes at least 1-2 hours per week by the District Support Provider (Mentor) such as coaching, modeling, and demonstrating and various other district supports (e.g., meetings, observations, reflection, training, etc.). The intern will consult with their University Supervisor to add projected observations and meetings.

    c. *Program Specific Signed District Intern agreement letter* (see Appendix B). The candidate communicates with the principal and relevant administrator about internship expectations and requests signature approval.

5. **CTC Recommendation for Intern Credential.** Once the application has been received and approved by the Credential Analyst, the Credential Analyst submits the candidate's recommendation to CTC for the Intern Permit Credential. The candidate receives an email from the CTC confirming the application and guidelines for paying the appropriate fee. Once paid, it takes 5-10 business days to approve and post on the CTC website.

My Intern Application Process Checklist

Questions? Contact your Advisor or Credentials Office EUREKA HALL 414, (916) 278-4567

Before an Intern Credential can be issued, ALL of the following must be met:

☐ **I am in my final semester of my Multiple or Single Subject program OR 2nd year of my Education Specialist (SPED) program.**

☐ **I completed Initial Advisement steps before applying for a position**
   - *I feel ready to take on the greater demands of an internship*
   - *I have checked that I have met my eligibility requirements (see Eligibility Requirements table)*
   - *I met with my Program Advisor/Field Coordinator & my advisement plan is updated*

☐ **SPED only: I emailed my Advisor my *Student Letter to Program Faculty***

☐ **My program's faculty approved my intern request & my coordinator emailed the credential analyst with the approval and my updated Advisement Plan**

☐ **I received my Intern Eligibility Letter and Application from Credential Analyst**

☐ **I submitted my Intern Application materials to the Credential Analyst:**
   - *Intern Position Information form completed by Human Resources (HR)*
   - *First month's Monthly Support Calendar created with my district & supervisor (if applicable)*
   - *SPED ONLY: Signed letter of agreement from my principal/administrator AND special education director/administrator*

☐ **CTC Recommended me for my Intern Permit Credential**

☐ **My name is posted on CTC's website:** www.ctc.ca.gov/commission/lookup

What do I do while I'm an Intern?

General Guidelines

✸ I continue to complete my coursework and fieldwork as directed in my credential program.
✸ My Field Coordinator consults with my Faculty Advisor & Triad to maintain communication & support.
✸ At the end of the semester, my University Supervisor submits my *Signature Page* and *Observation Log.*

Monthly Support Calendar

With my intern application, my district creates a sample support Calendar with me, which is updated the first month of my internship with my University Supervisor and District Support Provider and I update it throughout the month to reflect any changes to my supervision plan. To maintain status as an intern, I am responsible at the end of each month in the semester (5 times) for updating my MONTHLY Intern Supervision and Support Calendar according to my program's guidelines. The Credential Analyst will upload it to my credential e-file. I will use the template and sample in the Appendix as a guide.

Intern Support

My district and university support me in the following ways, which is recorded on my support calendar:

1. **36 hours of support across the semester** from BOTH Sacramento State AND my District. This includes:

    a. **1-2 hours** of general support **each week** from my District Support Provider (Mentor) AND my University Supervisor, which includes:

        i. touching base weekly through email, phone calls, online, face-to-face conversations;

        ii. Observation cycles: preconference, observation, post conference (minimum of 9 for Sacramento State);

        iii. Informal coaching on instructional plans, problem solving and troubleshooting, access to resources, and other supports; and

        iv. District meetings, trainings, team meetings, support meetings with administration, etc.

2. **45 hours** of English Learner support **across the semester** shared by Sacramento State AND

my District.

3. When concerns about my performance and/or professionalism warrant, I have additional meetings, communications, and a written *Statement of Concern and Action/Performance Contract*.

Triad Team Meetings

I collaborate with my University Supervisor and my District Support Provider (Triad Team) by meeting 3 times in the semester (can be combined with observation visits) (NOTE: I must have a current Taskstream subscription during all semesters I am enrolled as an intern).

- **Initial meeting**: set semester goals
- **Mid-term meeting**: review progress and mid-term evaluation
- **Final meeting**: determine grade for fieldwork and final evaluation

Intern Resources and Support

✳ If I have a question or concerns then I reach out to my University Supervisor and Field Coordinator.
✳ All tools for my internship are in the Current Students tab on the Sacramento State Teaching Credential website.

Examples: Intern Supervision & Support Activities

The CTC states, "A minimum of 144 hours of support/mentoring and supervision shall be provided to

each intern teacher per school year to coach, model, and demonstrate within the classroom, and to assist with course planning and problem-solving regarding students, curriculum, and effective teaching methodologies. The minimum support/mentoring and supervision provided to an intern teacher who assumes daily teaching responsibilities after the beginning of a school year shall be equal to 4 hours times the number of instructional weeks remaining in the school year. A minimum of two hours of support/mentoring and supervision shall be provided to an intern teacher every five instructional days." (CTC Coded Correspondence 14-07, August 21, 2014)

The following list are examples of activities you can add to your Monthly Supervision and Support Calendar.

✳ **OBSERVATION:**
- o cycle of classroom observation of teaching: pre-conference, observation, debrief
- o Intern observes (or co-observes) other teachers and their teaching, classrooms/programs, assessments, IFSP/IEP meetings, etc.

- o demo lessons and/or co-teaching activities with a mentor, coach, or supervisor
- o intern leads a meeting (e.g., IFSP, IEP, paraprofessional education, colleague training)
- ❋ **COACHING:**
  - o email, phone, and/or video conferencing support related to observation
  - o problem-solving, planning, curriculum and/or instruction around student needs
  - o content specific coaching (e.g., math coach, behavior coach, EL coach)
- ❋ **TRAININGS:**
  - o New Teacher Orientation
  - o attendance at district/regional/state seminar, activities, workshops, trainings
  - o release time to participate in district or regional groups (ELAC, CEC, CAC, etc.)
- ❋ **REFLECTIVE CONVERSATIONS:**
  - o watch & discuss teaching videos with support provider/supervisor
  - o review/discuss test results with colleagues
  - o PLCs with district or supervisor
  - o interactive journal with support provider and/or supervisor
  - o support for editing work-related writing (e.g., reports, letters to parents, IFSP/IEP)
- ❋ **PLANNING**:
  - o weekly planning or review of plans with EL Authorized Credential Holder, supervisor, and/or support provider
  - o co-planning with general/special educators, related service providers, or EL expert
- ❋ **LOGISTICAL:**
  - o help with classroom setup, scheduling, bulletin boards, materials acquisition, parent conferences, seating arrangements, etc.
  - o help with paperwork like writing IFSP/IEPS, FBA/BIP reports, assessment reports, etc.
- ❋ **MEETINGS:**
  - o Grade level/Department/Team meeting re: planning, curriculum, and/or instruction
  - o Regular non-evaluative check-ins with administrator

What does my Intern Application look like?

The following documents will be emailed to candidates by Sacramento State's Credential Analyst as part of their Intern Application.

NOTE: The internship credential is dated the day your application is received in the Credentials Office at CSU Sacramento, OR the beginning date of service, whichever date is the later.

Intern Position Information

*Intern Application Document

NOTE: Form is completed by the district's Human Resources (HR) representative and then submitted by the candidate to the Credential Analyst AND Program Coordinator with the candidate's Intern Advisement Program Plan. Documents may be submitted in person, mailed, faxed, or emailed. All documents will be uploaded to the candidate's eFile.

INTERN'S NAME:

_____

Title of Intern's position:

_____

Name of employing district/agency:

_____

County of employing district/agency:

_____

Name of HR district representative completing this form:

_____

Name of ASSIGNED DISTRICT Support Provider (Mentor):_____

(to be completed by employer; please initial to confirm mentor meets each of the requirements below)

_____ The Mentor holds a Clear/Life Credential in the same credential area as the intern

_____ The Mentor has 3 years or more teaching experience

_____ The Mentor holds an EL Authorization

_____ The Mentor is available to provide at least 1-2 hours of weekly mentoring, supervision and support to the intern teacher (including visiting the intern) and to communicate on a regular basis with program faculty sponsor/advisor and/or university supervisor

Intern's BEGINNING DATE OF SERVICE IN THIS POSITION: _____

*Signature of Employer:*_____

Title: _____*Date:* _____

District Signed Letter of Agreement

MONTHLY Supervision and Support Calendar for Sacramento State Interns

*Intern Guidelines Document

*Note: Candidate emails at the end of each month of the internship a completed monthly calendar indicating support (observations, meetings, communication) provided by University Supervisor AND District Support Provider. **TIP**: Develop the plan at the beginning of each month and revise it based on changes that month. Save as a new document with the following naming convention: MONTH-YEAR_PROGRAM-INTERN_LastName (e.g., 10-2018_ECSE-INTERN_May)*

___ Check here to confirm that the supervision/mentoring/support hours for this month 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. FOR THIS CANDIDATE, TOTAL HOURS = ____ x _____ = _____ hours
- 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. FOR THIS CANDIDATE, TOTAL HOURS = __ X __ = ___ hours

Intern Name: _____   Start & Finish Dates: _____

District: _____   School:
_____

University Supervisor	*District Support Provider*	*University Advisor*
Name:	Name:	Name:
_____	_____	_____
Email:	Email:	Email:
_____	_____	_____
Phone:	Phone:	Phone:_____
_____	_____	

Month: _____

Week	Monday	Tuesday	Wednesday	Thursday	Friday
One					
Two					
Three					
Four					

MONTHLY Supervision and Support Calendar for Sacramento State Interns

*Note: Candidate emails at the end of each month of the internship a completed monthly calendar indicating support (observations, meetings, communication) provided by University Supervisor AND District Support Provider. **TIP**: Develop the plan at the beginning of each month and revise it based on changes that month. Save as a new document with the following naming convention: MONTH-YEAR_PROGRAM-INTERN_LastName (e.g., 10-2018_ECSE-INTERN_May)*

Intern Name: <u>Ima Teacher</u>   Start & Finish Dates: <u>2/6 – 6/6/14/18</u>

District: <u>City USD</u>   School: <u>Red School</u>

University Supervisor	*District Support Provider*	*University Advisor*
Name:	Name:	Name:
_____	_____	_____
Email:	Email:	Email:
_____	_____	_____
Phone:	Phone:	Phone:_____
_____	_____	

Month: <u>February 2023</u>

KEY: Supervision times in regular font, Supervision with an EL focus in *italics*, Support sessions in **bold**, US= University Supervisor (and in green), DS=District Support Provider

Week	Monday	Tuesday	Wednesday	Thursday	Friday
One	*DS & US observe ELD time* (12:30-1 p) DS & US observe Math block (1-1:55 p) ***Support/debrief with DS & US F2F (3:10-4:10 p)***		EDSP339: Seminar (4-6p) ***6:00 – 7:00 pm: Support session with US – review upcoming lessons, issues, questions***	Whole staff meeting 2:30-3:30p	**Weekly phone call with US and DS to plan for next week, will address general and EL questions** **Weekly meeting with site admin (9:30-10a)**
Two		DS observes Literacy (10:30 – 11:30 am) DS observes Math block (1:00 – 1:55 p) ***Support/debrief with DS F2F (3:10-4:10 p)***	*US observes Literacy (10:30 – 11:30 am) and Math block (1:00 – 1:55 pm)* ***Support/debrief with US F2F (3:10 – 4:10 p)***	Grade level meeting: 2:30-3:30p	**Weekly phone call with US & DS** **Weekly meeting with site admin (9:30-10a)**
Three			EDSP339: Seminar (4-6p) & US support session, repeats each Wednesday	DS & US observe Literacy (10:30-11:30 a) *DS & US observe Math block (1:00 – 1:55 pm)* ***Support/debrief with DS & US F2F (3:10-4:10 p)***	**Weekly phone call with US & DS, include program advisor** **Weekly meeting with site admin (9:30-10a),**
Four	*DS & US observe ELD time* (12:30-1 p) DS & US observe Math block (1-1:55 p)		EDSP339: Seminar (4-6p) ***6-7 p: Support session with US- review***	Grade level meeting: 2:30-3:30p	**Weekly phone call with US & DS, will address general and EL questions**

Support/debrief with DS & US F2F (3:10-4:10 p)		*upcoming lessons, issues, questions*		**Weekly meeting with site admin (9:30-10a),**

<u>XX</u>___ Check here to confirm that the supervision/mentoring/support hours for this month 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. FOR THIS CANDIDATE, TOTAL HOURS = 16 x 4 = 64 hours

- 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. FOR THIS CANDIDATE, TOTAL HOURS = 5 X 5 = 25 hours

DHH Fieldwork Experience Guidelines

Purpose of Fieldwork Experiences

The Sacramento State DHH credential program is strongly committed to providing candidates with supervised experiences involving DHH children from a wide range of backgrounds, language levels, and needs. Additionally, educators must be able to work successfully in various learning environments. Thus, candidates are required to demonstrate experience in multiple settings.

You will be assigned a coordinating teacher (CT) and a university supervisor to help you develop and demonstrate skills in each area listed above for the specific skills identified in each area. Also, you may be required to demonstrate competencies specific to the program you are participating in (e.g., a DHH SDC classroom).

At the beginning of each field experience, you will complete an "Initial" self-assessment using the Field Experience Evaluation Form. You will meet with your university supervisor and CT/mentor to share your self-assessment and develop a plan for participating in and taking responsibility for various program activities. These activities include assessment, planning, implementing, and evaluating interventions and/or instructional activities for individuals and small groups of children and their families, as appropriate to your assigned setting. You will engage in bi-weekly journaling in your e-binder to practice reflecting on your experiences and to allow your supervisor to follow up with you more specifically. Additionally, you will schedule a weekly meeting time of 30-60 minutes with your CT/Mentor to consistently reflect on your experience and plan for your gradual release of responsibility. These are called Weekly Coaching Conversations; you will record your conversations in your log in your e-binder.

The two directed field experiences are seen as cumulative; you should be able to demonstrate competence in all areas by the end of the second experience. How much you achieve in each experience will be determined jointly by you, your CT, and your university supervisor. As your university supervisor cannot observe you full-time, not all competencies may be directly observable. It is anticipated that through your DHH courses, you have begun a portfolio that will allow you to demonstrate certain competencies based

on these experiences. You may be asked to review this portfolio with your supervisor at the beginning of each field experience to help develop a participation plan in the field setting.

Possible Field Placement Sites

You may be assigned to a district or county office of education program that serves DHH students (ages 0-22). Your primary placement will be with the special education program, but you will have opportunities to collaborate with other agencies and programs that serve DHH students and their families. For example, you may be assigned to a special education special day classroom or an itinerant setting. You will gain a diversity of experiences in each of your field settings, working with individual children, groups of children, and their families.

Candidate Placement Tracking Sheet

A requirement for CTC student teaching includes the following standard:

(3.6) For each program the unit offers, candidates have significant experience in California public schools with diverse student populations and the opportunity to work with the range of students identified in the program standards.

Prior to placement, each candidate will be assigned a Candidate Placement Tracking Sheet. This document is vital for monitoring and making sure that all candidates gain substantial experience in diverse California public school settings. The tracking sheet will be utilized throughout the placement to gather and document critical information about the school environment, the diversity of the student population, and the types of experiences candidates have with different student groups.

University supervisors and placement coordinators will complete sections 1-4 of the sheet, while candidates are responsible for filling out section 5 at the midpoint of the fieldwork semester. The program coordinator or an approved evaluator will review the tracking sheet to assess the placement's effectiveness in providing diverse experiences and to identify any areas for improvement.

The tracking sheet is a key component of our commitment to fostering inclusive and diverse educational experiences for all candidates. It enables the program to evaluate and maintain alignment with our diversity standards and offers an opportunity for ongoing enhancement of candidate preparation and field experience quality.

Directed Field Experience/Internship Activities

Upon meeting with your Cooperating Teacher (CT), you will jointly determine your assignment. For example, in a DHH program, you may be assigned as a member of a team. You would attend all team meetings, participate in consultations, carry out assessments, and attend Individualized Education Program (IEP) meetings.

You may be under the direct supervision of someone (or several persons) other than your CT; however, all activities must be approved by the CT. You will establish a schedule for assuming specific responsibilities; for example, you may observe classroom interactions or specific interventions for several weeks, and then by the 6th or 7th week, you would take on the role of the primary interventionist. Alternatively, you might participate in a program where several DHH students are included, and after several weeks, assume the role of co-teacher, where you are primarily responsible for developing and implementing curricular adaptations for students, in collaboration with the special education and DHH education staff.

You, the CT, and your university supervisor will determine requirements for completing your field experience. For example, you may be required by your CT to maintain a journal of your observations and activities, including detailed plans for each session and evaluations of the outcomes. This might be in a narrative form or as a checklist. In settings with younger DHH students, you may be required to develop instructional plans for different parts of the day (e.g., story time, language activities, interactive play). These plans would specify the activities, materials, instructional strategies, adaptations required, how the activities integrate into the typical daily routine, how they align with IEP goals, and how you will assess progress.

Triad Team

Candidates will work in a Triad during their fieldwork. Each semester, three Triad meetings will occur at strategic points: the beginning/initial (weeks 1-3), the middle (weeks 6-8), and the end (weeks 14-15). The DHH Fieldwork Evaluation Form will be completed at these three times throughout the semester and discussed at each of the Triad meetings. During the first meeting, the evaluation form will be used for an initial self-assessment and goal setting for the semester. During the middle and end of semester meetings, the evaluation form will be formally discussed, and the University supervisor will submit the scores in Canvas. At the end of the semester, a signed Signature Page will be completed by the team to indicate whether the team recommends the candidate passes the fieldwork experience, repeats it, or does not pass.

The Triad team consists of:

1. **The DHH teacher candidate** taking coursework in the DHH program, gaining experience in the field, and completing field-based work with students at their site.

2. The **district mentor (sometimes called the cooperating teacher or CT)**, who is an education specialist in the district with at least three years of experience in the field, assigned by the district or invited by the candidate and approved by Sacramento State's DHH Field Placement Coordinator.

3. The **University Supervisor**, a DHH education specialist assigned by Sacramento State's DHH Field Placement Coordinator.

General Roles & Responsibilities of the Teacher Candidates in the Field

You are expected to participate in each directed field experience as a professional in the field of Deaf and Hard-of-Hearing education. There are many characteristics of professional behavior, and you will be evaluated on these through the DHH Fieldwork Evaluation Form. Being punctual, organized, maintaining your appearance, and preserving your health are all very important. You must also demonstrate the highest degree of ethics (e.g., confidentiality, knowledge of legal requirements and issues) and cultural competence in your interactions with children, families, staff, and other professionals.

You may at times feel frustrated in your placement, but you should seek out your CT and/or university supervisor to assist you in developing strategies for addressing your frustrations; you cannot jeopardize relationships with children, families, and/or program staff by acting impulsively. If you feel you are not getting the support you need from either your CT/mentor or university supervisor, arrange a conference with this person and discuss your concerns. If this is not successful, you need to contact Sacramento State's DHH fieldwork coordinator to arrange a meeting to address the issues.

General Expectations of Teacher Candidates Completing Fieldwork:

- **Classroom Engagement**: During your scheduled time in your classroom, you will participate in a variety of activities, including school-wide events, to help you become acquainted with the fundamental aspects of your classroom/school and your CT/Mentor's teaching philosophy and methods. You should consistently strive to increase your knowledge about:
    - The grade-level curriculum, standards, and benchmarks.
    - The developmental needs and interests of the DHH students in your classroom.
    - Your CT/Mentor's and the school's philosophy and approaches to student engagement and classroom management.
    - The school community, resources, and programs available.

- **Observation and Feedback**: Observe the routine procedures and teaching methods of your CT/Mentors. Your CT/Mentors should guide you on what to focus during these observations (i.e., what to look for and why), and debrief with you

afterward. Additionally, you will receive guidance in your courses about specific aspects of classroom routines and dynamics to observe. Share these observation protocols with your CT/Mentor and discuss them.

- **Teaching Practice**: Initially observe your CT/Mentor's model lessons and strategies in specific content areas. Before you assume responsibility for teaching these lessons, make sure you understand the content and techniques thoroughly. Co-teaching is highly encouraged, particularly as you are learning the curriculum.

- **Punctuality and Attendance**: Arrive on time, ideally 30 minutes before the scheduled start (even if your CT/Mentor does not). You may need to arrive even earlier to meet with your CT/Mentor as needed; this should be negotiated between you and your CT/Mentor. Additionally, plan a weekly meeting time with your CT/Mentor for focused collaboration and communication. The frequency and timing of these meetings will vary by site but are essential for effective communication and planning.

- **Appropriate Dress**: Remember to dress appropriately and act professionally from the moment you arrive on campus to when you leave the school grounds. Avoid facial jewelry and piercings other than ear piercings. Cover tattoos with images or language that may be inappropriate for children. Check your sweaters and tops for appropriate fit and coverage; no midriffs, low pants, or flip-flops are allowed. You are essentially on an "interview" anytime you are at the school site—colleagues, administrators, parents, and students will take note of your professionalism. If you have questions about dress codes, please discuss them with your CT/Mentor.

- **Absences**: Establish a clear communication plan with your CT/Mentor, who may have preferences for modes of communication and specific timeframes (e.g., text message vs. call, appropriate times to contact, etc.). It's crucial to identify and adhere to these preferences early on. Confirm whether the school's front office should be included in this communication plan for instances when you might be late or absent. In case of an emergency or illness that leads to absence, follow your communication plan details and inform your CT/Mentor of responsibilities planned for that day (e.g., tutoring, small group work, teaching a lesson). Notify any Sacramento State professors whose classes you will miss, adhering to their syllabi guidelines. Note that you will need to make up any missed days, and excessive absences may lead to an extended placement or additional semester.

- **Placement Responsibilities**: When in your placement, focus on teaching, observing, or assisting the teacher and the students. Plan and complete coursework at home or outside your placement hours. Remain professional, prompt, reliable, and responsible at all times. Cell phones should only be used before or after school hours unless there's an emergency; they should not be checked or used for calls or texts while you are in your classroom or on school grounds.

- **The Platinum Rule**: Treat others as they would like to be treated, acknowledging that everyone has different preferences and ways they wish to be interacted with. This rule promotes a more culturally responsive approach than the traditional Golden Rule. Be discreet in your conversations and avoid quick or harsh judgments. An open, accepting attitude is crucial for building a supportive learning community. Engage with everyone rather than limiting interactions to a few individuals. Use appropriate language, both developmentally and professionally, with instructors, fellow teacher candidates, children, school faculty, staff, and parents. As a guest in the school, avoid critiquing routines or plans openly; instead, ask respectful questions to understand the reasons and rationales behind them.

- **Professional Observation**: Actively observe everything in your environment, defer judgment, and make connections between your coursework and the classroom experiences. Generate questions and identify resources and individuals who can provide answers. Take detailed notes for future reference. Frequently connect your observations to the concepts, theories, and frameworks presented in your university coursework. Reflective and purposeful teaching involves integrating theory with practice and using reflective practice to enhance theoretical understanding.

- **Addressing Concerns**: If you have a serious concern, it's best to first approach the person most directly involved. If you do not feel comfortable with this approach, please talk to your Sacramento State liaison for further guidance.

- **Regular Meetings with CT/Mentors**: Teacher Candidates (TCs) should meet with their CT/Mentors once a week for planned discussions about lesson planning and the TC's progress. These meetings should be consistent from week to week and conducted as formal sit-down discussions rather than impromptu conversations. All lesson planning should be done collaboratively with the CT/Mentor, who can

provide their insights and resources, and help ensure that the lessons meet the required standards. The CT/Mentor's guidance is crucial in supporting TCs as they integrate their own ideas and teaching styles, as well as the requirements from Sacramento State courses into their teaching.

- **Before/After School Duties**: Participate in staff meetings, grade-level meetings, and school-wide events such as PTA meetings, parent/teacher conferences, and SST meetings as your schedule allows. Attendance at Back-To-School Night is mandatory in the fall and attending Open House is required in the spring unless conflicts with pre- or co-requisite courses or the Sacramento State semester schedule prevent participation.

- **Lesson or Home Visit Plans**: TCs are required to write detailed lesson or instructional plans in advance for all teaching activities, whether for small groups, whole classes, or during early intervention home visits. These plans should be primarily authored by the TC but can be developed collaboratively with your class team. Avoid using unmodified teacher manual copies; instead, adapt the material to fit your instructional needs and context. A template will be provided for writing these plans. Keep all lesson plans organized for easy reference and review.

- **Submitting Plans for Approval**: Always come prepared with thoroughly planned lessons. Lesson or home visit plans must be reviewed and approved by your CT/Mentor before you teach. Arrange to have these plans reviewed at least one day before the lesson is scheduled to maximize preparation time and ensure high-quality instruction. This review process is vital for assessing your ability to effectively plan and implement educational content and strategies. Be ready to grade and provide feedback on all assignments, tests, and projects you administer.

Fieldwork eBinder (Candidate & Supervisor Responsibility)

Candidates will create an online fieldwork folder, known as an eBinder, in Google Drive to use throughout the duration of the program. Each semester, candidates will update the fieldwork information for their site and use the eBinder to communicate with their supervisor and organize their weekly lesson/instructional plans, class/individual matrices of supports and services, observations, journals, etc. The eBinder will be organized by semesters and will include the following folders, which are maintained by both the candidate and supervisor as indicated:

eBinder General Folder

- **Completed by the candidate:**
  a. **Fieldwork Placement Information**
  b. **About Me - Candidate Info Sheet**
- **Completed by the supervisor:**
  c. **Information About Me - Supervisor**

Folder: [Semester Title – e.g., Fall 2025]

- **Document: Journal - Reflection**
  o Completed by the candidate. You will maintain a weekly reflective journal of your experiences using a T-chart format: record your experiences in the left column and your wonderings, questions, or ideas about each of these experiences in the right column. You can choose to type in the Google Doc journal (using typing or voice-to-text) or write in a notebook and scan the pages to upload to the eBinder Journal folder.
- **Document: Coaching Conversations Log and Parking Lot**
  o Completed by the candidate. Keep a weekly log of your Coaching Conversations with your CT/Mentor using the template provided. If preferred, handwritten notes can be scanned and uploaded to your eBinder.
- **Document: Overview of Teacher Activity**
  o Completed by the candidate. At the beginning of the fieldwork experience, document at least one daily schedule of the teacher of record in the classroom, describing the teacher's activities during each segment of the schedule.

- **Document: Observation Notes**
    - For each supervisor observation, the candidate will be observed engaging in an activity with students or families. The observation should cover the full transition into the activity, the activity itself, and the transition out. Observations can be conducted live and in-person, live via Zoom, or recorded.
        - **Recorded Observations:** The candidate may upload recorded videos to share with the supervisor via a semester-specific link to GoReact or in their eBinder. Recording directly in GoReact is also an option.
        - **Observation Notes:** Completed jointly by the candidate and supervisor using the provided template:
            - **Team Prep for Observation:** The supervisor and candidate review the candidate's goals for the semester using their Fieldwork Evaluation Rubric and set an observable and measurable goal for the observation.
            - **Candidate Prep for Observation:** At least 24-36 hours before an observation, the candidate should type an introduction to the observation, providing background information about what will be observed, relevant data, and any preparation or plans. This introduction should be emailed to the supervisor after uploading to the appropriate folder, detailing plans for either a home visit with the family (for Infant & Toddler fieldwork) or a lesson plan (for preschool fieldwork, or infant and toddler if center-based).
            - **Supervisor Observation Notes:** During each observation, the supervisor will type notes directly into the template.
            - **Debrief:** The supervisor and candidate will debrief following the observation or within 24-48 hours, discussing the candidate's performance, the impact on student/family learning, and recommendations for improvement. They will also discuss next steps and focus areas for future observations.

FOLDER: Field Log Calendar (if applicable)

Required for candidates placed in classrooms outside of their employment to log the days spent at their fieldwork site. Candidates completing fieldwork at their place of employment

do NOT need to complete this. A Field Log Hours document is provided for each candidate by the DHH Field Placement Coordinator. To verify your required fieldwork hours, you will develop a plan for when you will attend your field site and record the dates of attendance in this document (details about activities are not required). Candidates will establish a regular schedule of participation at the site and will inform both the CT and the university supervisor in case of any absences. Missed hours due to absences must be made up at a time agreeable to the CT.

FOLDER: Intern Monthly Support Calendar (if applicable)

Completed only by candidates enrolled in EDSP 478: Internship in DHH. Follow the directions in the Guidelines for EDSP Intern Credentials to complete and submit at the end of each month your observations & meetings with your district Mentor and university Supervisor. Upload your Calendar for each month in the semester to this folder. The credential analyst will have access to these (you will not be required to email them separately).

FOLDER: Fieldwork Evaluation Rubric

- **Fieldwork Evaluation Rubric:** Download to your computer and type into the PDF for each of the three Triad team meetings. After each Triad meeting, upload your updated Evaluation Rubric and rename the document to reflect the Initial, Midterm, or Final evaluation, so that there will be three rubrics in this folder, each with increasingly more information added.
    - **Competency Descriptors (pages 5-34):** At the beginning of the semester, update progress toward meeting each of the competencies across the six Teacher Performance Expectation (TPE) standards by typing in your score for each competency in the appropriate box: Initial, Midterm, Final. Notes about progress can be recorded under the score in the competency. Update the table every 2 weeks with your progress on observing, participating, and some leading across each competency listed. As an early fieldwork experience, by the end of the semester, you should be observing across all competencies and participating in nearly all. Begin within the first two weeks by using your self-assessment completed on the Fieldwork Evaluation Rubric to highlight any competencies scored as a 1 or 2 as these will help the team discuss how you can develop deeper knowledge, experiences, and skills in these areas.
    - **Semester Checkpoints (pages 2-3):** At each Triad meeting, the team will review your score for each competency on the relevant competency

descriptor page (pages 5-34). This score will autofill into the Semester Checkpoint table on pages 2-3.

- o **Summary Form (page 4):** Completed by the supervisor. During each Triad Team meeting, the supervisor will record notes and share with the candidate who can add to the summary form. This will include a discussion of the candidate's strengths, areas for growth, and recommendations for improving and next steps. For the Midterm and/or Final Triad team meeting, the supervisor will input these scores and summary into the candidate's Taskstream account.

FOLDERS FOR EACH WEEK OF THE SEMESTER: [e.g., Week 1: Aug 28 – Sept 1]

- **Lesson/Instructional Plans:** Completed by the candidate. At a minimum, candidates are required to upload to the folder for the applicable week the lesson/instructional plan or home visit plan and, if applicable, the associated weekly instructional plan for each supervisor observation. Additionally, for every lesson led by the candidate during their fieldwork experience, they are required to write a plan and upload it here.

Responsibilities of University Supervisor

Your university supervisor will observe the candidate and meet with them several times throughout the semester, both through the observation cycle and bi-weekly check-ins. For observation cycles, the supervisor will engage in a pre-observation discussion with the candidate to focus the observation and set goals, as well as review instructional plans. The observation can be conducted live or via video, followed by a debriefing session to discuss the observation. In the case of home-based field placements, the supervisor will coordinate closely with the CT/Mentor and communicate with the candidate in person, by phone, or through electronic means. This approach minimizes disruption for the family and the young DHH student by limiting the number of new adults in the home. The university supervisor will provide feedback on successful interactions and offer suggestions to improve skills where needed. Specific assignments and experiences may be designed to enhance skills in particular areas.

Additionally, the supervisor tracks all observations via the Observation Log and arranges for the Triad team to sign the Signature Page at the end of the semester, indicating whether the team recommends the candidate pass the fieldwork experience. The Supervisor also meets with the Triad team three times per semester to discuss and evaluate the candidate's progress on the Fieldwork Evaluation Rubric. Following these meetings, the Supervisor submits the candidate's scores for the midterm and final evaluations to the Canvas.

If the candidate struggles during the fieldwork experience, the supervisor will consult with the DHH fieldwork coordinator to initiate a formal support process known as the Statement of Concern and Action Plan. This ensures targeted support and structured guidance to help the candidate meet the necessary competencies.

Responsibilities of CT/Mentor

Commission on Teacher Credentialing (CTC) Requirements (2016): All cooperating teachers must complete 10 hours of initial orientation and ongoing support to enhance their effectiveness. The orientation includes:

- **Program Curriculum:** Overview of curriculum specifics.
- **Effective Supervision Approaches:** Techniques such as cognitive coaching and adult learning theory.
- **Current Content-Specific Pedagogy and Instructional Practices:** Focusing on strategies tailored to DHH students.

Ongoing support is essential to keep CTs updated on:

- **Supervision Skills:** Continuous development in supervision techniques.
- **Program Expectations:** Understanding and alignment with program standards.

This mandatory orientation is accessible online, with two hours focused on the Sacramento State Credential program and the remaining eight hours available through district, Sacramento State, or other relevant professional learning sessions.

Directed Field Experiences/Internships: These are collaboratively managed by the university and the site where the candidate is placed. Daily supervision is provided by the CT/Mentor, who will complete the DHH Fieldwork Evaluation Form throughout the candidate's participation. This formative feedback is crucial for developing competencies in areas specific to teaching DHH students. Responsibilities of CT/Mentors include:

- **Initial Introduction:** Familiarizing the candidate with the school environment, program, students, and faculty. It is recommended that candidates be introduced as "co-teachers" to establish their authority and shared responsibility.
- **Orientation Meeting:** Planning an initial meeting to orient the candidate about various aspects of the school and classroom environment, such as management philosophies, schedules, emergency procedures, student/family backgrounds, curriculum scope, and instructional resources.
- **Modeling and Observation:** Demonstrating effective instruction and student engagement. Candidates should first observe the CT/Mentor to understand classroom management and instructional strategies before taking on teaching responsibilities.

- **Weekly Coaching Conversations:** Establishing a regular meeting schedule to discuss instructional strategies, pedagogical decisions, and feedback. These sessions should focus on reciprocal learning and help the candidate understand the rationale behind teaching decisions.
- **Lesson/Instructional Planning:** Supporting the candidate in developing detailed lesson plans, which should be stored in the candidate's eBinder. The CT/Mentor should assist the candidate in making sophisticated decisions about curriculum delivery and instructional differentiation.
- **Solo Teaching Experience:** Collaborating on the planning and execution of the candidate's solo teaching experience. The CT/Mentor should actively participate and provide informal observations and constructive feedback during this period.
- **Addressing Issues:** Prompt communication with the CSUS liaison if any significant problems arise that might impede the candidate's progress.

What To Do When the Teacher Candidate Is Struggling: Statement of Concern and Performance Contract

Candidates experiencing difficulties must be informed in writing about their areas of weakness, provided with specific suggestions for improvement, and given a clear timeline to address these issues. A Statement of Concern and Performance Contract should be drafted by the Course Instructor or Sacramento State university supervisor, in consultation with the CT/Mentor and the Teacher Candidate. This document must be discussed, dated, and signed by all parties involved—the candidate, the course instructor or CT/Mentor (as applicable), and the university supervisor. Copies should be distributed to each party, as well as to the DHH Fieldwork Coordinator and the Chair of the Teaching Credentials Department.

It is crucial to document concerns early to give candidates adequate time to remediate and implement the suggestions outlined in the Statement of Concern and Performance Contract. At the first sign of concern, begin the documentation process using the following steps:

4. **Document** the concern in writing and communicate it to the teacher candidate along with strategies for potential improvement.
5. **Discuss** the concern directly with the candidate.
6. **If the concern is not corrected within a reasonable amount of time**, jointly develop a Statement of Concern with the CSUS liaison. This process should include conferences with all parties involved and lead to the drafting of a written Performance Contract for the candidate.

The **Statement of Concern** should include:

- Statements specifying the areas of inadequate performance.
- Suggested actions for the candidate to take to improve performance.
- Descriptions of what will be accepted as evidence of satisfactory performance and how this will be assessed.
- A timeline that outlines acceptable durations for achieving improvements.
- Details of the consequences if performance does not improve.

The **Performance Contract** must be thoroughly discussed, dated, and signed by the teacher candidate, the Cooperating/Mentor teacher, and the Supervisor. Copies of this contract should be provided to each party involved.

Evaluation of Directed Field Experiences/Internships

As stated earlier, during each directed field experience, you will be observed by your university supervisor and your CT/Mentor. Formal evaluations of the DHH Evaluation Form will be conducted by the Triad Team, which includes the teacher candidate, university supervisor, and CT/Mentor, both midway through and towards the completion of the field experience. The supervisor will hold a conference with you at each of these points. The midterm evaluation will serve as a progress benchmark for planning the remainder of the field experience. The final evaluation will occur at the end of the field experience and will provide you with an overall assessment of your attainment of the competencies for that experience.

The grade for your field experience will be assigned as either "credit" or "no credit". The university supervisor, as the official representative of the College of Education at CSUS, is solely responsible for determining final grades and submitting them to the university. You must meet all competencies agreed upon for the particular field experience with a rating of "competency met" in order to receive a "credit" grade. At the completion of both field experiences, you must have a rating of "competency met" in ALL competencies in order to receive credit for the final field experience. For early field experiences (including early internships), candidates must earn an average score of "3" across all measures scored to pass the experience. For both culminating experiences, candidates must earn an average score of "4" across all measures scored to pass the experience.

Social Networks:

As representatives of the Sacramento State Teaching Credentials Program, DHH teacher candidates are held to a high standard of behavior and integrity. This standard extends to activities conducted on social networking websites (e.g., Facebook, YouTube, Snapchat, Twitter, Flickr) and other online platforms. Please adhere to the following guidelines when participating in online communities:

- **General Awareness:** Understand that anything posted online is publicly accessible and can be viewed by anyone worldwide.
- **Personal Information:** Avoid posting your home address, phone numbers, birth date, or other sensitive information such as your class schedule or social plans.
- **Conduct and Legality:** Ensure that your posts do not violate CSUS' or your district's codes of conduct, or any state or federal laws.

- **Professional Image:** Avoid posting any content that could potentially embarrass you, your family, your cohort, the credential program, CSUS, or your school site/district. This includes not only your posts but also content you may be tagged in by others.
- **Impact on Learning:** Refrain from posting or linking to any content that could harm or disrupt the learning of any students.
- **Reporting Inappropriate Content:** If you encounter inappropriate content posted by another credential candidate, report it immediately to the Department Chair.

It is important to note that social networking sites may be monitored by various entities within Sacramento State, such as the Department of Teaching Credentials, Student Affairs, and University Police, as well as by external entities like potential employers and academic committees.

Teacher candidates must exercise caution when using online social networking sites. Inappropriate or unethical use of these platforms can lead to sanctions, including reprimand or dismissal from the program.

Progress and Competency in Field Experiences: If a teacher candidate is struggling to meet the competencies necessary for successful completion of independent teaching duties (e.g., solo-teaching weeks), leading to potential classroom disruption and impeded student learning, the following steps may be taken:

- **Suspension of Teaching Duties:** Suspend new teaching responsibilities and defer independent teaching attempts. Continue with observation and participation to enable ongoing progress.
- **Academic Standing:** A grade of No Credit (NC) may be assigned. The university supervisor or liaison will review the situation to determine if the candidate may repeat the experience.
- **Reassignment:** Reassignment to another school more than six weeks into the semester is only considered under unusual and compelling circumstances. Any reassignment request must be justified and initiated through the University Supervisor/Liaison to the Field Placement Coordinator.
- **No Credit Grade:** If a candidate receives or is on track to receive a No Credit grade, they may not proceed with any portion of the Teacher Preparation Program unless continuation is advised by the University Supervisor or Liaison. The decision to allow a repeat of the experience or dismissal from the program is determined after a thorough review of the candidate's performance and circumstances.

Candidates facing potential dismissal must appeal to the Credential Appeals Committee for a decision regarding their continuation in the program. Further details on the discontinuation process are available from the Student Success Center staff.

Statement of Concern

For FIELD EXPERIENCE/STUDENT TEACHING

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

Teacher Candidate:

Date SOC issued:

Credential Program:

Field Experience/Student Teaching Placement Information (School/CT/subject area(s)):

(TPEs can be accessed here: https://www.ctc.ca.gov/educator-prep/stds-prep-program)

Teacher Performance Expectation	DESCRIPTION of CONCERNS RELATED TO TEACHER CANDIDATE PERFORMANCE
TPE #:	
TPE #:	
TPE #:	

(If needed, add additional rows.)

Required Signature:

I acknowledge receipt of this Statement of Concern   Candidate _____   Date:_____

Performance Contract

CONTINUATION IN FIELD EXPERIENCE/STUDENT TEACHING

Teacher Candidate:

Date Performance Contract Issued:

Credential Program:

Field Experience/Student Teaching Placement Information:

This performance contract outlines specific actions that the Teacher Candidate must complete. The signatures below confirm that the Teacher Candidate and all parties monitoring this contract agree to the specified performance standards and the provided timeline. This timeline supersedes any previous calendar or timeline related to the DHH program activities.

TIMELINE By.....	PERFORMANCE BENCHMARK The Teacher Candidate will.....	Teacher Performance Expectation ADDRESSED
		TPE
		TPE
		TPE

Should the stipulations in this contract not be met, the following consequences will apply:

If the timeline and performance benchmarks described above are not met, the Teacher Candidate will be subject to disqualification from the program.

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. Field Experience/Student Teaching Supervisor: _____Date: _____

I am in agreement with the Performance Contract.

Mentor Teacher: _____Date: _____

I am in agreement with the Performance Contract.

Department Chair: _____Date: _____

Policies for Serving Students with Disabilities

California State University does not discriminate based on disability regarding admission or access to programs and services, whether provided on or off campus. 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 tailored to their specific learning challenges.

It is the responsibility of the student with a disability to contact the appropriate offices prior to enrolling in a program or a specific course to obtain special services. A student must contact the Disability Access Center (DAC) Office, located in Lassen Hall, Room 1008, at (916) 278-6955 (voice) or (916) 278-7239 (TDD). This should be done at least 15 working days prior to the first day of class and include verification of the disability and the need for specific accommodations. More lead time may be necessary if reasonable accommodations require 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 ensure that specific accommodations can be provided in a timely manner.

Teaching Performance Expectations (TPEs)

Aligned with the California Standards for the Teaching Profession

Introduction

The Teaching Performance Expectations (TPEs) constitute the body of knowledge, skills, and abilities that Beginning California Deaf and Hard-of-Hearing (DHH) Education Specialist Teachers should acquire and demonstrate during their preparation programs in California. These beginning teachers prove their competency in the TPEs by successfully completing coursework and engaging in TPE-related fieldwork/clinical practice within Deaf and Hard-of-Hearing (DHH) settings.

The TPEs guide the development of preparation programs and the assessment of candidate competency during coursework and fieldwork/clinical practice experiences. They are research-based and align with the expectations outlined in California's DHH Educator Competencies, and other relevant documents from the California Department of Education. These standards require that beginning teachers in DHH specializations demonstrate the ability to provide safe, healthy, and supportive learning environments, meeting the needs of every child, including those with additional disabilities. Teachers are also expected to understand and apply pedagogical theories, principles, and instructional practices for comprehensive instruction of all students.

Additionally, the TPEs are in line with national teaching standards and California's adopted content standards for students. They emphasize the importance of digital literacy and ethical digital citizenship, and explicitly require teachers to understand and employ pedagogical strategies for the instruction of English learners, assisting them to achieve literacy in English within their credential content areas. Teachers must create inclusive learning environments, whether in person or online, and utilize their understanding of developmental levels to effectively instruct and assess all students, including those with disabilities in general education classrooms.

The TPEs are directly aligned with the California Standards for the Teaching Profession (CSTP), which guide California's teacher induction programs and ongoing teacher development from the induction years onward. This alignment emphasizes the continuum of initial teacher preparation through sustained professional development.

The TPEs are organized according to the seven CSTP domains, providing detailed expectations for beginning teacher knowledge and performance:

- **Standard 1:** Engaging and Supporting All Students in Learning
- **Standard 2:** Creating and Maintaining Effective Environments for Student Learning
- **Standard 3:** Understanding and Organizing Subject Matter for Student Learning
- **Standard 4:** Planning Instruction and Designing Learning Experiences for All Students
- **Standard 5:** Assessing Students for Learning
- **Standard 6:** Developing as a Professional Educator
- **Standard 7**: Effective Literacy Instruction for Deaf Students

These standards ensure that DHH teacher candidates are well-prepared to meet the diverse needs of their students and excel in their professional roles.

Beginning California DHH Education Specialist Teachers are expected to know how to create inclusive learning environments. They should use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including those with disabilities and those who are English language/dual language learners, within the special education ECE setting.

While we recognize that each candidate is developing competence in the TPEs, a basic operationalization of the TPEs, even at a novice level, is expected from the start. Failure to make reasonable efforts (as defined by regular class attendance, adherence to field experience and student teaching guidelines, and the implementation of feedback and suggestions) to implement the TPEs may be grounds for dismissal from the program. This is particularly true for professional obligations that protect the privacy, health, and safety of students, families, and other school professionals.

For the full text of the Education Specialist TPEs: https://www.ctc.ca.gov/educator-prep/stds-prep-program

Additional Program Costs

1. edTPA—The edTPA is a performance-based, subject-specific assessment used by teacher preparation programs throughout the United States to emphasize, measure, and support the skills and knowledge that all teachers need from Day 1 in the classroom. Aspiring teachers must prepare a portfolio of materials during their student teaching clinical experience (see details in the edTPA section of the Policies and Procedures Handbook). This is a requirement for all candidates in our general education teacher preparation program and will soon be for Special Education candidates too. It is important to note that all candidates across all programs in California must take the edTPA or CalTPA, both of which are offered through Pearson and have the same cost: $400.00 (additional costs are incurred if retakes are required: $100.00 per task resubmitted).

2. Textbooks—Costs vary.

Credential Recommendation

At the end of the credential program, the Credential Analyst will be exclusively responsible for submitting credential recommendations to the CCTC for candidates in our program.

Non-Discrimination Statement

We do not discriminate in the admission process or activities on the basis of race, color, national or ethnic origin, ancestry, age, religion or religious creed, disability, sex or gender (including pregnancy, sexual harassment, and other sexual misconduct such as acts of sexual violence including rape, sexual assault, sexual exploitation, and coercion), gender identity and/or expression (including a transgender identity), sexual orientation, military or veteran status, genetic information, or any other characteristic protected under applicable federal, state, or local law.

Deaf and Hard-of-Hearing (DHH) TPEs

The California Standards for the Teaching Profession:

Standard 1: Engaging and Supporting All Students in Learning

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Standard 4: Planning Instruction and Designing Learning Experiences for All Students

Standard 5: Assessing Students for Learning

Standard 6: Developing as a Professional Educator

Standard 7: Effective Literacy Instruction for Deaf Students

TPE 1: Engaging and Supporting All Students in Learning

Elements: DHH Candidates will:

1. Provide and sustain a language rich environment in American Sign Language (ASL) and/or English for deaf students to foster social and academic discourse and comprehension, using multimodal instruction, skill training (signed/viewing, spoken/listening, and/or written language as a heritage language), research-based bilingual education methodology, translanguaging practices and current effective learning.

2. Communicate proficiently in American Sign Language (ASL) and/or English and engage with students using multimodal instruction (signed, spoken, and/or written) scaffolding, multiple ways of representing content, and teaching strategies to address the specific needs of student learning, as stipulated in the IFSP/IEP/ITP/504 Plan.

3. Collaborate with students and families to make instruction learner-centered, developmentally appropriate, and meaningful, reflecting home and school connections, knowledge of child development (linguistic, cognitive, socio-emotional, & cultural development) and additional special needs.

4. Demonstrate knowledge of students' language development across disabilities and the life span, including typical and atypical language development, communication skills, social pragmatics, the hierarchy of brain based learning skills (e.g. executive functioning)

and vocabulary/semantic development as they relate to the acquisition of academic knowledge and skills.

5. Develop and implement the IFSP, IEP, ITP, or 504 Plan collaboratively with families with an emphasis on language planning that provides equal access to the general education core curriculum with accommodations and modifications, and progress monitoring, taking into consideration all educational/communication options available (including the use of Assistive Technology and Augmentative and Alternative Communicative Devices as appropriate).

6. Connect subject matter to deaf-related events and experiences to make learning personal, meaningful, and culturally relevant to students.

7. Differentiate instruction and curriculum access for all students by emphasizing multimodal instruction (auditory, visual, tactile, gestural) activities and incorporating various funds of knowledge from diverse home backgrounds, cultures, styles of learning, and perspectives into curricular activities.

8. Prepare effective transition plans from birth to age 22 through the IFSP/IEP/ITP/504 Plan with students and their families, including goals for self-advocacy, independent living, post-secondary education, and career assessment and vocational evaluation, with appropriate connections between the school curriculum and life beyond school.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Elements: DHH Candidates will:

1. Establish a caring, stimulating, and safe community for diverse deaf learners in which students assume responsibility for learning and self-advocacy, show willingness to take intellectual risks, develop self-confidence, and learn to work collaboratively and independently.

2. Design learning environments that maximize opportunities to progress from emerging to a formal language and using translanguaging techniques appropriate to each student to further ASL and/or English competency.

3. Establish, maintain, and monitor an inclusive environment which cultivates language equity by demonstrating communication skills that enable diverse language learners to access, comprehend, and apply information; acquire knowledge; and, develop and maintain interpersonal relationships.

4. Recognize and appropriately address instances of intolerance and harassment among students, based on awareness of the diverse cultural and linguistic identity and intersectionality among students.

5. Select, adapt, create, and use culturally relevant language-rich resources to support deaf students with diverse language and learning needs.

6. Assume accountability for establishing, maintaining, and demonstrating the use of any assistive technology (visual, auditory, and/or tactile) to develop self-advocacy for deaf students and their families.

7. Maintain high expectations for learning with appropriate support for the full range of deaf students (including students who experience language deprivation, behavior, and/or mental health and medical needs) in the classroom by making effective use of support specialists, other service providers, available non-certificated staff, and other community resources.

8. Provide ongoing opportunities for safe, meaningful social interactions between language-model peers and adults who are deaf, as appropriate to each student's identity.

9. Utilize and embed collaborative discussions surrounding the unique leadership contributions of positive, diverse Deaf community role models within the classroom to support the development of self-identity and well-being in each deaf student.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Elements: DHH Candidates will:

1. Master technical vocabulary and key concepts in content areas of instruction, effectively using social and academic language (ASL and/or English) to enhance vocabulary knowledge.

2. Demonstrate the ability to effectively deliver content knowledge (core general education curriculum) in the language of instruction (ASL and/or English) utilizing strategies appropriate to deaf students based on current evidence-based research.

3. Demonstrate knowledge of appropriate expressive (signed, spoken, and written) and receptive (listening, reading, and viewing) language skills strategies and assessments based on the language of instruction (ASL and/or English).

4. Demonstrate knowledge of translanguaging and transliterating techniques (ASL-printed English and/or spoken language-printed English) in the delivery of content knowledge.

5. Demonstrate knowledge of auditory, tactile, and visual accommodation, differentiation, and/or modification of instruction to meet the linguistic, cognitive, social, and emotional needs of each student.

6. Construct accessible learning experiences that incorporate use of auditory, tactile, and visually assistive materials, resources, and technology to facilitate meaningful and authentic learning for all students.

7. Use appropriate multimedia tools to provide language access and support conceptual knowledge.

8. Use current culturally relevant and appropriate deaf-related materials (literature, linguistics, culture, anthropology), to foster a healthy positive identity.

TPE 4: Planning Instruction and Designing Learning Experiences for All Students

Elements: DHH Candidates will:

1. Demonstrate the ability to design and implement effective individual, social, academic, cognitive, and language learning activities using appropriate auditory/tactile/visual strategies for diverse learners all ages (birth to 22) taking into account different backgrounds, learning preferences, and learning environments while using essential elements of instruction that are culturally relevant, data driven, and standards-related.

2. Understand and apply knowledge of typical and atypical language development (signed, spoken, and written) among deaf students, to help inform instructional planning and learning experiences.

3. Design reasonable language and content objectives and benchmarks for instruction implementation and conducting ongoing assessment to strengthen the interconnectedness of academic content areas, critical thinking and language scaffolding using a variety of resources (ESL and ELL techniques, ASL/English bilingual strategies) accessible to all learners.

4. Plan and design instruction that develops students' self-advocacy skills and learning needs from ages birth to 22.

5. Access resources for planning and instruction, including the expertise of Deaf, hard-of-hearing, and deafblind communities and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

6. Plan instruction that promotes a variety of receptive and expressive language development skills and strategies.

7. Coordinate, collaborate, co-teach, and communicate effectively with other agencies, educators, service providers, parents, students, and Deaf community agencies for instructional planning and planning for successful deaf student transitions.

TPE 5: Assessing Student Learning

Elements: DHH Candidates will:

1. Apply knowledge of federal and state special education laws and regulations, assessment terminology, legal provisions, and ethical principles in selecting, adapting, administering, interpreting, and explaining assessments for placement and progress monitoring.

2. Gather relevant information through reading, interpreting and using informal and formal assessment data from IFSP, IEP, ITP, and 504 plans develop differentiated instruction, and to make appropriate accommodations or modifications.

3. Develop and administer linguistically and culturally appropriate assessments in the language understood by the students guide instruction and monitor progress.

4. Evaluate instructional practices, and record, monitor, and share evidence of academic, linguistic, and socioemotional progress to all stakeholders.

5. Assess and design measurable and appropriate language (sign, spoken, and written, as appropriate for each student) and content goals based on assessments of student growth to determine level of proficiency for each deaf student.

6. Evaluate and design, with the interdisciplinary team, a high school transition plan that includes language and communication skills to enhance self-advocacy, access, and independence.

TPE 6: Developing as a Professional Educator

Elements: DHH Candidates will:

1. Demonstrate knowledge of the history of deaf education including trends, philosophies, and legal foundations, and the ways in which these issues continue to positively and negatively influence policy and practice today.

2. Demonstrate the ability to present unbiased information to families on the differences in perspectives on deafness, the range of educational opportunities available for deaf children, and support families in their decision-making process by providing information on the linguistic, cognitive, social, and emotional needs of deaf children, federal and state special education regulations, and connections with parent support groups, community agencies, and deaf role models.

3. Demonstrate the ability to work collaboratively with families, support providers, general education professionals, community agencies and the Deaf community, recognizing and respecting their roles and responsibilities in meeting the needs of students.

4. Demonstrate the ability to manage, monitor, and maintain assistive auditory technologies, to apply information from audiograms to develop listening expectations, maximize use of residual hearing, and develop auditory processing and comprehension skills, as well as self-advocacy skills in both social and academic contexts.

5. Demonstrate knowledge of universal design for learning, and common accommodations and modifications to meet the linguistic, cognitive, social, and emotional needs of deaf students.

6. Demonstrate knowledge of second language development and the distinction between language disorders, disabilities, and language differences.

7. Demonstrate knowledge of deafblind as a unique disability requiring specialized assessment and teaching strategies, as a well as a team approach in collaboration with other service providers and community agencies to design assessment and instruction.

8. Demonstrate knowledge of current research in evidence-based teaching practices, technologies, policies, and trends in deaf education.

TPE 7: Effective Literacy Instruction for Deaf Students

Elements: DHH Candidates will:

1. Plan and implement evidence-based literacy instruction grounded in an understanding of applicable literacy-related academic standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, California English Language Development Standards, California Infant/Toddler Learning & Development Foundations, California Preschool Learning Foundations, and, as applicable, the ASL Content Standards); the themes of the California English Language Arts/English Language Development Framework (Foundational Skills,

Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration; and the California Infant/Toddler Curriculum Framework and California Preschool Curriculum Framework.

2. Plan and implement evidence-based literacy instruction grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction, Tier 2–Targeted, supplemental instruction, and Tier 3–Intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

3. Incorporate asset-based pedagogies, inclusive approaches (as appropriate based on students' use of ASL and/or English), and culturally and linguistically affirming and sustaining practices in literacy instruction, recognizing and incorporating the diversity of students' cultures, languages (both signed and spoken), dialects, communication needs and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

4. Provide literacy instruction for all deaf students that considers the use of AAC and other appropriate assistive technology, and that is active, motivating, and engaging; responsive to students' age, language and literacy development, communication needs, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

5. Foundational Skills. Develop students' skills in the following:

a. print concepts, including letters of the alphabet and, for children using ASL, fingerspelling/letter to handshape mapping;

b. phonological awareness, including phonemic awareness for children with sufficient hearing to access auditory learning

c. phonics for children who can access auditory learning and/or use a visual representation that exemplifies the spoken language (e.g., Visual Phonics, Cued Speech), spelling, and word recognition, including letter to handshape, letter-sound, spelling-sound, and sound-symbol correspondence

d. decoding and encoding; morphological awareness

e. text reading fluency, including accuracy (i.e., sign concept), prosody (verbal expression and/or facial expressions and movement in ASL), and rate (as an indicator of automaticity)

f. instruction that is structured and organized as well as direct, systematic, and explicit

g. practice in connected, decodable text

h. Provide instruction in text reading fluency that emphasizes spelling and applicable syllable patterns, semantics, morphology, and syntax.

i. Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

6. Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and spoken /signed /tactile/ symbolic), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening/viewing, and signing/speaking across the disciplines. Engage students in reading, listening/viewing, signing/speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7. Language Development. Promote students' language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, sign, or communicate symbolically or tactilely, and write with comprehension and effective expression. Create environments that foster students' language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging

8. Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and

other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.