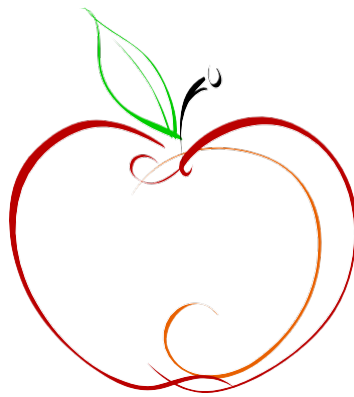# SACRAMENTO STATE

Policies and Procedures HANDBOOK

For the College of Education Master of Arts in Teaching with
Teaching Credential Programs

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**California State University,
Sacramento College of Education,
Teaching Credentials**
6000 J Street • Eureka Hall 401 • Sacramento, CA
95819-6079 (916) 278-6639 • (916) 278-5993
FAX • coe@csus.edu www.csus.edu/coe

This handbook includes information applicable to all teacher preparation programs at Sacramento State including:

- Master of Arts in Teaching (MAT) with Multiple Subject Credential (with embedded English Learner Authorization)
- Master of Arts in Teaching (MAT) with Single Subject (with embedded English Learner Authorization)
- Master of Arts in Special Education Teaching (MASET) with Education Specialist:
  - Mild to Moderate Support Needs (with embedded English Learner Authorization)
  - Extensive Support Needs (with embedded English Learner Authorization)
  - Early Childhood Special Education (with embedded English Learner Authorization)
  - Early Childhood Special Education Added Authorization

The Bilingual Authorization in Hmong or Spanish can be added to any program listed above.

Each program has its own supplemental Field Handbook with specific information about field requirements and experiences.

This handbook is designed for a diverse audience: our teacher candidates, supervisors, and partners in classrooms and at school sites and district offices. We feel honored to have such a diverse and robust community to work with; we truly value all of the expertise and efforts of our many partners and collaborators. We know that high quality teacher preparation happens when many education stakeholders work together. We hope that the policies outlined in this handbook assist with making this collaboration productive and efficient!

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.

Our mission/vision emerges from the belief that the uniqueness of every child is a strength rather than a weakness or deficit and comes to life through focused, rigorous coursework and structured field experiences in contexts that serve large numbers of low-income, culturally, and linguistically diverse students with diverse abilities. This integrated coursework and fieldwork strengthens candidates' commitments, knowledge base, and skills needed to achieve educational equity.

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

We are continually energized and excited by the prospect of preparing new teachers and supporting practicing teachers in the field. We look forward to working with you and know that together, we will make a positive difference in the lives of children in our region.

Best wishes,

The Faculty and Staff of the Department of Teaching Credentials

TEACHING CREDENTIALS BRANCH & THE STUDENT SUCCESS CENTER (SSC)

The Teacher Preparation Programs are supported by expert staff at the program, branch, and college levels. Staff in the Student Success Center advise potential students on program selection, support for required exams, scholarships, preparation of application materials, as well as assist applicants at the final stages of their program, when a credential recommendation is needed. Staff in our branch office provide admitted candidates with resources related to courses, required forms, and faculty information.

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

Student Success Center – Eureka Hall 437, (916) 278-6403

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

GENERAL ACADEMIC AND PROGRAM SERVICES:

The Academic and Program Services office 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, Teaching Credentials Department Administrative Analyst** llugea@csus.edu, Eureka Hall 401, (916) 278-5399
- **Ashley Ciraulo-Stuart, Student Success Center Lead Program Advisor** aciraulo@csus.edu, Eureka Hall 432, (916) 278-6403
- **Elizabeth Christian, Lead Credential Analyst** echristian@csus.edu, Eureka Hall 414, (916) 278-4567
- **Karina Figueroa-Ramirez, Equity Coordinator,** figueroaramirez@csus.edu, Eureka Hall 436, (916) 278-4324
- **Jennifer Clark, Staff Placement Coordinator,** Jennifer.clark@csus.edu, Eureka Hall 403,
- **Dr. Brian Lim, Multiple Subject Program Coordinator,** lim@csus.edu, Eureka Hall 323, (916)278-4164
- **Dr. Sue Baker, Multiple Subject, Field Coordinator** bakers@csus.edu, Eureka Hall 402, (916)278-3460
- **Dr. Sarah Ives, Single Subject Program Coordinator,** sarah.ives@csus.edu, Eureka Hall 218, (916) 278-3552
- **Dr. Pete Benitti, Single Subject Field Coordinator**, petebenitti@csus.edu, Eureka Hall 303, (916) 278-4298
- **Dr. Leslie Banes, Bilingual Authorization Program Coordinator,** l.banes@csus.edu ,Eureka Hall 304, (916)278-3496
- **Dr. Kathy Gee, Education Specialist- Extensive Support Needs Program & Field Coordinator,** kgee@saclink.csus.edu, Eureka Hall 322, (916)278-4077
- **Dr. Mei Shen, Education Specialist- Mild to Moderate Support Needs Program &**

Field Coordinator, m.shen@csus.edu, Eureka Hall 217

- o **Dr. Cindy Collado, Early Childhood Special Education Program & Field Coordinator,** Cindy.collado@csus.edu, Eureka Hall 322, (916)278-4616
- o **Dr. Mae Chaplin, MAT Program Coordinator,** mae.chaplin@csus.edu, Eureka Hall 302, (916)278-4561 ON LEAVE FALL 2022;
- o **Dr. Jean Gonsier-Gerdin, MASET Program Coordinator,** jgonsier@csus.edu, Eureka Hall 212, (916)278-4619

Teacher Preparation Programs at Sacramento State

Sacramento State recognizes that it has a responsibility to California and the nation to encourage people who have high ethical and intellectual standards to enter the teaching profession. To that end, the university values and seeks teacher candidates who demonstrate a commitment to equity, problem solving, and lifelong learning which are essential for professional competency. We believe that the core competence required of all educators upon entry to the profession is the capacity to help all children and young adults to participate successfully in our democratic and diverse society as thoughtful, knowledgeable, and ethical individuals who can make their own lives and the lives of others better. A solid academic background forms the foundation for those planning to enter the Teacher Preparation Programs.

Once admitted into one of our teacher preparation programs, candidates acquire a knowledge base, hone professional dispositions, and become increasingly proficient with a set of professional skills and strategies needed to become an effective beginning teacher, especially for California's public school students who represent diverse cultures, language groups, social classes, ethnicities, gender identities, and ability levels. Ultimately, we hope our program graduates become instructional leaders who enact our mission and make social justice in education a reality for all students in our state's public schools.

The Sacramento State College of Education offers California Commission on Teacher Credentialing (CTC) approved professional education programs leading to a Multiple Subject Credential, Single Subject Credential, or Education Specialist Credential. All of our preliminary credential programs **embed the *English Language Authorization* (ELA)** requirement through which candidates gain the foundational knowledge and skills needed to teach students from diverse linguistic backgrounds. All programs are designed to provide experiences with various grade levels in *public schools,* where there are high proportions of students from diverse ethnic, cultural, linguistic, and socioeconomic groups. In addition, field experiences provide candidates with opportunities to learn about school-community services. Candidates may also seek a Bilingual Authorization in Hmong or Spanish. Candidates wishing to add the Bilingual Authorization to their preliminary Multiple Subject, Single Subject, or Special Education Credential must complete an additional set of requirements. Interested candidates should seek additional advising from **Dr. Leslie Banes, Bilingual Authorization Program Coordinator, l.banes@csus.edu** and the College of Education Equity Coordinator, Karina Figueroa-Ramírez.

During any given semester, up to 500 candidates are enrolled in our credential programs. Such a

large program might result in huge sections of faceless candidates and faculty. However, our credential programs are distinct in that faculty have developed a structure in which the large numbers of candidates are divided into smaller cohorts and candidates progress through the program as members of these "professional learning communities." These "professional learning communities" are scheduled together in common sections of courses and enjoy consistent faculty and supervisor teams and cooperating teachers who are familiar with (and sometimes graduates of) our programs.

NOTE: All of our preliminary teaching credential programs are organized into two segments: a Credential-focused segment and a part-time MAT/MASET-only segment (summer, fall, and spring semesters following completion of the credential). Candidates may choose to continue into the MAT/MASET segment after completing the credential or may apply to the Office of Graduate Studies (OGS) for a one-year leave of absence (which may be extended upon request to OGS) and return at a later date to complete the MAT. Both the credential and MASET must be completed within 7 years. The MAT/MASET segment is completed while the candidate is teaching and coursework is held in late afternoons/evenings; it is difficult to complete course assignments during the MAT segment if not concurrently teaching in a K-12 classroom.

NOTE: For all of our preliminary teaching credential programs, candidates must comply with program and university policies related to grades, minimum GPAs, and course/experience credit. These policies are communicated at the point of admission and enforced as the candidate proceeds through the program. In addition to these policies, candidates are subject to a range of assessments. These are explained later in this handbook.

MASTER OF ARTS IN TEACHING WITH MULTIPLE SUBJECT PROGRAM

The Master of Arts in Teaching with Multiple Subject Program blends a Multiple Subject teaching credential with a Master of Arts in teaching degree. The Multiple Subject Teaching Credential authorizes the holder to provide instruction in self-contained classrooms and prepares candidates to work with second language learners. The program is organized into two segments: Full-time enrollment in credential-focused coursework (for 2 or 3 semesters) and the MAT-only year (part-time enrollment in summer, fall, and spring semesters following completion of the credential). Candidates may choose to continue into the MAT-only year after completing the credential or may apply to the Office of Graduate Studies (OGS) for a one-year leave of absence (which may be extended upon request to OGS) and return at a later date to complete the MAT. Both the credential and MAT must be completed within 7 years. The MAT-only year is completed while the candidate is teaching, and coursework is held in late afternoons/evenings; it is difficult to complete course assignments during the MAT-only year if not concurrently teaching in a K-12 classroom.

The credential-focused coursework offers two possible pathways: a two-semester pathway and a three-semester pathway. Both pathways begin in the fall semester. Most of the coursework is the same between the two pathways. The two-semester pathway is optimal for a candidate who has had extensive prior experience in K-6 classrooms serving a diverse student

body, has met all basic skills and subject matter requirements, and for whom family and work obligations are minimal or easily managed. The two-semester pathway is more intense because the overall program requirements for coursework and classroom experiences (field experience, student teaching) are structured into two semesters and there is little time for candidates to "ease" into the field requirements and responsibilities. For the three-semester pathway, though the program requirements are the same, they are distributed across three rather than two semesters. In most cases, this results in candidates feeling that they have more time to acquire the skills needed for success in the field-based portions of the program; they also have a longer timeframe within which to demonstrate basic skills and subject matter competency.

In either pathway, the professional learning focus is on becoming an effective teacher, committed to social justice and educational equity, for California's students who are diverse in many ways (culturally, ethnically, racially, linguistically, gender identity, and in terms of ability). The coursework for either pathway includes 25 or more units of program requirements in the fall semester and 21 or more units of program requirements in the spring semester (slightly less for 3 semester candidates). In addition to coursework, there are a number of formal experiences in classrooms that are completed including: Observation and Participation (3 semester pathway only- one day per week), Field Experience (both pathways- 2 full days per week) and Student Teaching (both pathways-3-5 full days per week). A sample current schedule can be found on the Teaching Credentials website: 2-Semester Sample Weekly Schedule or 3-Semester Sample Weekly Schedule.

MASTER OF ARTS IN TEACHING WITH SINGLE SUBJECT PROGRAM

The Master of Arts in Teaching with Single Subject Program blends a Single Subject teaching credential with a Master of Arts in teaching degree. The Single Subject Teaching Credential authorizes the holder to provide instruction in approved subject areas in a departmentalized classroom and prepares candidates to work with second language learners. The program is organized into two years: full-time enrollment in a credential-focused year (year 1) and part-time enrollment in the MAT-only year (summer, fall, and spring semesters following completion of the credential).

For the Credential-focused year, Candidates follow one standard pathway – a two semester pathway. The program begins in the fall semester and concludes in the spring semester. Each semester candidates complete a seminar, which meets every week of the term. Some courses are offered in 8-week modules which spiral throughout the two semesters of the program. This modular approach for coursework is designed to provide candidates with "just in time" learning and the faculty strive to match knowledge, information, and skills with the evolving demands of the field placement. Candidates (with a few exceptions) complete a year-long placement in a school that serves a culturally, linguistically, and racially diverse population and students with special needs, with opportunities built in to become familiar with all aspects of their school (not just their assigned period or mentor teacher's classrooms). In the fall semester candidates complete a field experience (4 mornings per week, 30 minutes before first assigned period through the end of lunch) and in the spring semester candidates complete their formal

student teaching (4 days per week, 30 minutes prior to the start of school until 2:00 p.m. each day – with a few exceptions). A sample weekly schedule can be found on the Teaching Credentials website.

EDUCATION SPECIALIST CREDENTIALS

Education Specialist Credentials (Special Education) offered through the Teaching Credentials Department include: Mild to Moderate Support Needs (MMSN), Extensive Support Needs (ESN), and Early Childhood Special Education. They may even pursue certification in both the MMSN and ESN Specialist domains. Any candidate interested in this kind of dual certification should contact their faculty advisor, assigned upon admission into the program, to create a specialized advising plan.

Early Childhood Special Education Added Authorization: The Early Childhood Special Education Added Authorization (ECSEAA) is an online program for qualified current education specialist credential candidates (those already admitted to the MMSN and ESN programs) and also for qualified in-service education specialist teachers (who hold a current education specialist credential for mild-moderate disabilities/MMSN and/or moderate-severe disabilities/ESN). Upon admittance to the ECSEAA program, candidates take 5 courses, complete 1 early fieldwork experience, and complete 2 student teaching experiences (Infant/Toddler and Preschool). Interested applicants should contact Dr. Cindy Collado for more information. **Dr. Cindy Collado.**

Based on regulations from the CTC, our programs offer several different pathways to candidates, and the length and configuration of each pathway is contingent upon the candidate's prior experience, prior credential(s) (if any), and other factors. All Preliminary Education Specialist Credential Programs offer two pathways to earning the credential:

1. 1-year (Summer start plus two semesters) Residency/Student Teaching Pathway

   This pathway is an intensive program for non-working student teachers & Residents of the Sacramento Metro Special Education Teacher Residency **scholarship** (SMSTR). The Field Coordinator places you in a classroom relevant to your credential 4 to 5 days a week. With this option, students are not able to work during the week as they are completing their fieldwork as volunteers in their coordinating teachers' programs/classrooms and taking courses in the evenings and during the day. Financial supports can make this possible!

2. 2-year, Fall start (4 to 5 semester) Working/Intern Pathway

   This pathway is for those seeking to work in a classroom/program while completing their credential; typically for those pursuing an intern credential in their second year of the program (click here to learn more about our intern option: **Guidelines for EDSP Intern Credentials**). With this option, students intend to work in a classroom or program relevant to their credential such as a paraprofessional or emergency permit teacher (perhaps eventually as an intern). They work with Sac State education specialist

program's field coordinator to review and approve their place of employment as their fieldwork site since you they will be working in a program or classroom where you they will complete their fieldwork experience during the day while taking courses in the evenings. Note: students will need to gain experience in a variety of classrooms thus may need to change positions in their second year or find time to observe and complete fieldwork in other classrooms/programs.

MASTER OF ARTS IN SPECIAL EDUCATION TEACHING WITH EDUCATION SPECIALIST-MILD to MODERATE SUPPORT NEEDS (MMSN) PROGRAM

The Mild to Moderate Support Needs (MMSN) program is designed to provide experience with more than one ability level, with different linguistic and cultural groups, with students who have a variety of disabling conditions, and with opportunities for involvement in school-community services. The MMSN offers integrated general and special education coursework, all of which is aligned with structured experiences that candidates have in the field, working closely with teachers and in classrooms that share our general philosophy towards educating students with disabilities.

Each semester candidates take a prescribed set of courses which correspond with activities in classrooms. The core methods courses are directly connected to demonstration of competencies in the supervised fieldwork and student teaching experiences. Candidates move through the program in a cohort, which remains very cohesive and provides the support of an authentic learning community.

MASTER OF ARTS IN SPECIAL EDUCATION TEACHING WITH EDUCATION SPECIALIST-EXTENSIVE SUPPORT NEEDS (ESN) PROGRAM

The Extensive Support Needs (ESN) credential covers an age range of K-21 and a very wide range of disability types and issues. Thus, coursework and site-based experiences are designed to ensure that candidates are well-equipped to address the educational needs of this very diverse student population. The program is clearly sequenced so that coursework and field experiences broaden and deepen candidates' knowledge and skill base. Ultimately, candidates from this program are expected to lead systems-change in their schools so that students with the most profound disabilities have full opportunities to achieve high levels of intellectual and personal growth and learning.

Each semester candidates take a prescribed set of courses which correspond with activities in classrooms. The core methods courses are directly connected to demonstration of competencies in the supervised fieldwork and student teaching experiences. Candidates move through the program in a cohort, which remains very cohesive and provides the support of an authentic learning community.

MASTER OF ARTS IN SPECIAL EDUCATION TEACHING WITH EDUCATION SPECIALIST- EARLY CHILDHOOD SPECIAL EDUCATION PROGRAM

The ECSE credential program focuses on infants and toddlers with disabilities birth - kindergarten. This program is offered entirely online and students from all over the state of California participate. Candidates progress through the program in a cohort. Coursework and field experiences/student teaching are scheduled in fall, spring, and summer sessions.

Each semester candidates take a prescribed set of courses which correspond with activities in classrooms. The core methods courses are directly connected to demonstration of competencies in the supervised fieldwork and student teaching experiences. Candidates move through the program in a cohort, which remains very cohesive and provides the support of an authentic learning community.

BILINGUAL AUTHORIZATION

Candidates who are fully bilingual and biliterate in Spanish or Hmong may pursue a bilingual authorization, which is earned concurrently with the preliminary credential or after that credential has been issued. For those interested in the Bilingual Authorization, the following criteria must be met: successful completion of specific courses focused on the target population (6 units total), successful completion of all required courses for the preliminary credential as well as EDUC 175A or 175B (Spanish) or EDUC 172/EDUC 173 (Hmong); passing score on the CSET for the target language – subtest II for Hmong and subtest III for Spanish; completion of 60 hours of experience in the target community which could be completed through field experience or student teaching in a bilingual setting. Interested candidates should meet with the Bilingual Authorization Coordinator, Dr. Leslie Banes and/or the College of Education Equity Coordinator for more information and advising about the Bilingual Authorization.

COSTS ASSOCIATED WITH TEACHER PREPARATION PROGRAMS

Below please find the costs associated with the Sacramento State teacher preparation programs. Individual costs will vary based on the specific program and candidates' individual situations. Costs below are for the credential-focused year(s). Costs for the MAT/MASET-focused year (after the credential is completed) are higher and can be found in the campus catalog.

Item	Explanation	Cost
Registration Fees per Semester	6.1 units or more	$4,260.00
	6 units or less	$2,862.00
Taskstream Account	Taskstream is the credential program's electronic portfolio system. All student teaching evaluations and course signature assignments are uploaded into Taskstream and scored by rubrics. Signature assignments may also be scored by instructors on a point-based system that will contribute to a letter grade or CR/NC. Analysis of the evaluation results assist our faculty in program review/revision.	$29.99: 1 semester $49.99: 1 year $59.99: 2 years
edTPA	All credential programs are required by the Commission on Teacher Credentialing (CTC) to have a Teaching	$300 Additional costs are

	Performance Assessment (TPA). There are only three CTC-approved TPAs. The one our programs have selected is the edTPA which was developed by a consortium of teacher educators. It is a national standardized teaching performance assessment.	incurred if retakes are required: $100 per task resubmitted. *This registration fee is waived for through June, 2024!
Reading Instruction Competence Assessment (RICA)	All *multiple subject* and *special education* candidates (with the exception of Early Childhood Special Education) must pass the RICA exam in order to be recommended for a credential. This is a CTC requirement.	$57 per subtest; three subtests required for total cost of $171 *This registration fee is waived for through June, 2024!
California Subject Examination for Teacher (CSET) retakes	If candidates did not complete a subject matter program, all subtests of the CSET must be passed in order to satisfy the subject matter competency requirement. Subject matter competency must be met prior to the student teaching semester. (NOTE: This has changed for the 2022-23 academic year due to COVID-19; this requirement must now be met prior to being recommended to CTC for the preliminary teaching credential, if the program is completed by May 2023). This is a CTC requirement.	Single subject costs vary from $99 per subtest to $134 per subtest; Multiple subject costs are $99 per subtest *This registration fee is waived for through June, 2024!
California Basic Educational Skills Test (CBEST) retakes	Candidates must pass all sections of the CBEST to satisfy the basic skills requirement (if not met through another approved method). Basic skills must be met prior to being recommended to CTC for the preliminary teaching credential). This is a CTC requirement.	Paper-based testing: $41 per registration; Computer-based testing: $30 per subtest; there are three subtests so total cost is $90 *This registration fee is waived for through June, 2024!
Textbooks		Costs vary

INTEGRATING THEORY WITH PRACTICE: FIELD-BASED EXPERIENCES

Professional educator preparation programs must provide their candidates with extensive opportunities to develop a thoughtful theoretical framework for their professional practice and ensure that they have robust opportunities to implement elements of that framework in a variety of settings and under a variety of circumstances. Because the expectation is that candidates can skillfully integrate theory with practice, professional programs like our credential programs must offer candidates a range of experiences to fine-tune their theoretical framework through purposeful, structured, and authentic experiences with practice. Our programs offer three general types of field-based experiences: field tasks, field experiences, and student teaching. These are described generally below; each program has more specific information about requirements for the various field experiences and these can be found in their respective Field Placement Handbooks.

Field-Based Task: This is typically a project, assignment, or activity that is associated with a

particular course. It may involve tutoring a student, using a structured protocol to observe a teacher, or interviewing a service provider. Typically, the candidate identifies where s/he will complete the field-based task, usually following guidelines established by the instructor. Almost all of the courses in a credential program will assign a field task as it is through such assignments that a particular teaching concept, strategy, or theory can be experienced in an applied context, thus bridging the gap between theory and practice.

Field Experience: The field experience is a structured program of observation and participation. The program (faculty, coordinator, field placement coordinator) identifies where each candidate will complete the field experience and candidates completing a field experience will have an official mentor (e.g., a master teacher, mentor teacher, or cooperating teacher). The specific nature of the field experience varies by program and in accordance with the structure and schedule of the public school or other agency. Typically, the initial weeks of a field experience will involve careful and structured observations of teachers and students, often using a specific protocol through which the candidate systematically collects information about specific aspects of the classroom dynamic. Later stages of a field experience offer candidates the opportunity to engage in structured teaching tasks, appropriate to the candidate's level of experience and demonstrated skill. All field placements take place in locations serving socio-economically, culturally, and linguistically diverse students and their families. Candidates are also assigned a university supervisor who supports and evaluates the candidate during the field experience. There may be both an initial field experience (no university supervisors) and other field experiences (with university supervisors).

Student Teaching: During student teaching, candidates have multiple and sustained opportunities to translate their cumulative learning into effective teaching practices, implemented under the mentorship of an experienced co-teacher. The schedule for student teaching varies by program, but for most student teaching assignments the candidate gradually assumes important classroom teaching duties including: planning, instructional decision-making, interactions with students, interactions with parents, families, and care-givers, student assessment, and collaboration with teaching colleagues and school administration. Student teaching is an especially important time for the candidate to apply knowledge, concepts, and strategies learned in the program in order to effect high quality learning for all of his/her students. This is a time of great growth and will require that the candidate be resilient, open-minded, flexible, and reflective.

NOTE: Per CTC program standards and regulations, candidates must have met the Subject Matter Competence requirement prior to beginning student teaching. Candidates will NOT be able to advance into their final semester of student teaching without having demonstrated this competence.

Co-Teaching: The co-teaching model originated to facilitate collaborative teaching between general education and special education teachers. This model has been adapted to support student learning in a general education classroom, when a cooperating teacher and student teachers are teaching together. Co-teaching is defined as: "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). Our programs are working to implement co-teaching models in our partner schools via professional learning sessions with cooperating teachers in our partner districts and integration of co-teaching content in our courses. More information about specific co-teaching strategies can be found in the Field Placement Handbooks.

Teaching on an Intern Credential: Under special circumstances and *after approval by program faculty and supervisors* candidates who have not yet completed the teacher preparation program may be hired by an employer to work as the teacher-of-record, assuming all of the duties of a full-time certificated teacher while also completing remaining credential program requirements. The ability to recommend a candidate for an intern credential is granted to Sacramento State by the CTC. In order to obtain CTC approval to recommend candidates for intern credentials, our programs must submit detailed documents and execute specific legal agreements (e.g. Memorandum of Understanding - MOU) between Sacramento State and the employer. We are currently approved by the CTC to recommend candidates in all programs for intern credentials with specific restrictions within each program (inquire with program coordinators for details about these restrictions). For all programs, there is a process of faculty and supervisor approval that must take place PRIOR to candidates accepting intern positions. Candidates interested in this possibility should first seek advising from their faculty advisor and/or program coordinator. More information specifically for Special Education candidates about the intern credential process can be found on the Teaching Credentials webpage under "Current Students" in the "Guidelines for EDSP Intern Credentials" document. Interns in the multiple and single subject programs may be eligible for an early completion option-ECO. Eligibility criteria for the ECO can be found at this CTC webpage. Those interested in this option may meet with the department chair for additional information; the early completion option will require additional exams and fees.

THE MENTOR TEACHER (aka cooperating teacher, co-teacher)

Selection

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

1. An interest in implementing a co-teaching model where planning, instruction, and assessment tasks are completed collaboratively;

2. A willingness to meet regularly with the candidate to plan lessons and to provide feedback on observed lessons;

3. A commitment to modeling for the candidate effective teaching strategies (in different

content/subject areas) and effective classroom management that emphasizes positive, proactive strategies which promote self-directed student behavior;

4. A sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the university supervisor);

5. Skill in communicating about expectations, rationales for decisions, and evaluations of teaching;

6. A desire to grow professionally through the exchange of ideas with the candidate and through opportunities offered by Sacramento State;

7. Holder of a credential in the appropriate content area and sufficient teaching experience to demonstrate 1-6 above (usually at least 3 years).

Role and Responsibilities of the Mentor Teacher

The role of the mentor teacher is to serve as model, guide, and instructor for the candidate. Our programs implement a "co-teaching" approach to the candidate/mentor teacher relationship. In co-teaching, the mentor teacher works with the candidate to collaboratively plan, implement lessons, assess students, and reflect on the teaching experience. The co-teaching structure allows the candidates to experience all facets of the teaching experience, but to do so in a way that is well-supported. Moreover, the co-teaching model actually allows for the mentor teacher/candidate relationship to maximize student learning as the students benefit from having two qualified adults in the classroom whose expertise is deliberately and appropriately directed to enhance the student learning experience. The mentor teacher is expected to collaborate with the candidate for a minimum of 5 hours each week during which co-planning activities, reflections on teaching, and curricular exploration may occur. In addition, new mentor teachers are expected to participate in a minimum of 10 hours of orientation to meet new CTC requirements. Orientation includes co-planning/co-teaching training, teacher preparation program information, effective supervision approaches, adult learning theory, and current content-specific pedagogy and instructional practices. Additional information about mentor teacher roles and responsibilities and the activities associated with co-teaching will be provided at the start of each semester, via the candidate and/or the program's Field Coordinator.

Mentor Teacher Absences

In the event that a mentor teacher is absent from school, the candidate does not serve as a substitute, except occasionally and only **IF** the candidate has an emergency permit, the candidate has secured prior approval from the university supervisor and the mentor teacher, and the candidate has successfully passed the field experience requirements (i.e., is in the student teaching semester). Moreover, although a candidate is encouraged to assist the mentor teacher with extracurricular responsibilities, he/she cannot replace the teacher in these duties.

THE UNIVERSITY SUPERVISOR

<u>Selection and Assignment</u>

The University Supervisor is a faculty member who regularly observes the candidate and works with the mentor teacher in planning and directing the field and student teaching experiences. In the Single Subject Program at Sacramento State, the departments of art, music, kinesiology (physical education), and family and consumer science (home economics) usually provide University Supervisors for single subject candidates teaching in those disciplines. The College of Education provides supervisors for single subject candidates in the social sciences, biological science, physics, chemistry, geology, health science, English, mathematics, and world languages. All Multiple Subject candidates and Education Specialist candidates have supervisors assigned from the College of Education.

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

<u>Role and Responsibilities of the University Supervisor</u>
1. To be familiar with all program policies and procedures as presented in this Handbook and the program's Field Handbook.

2. To clarify to the mentor teacher(s) and candidate the responsibilities of all involved.

3. To be a resource person to the candidate.

4. To make a minimum of six scheduled visits (for all field experience and student teaching) or a minimum of eight scheduled visits (for intern teaching) to observe formally the candidate in action. (Unscheduled visits may also occur.) <u>The visitation requirement assumes that the candidate is making satisfactory progress and continues field experience/student teaching/intern teaching through the end of the semester.</u> Candidates who struggle or are slow to demonstrate competencies may receive additional formal visits and observations from the university supervisor.

5. To actively problem solve when appropriate. When challenges arise, the university supervisor is expected to be proactive in supporting communication across all relevant parties and facilitating solutions to challenges. As appropriate, the field placement coordinator should be a part of this communication process; when needed, the Department Chair may also become involved.

6. To gather evidence about the candidate's progress towards the Teaching Performance Expectations. They may collect information and data during each observation and then provide both written and oral feedback to the candidate in a conference as soon as possible.

7. In consultation with the mentor teacher(s), to encourage experimentation and suggest ways to provide for more effective instruction by the candidate.

8. To serve as liaison between the candidate and mentor teacher(s) and maintain open

communication with the school administration about policies and concerns involving the candidate and the teacher preparation program.
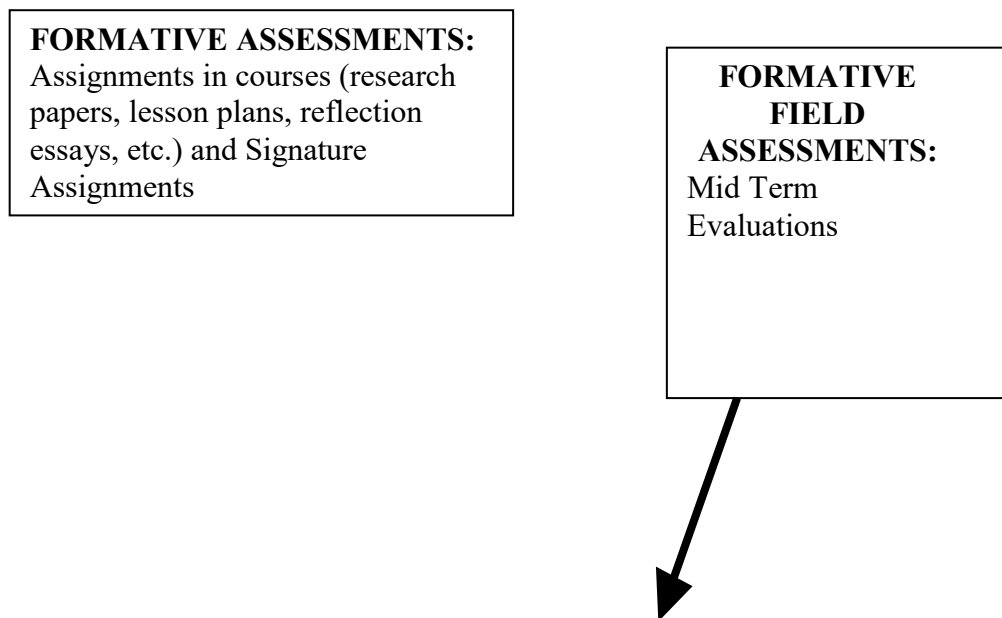
9. To maintain a record of the semester's observations and conferences with the candidate and school personnel.

10. To assist mentor teachers with the technical and content (e.g., evaluations, judgments, evidence) components of the midterm and final evaluation process, as appropriate.

11. To attend orientation and monthly faculty/supervisor meetings for the program.
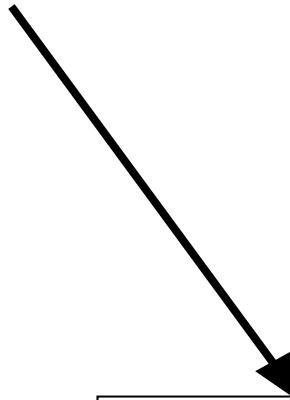
EVALUATION OF CANDIDATE DEVELOPMENT

Candidates are monitored carefully throughout their credential programs to ensure that they are making adequate progress toward meeting the Teaching Performance Expectations (TPEs) established by the state and other program outcomes identified by program faculty members. Evaluation of candidate development occurs through the use of formative assessments (those done at key transition points that are used to provide feedback to candidates and program faculty) and summative assessments (those that culminate the program and have high stakes associated with them, such as whether a candidate can be recommended for a credential).

Figure 1 provides an illustration of the assessment system our programs use to evaluate candidate development and performance. While each program has distinct assessment tools, this graphic offers a conceptual view of how the system works and what each component is.

Figure 1: Assessment System for Sacramento State Teacher Preparation Programs

FORMATIVE ASSESSMENTS:
Assignments in courses (research papers, lesson plans, reflection essays, etc.) and Signature Assignments

FORMATIVE FIELD ASSESSMENTS:
Mid Term Evaluations

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                        ┌─────────────────────────────────┐
                        │  SUMMATIVE ASSESSMENTS:         │
                        │  Final Student Teaching          │
                        │  Evaluation                      │
                        │  edTPA Teaching Event            │
                        │  (not required this year for     │
                        │  ECSE)                           │
                        └─────────────────────────────────┘
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SUMMATIVE ASSESSMENTS:
Final Student Teaching
Evaluation
edTPA Teaching Event
(not required this year for
ECSE)

As indicated in Figure 1, over the course of the program the candidate produces a comprehensive set of artifacts and evidence and these are assessed and aggregated to produce a final decision about the candidate's attainment of his/her respective program standards and his/her suitability for a credential recommendation.

There are many opportunities for candidates to demonstrate what they know and can do. Correspondingly, candidates are evaluated at many points as they complete program requirements. While this may seem like numerous assessments, this kind of continuous assessment provides each candidate with multiple opportunities to understand how his/her performance is meeting standards and where he/she can make specific improvements. Moreover, our instructors and supervisors are conscientious in providing candidates with clear and timely feedback, especially at key transition points, so that they have a good sense of the rate of progress towards credential requirements.

Formative Assessments: Candidate progress in the program is monitored by department staff to ensure that performance complies with the policy statement each candidate signed upon committing to Sacramento State; namely, that the candidate's grade point average remains above a 3.0 and no grades of "C-," "Incomplete," or "No Credit" have been assigned, and that the candidate has performed satisfactorily in student teaching (i.e., passed midterm and final student teaching evaluations for the semester) and on embedded signature assignments (these will be fully explained by the instructors who assign them). In addition, faculty and supervisors meet monthly. During these meetings they identify candidates who are struggling and together create interventions designed to provide additional support. Candidates who are struggling with coursework may be exhibiting such behaviors as submitting work after the deadline, submitting work that does not meet performance criteria, or not submitting work at all. Candidates may also exhibit other behaviors including late arrival to class, minimal effort during class activities, disrespectful conduct, etc. Candidates exhibiting any of these kinds of behaviors may receive a

Statement of Concern-Coursework/Performance Contract from an instructor (or instructors). This document communicates to the candidate the areas where significant improvement is needed in order to regain/maintain acceptable standing in the program (e.g., earn a passing grade). A Statement of Concern/Performance Contract is viewed as a proactive measure to highlight behaviors that are limiting the candidate's development and for which corrective actions are needed. Candidates who do not meet the terms of the Performance Contract may be subject to more serious sanctions, one of which could be dismissal from the program.

Summative Assessments: All of our programs use evaluations during the final semester of student teaching as a key summative assessment. All candidates also complete the edTPA. (Multiple Subject, ECSE, MMSN, and ESN candidates must also complete the Reading Instruction Competence Assessment-RICA). General descriptions for these assessments can be found below. Each program has a Field Handbook with specific information about performance criteria for field-based activities. These Handbooks are also located on the Teaching Credentials website.

Grade Requirements for MAT/MASET courses:
Certain courses meet both credential and Master of Arts in Teaching or Master of Arts in Special Education Teaching Requirements (see catalog copy for lists of specific courses that meet both requirements). While a grade of C- or above meets credential requirements, it does not meet MAT/MASET requirements.

MAT grade requirement: A total of no more than 6 units or two courses are allowed to count towards the MAT for Multiple or Single Subject candidates in which a grade of C or better is earned. If this policy is exceeded (e.g. grade of C- is earned; or more than 2 courses or 6 units of grade of C or better are earned) then course(s) must be retaken in order to double count towards both the credential and MAT.

MASET grade requirement: For MASET candidates, no grade below B- will be accepted towards the MASET.

edTPA: A Brief Overview
In 1998 the Senate passed SB2042, comprehensive legislation that established new program standards for teacher preparation programs throughout the state. This legislation charted a new vision for teacher development in our state – from subject matter preparation (at the undergraduate level) through pedagogical preparation (in credential programs) through the first two years of professional practice (through induction programs). Through SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the CTC, have sought to bring coherence to pre-service and in-service teacher preparation and development in our state. One strategy for bringing this vision to reality is through the assessment process. SB2042 established the Teaching Performance Expectations (TPEs), a set of candidate outcomes that are meant to guide program content and experiences. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate. The TPEs (revised in June 2016) map directly onto the California Standards for the Teaching Profession (CSTPs), which outline 6

domains of performance for in-service teachers. The CSTPs guide the induction programs that all new in-service teachers complete, and in many districts they are also the basis for in-service teacher evaluation. Since 2007, Sacramento State used the Performance Assessment for California Teachers Teaching Event (PACT Teaching Event). Due to changes in the TPEs adopted in June 2016 by the CTC, our programs now use the edTPA.

It is designed so that candidates can display knowledge of students, curriculum and content, effective instructional strategies, appropriate assessment tools, and reflection strategies. The tasks (see below) are based on the PIARA cycle – Plan, Instruct, Assess, Reflect and address students' Academic Language Development. Candidates receive guidance for developing their edTPA Teaching Event throughout their coursework. Program-specific support is detailed in the syllabi for EDMS 232, EDSS 266B, and EDSP 238 and the handbooks for the Programs. Candidates can also review edTPA information and policies at: http://www.edtpa.com/Home.aspx.

The edTPA is scored by assessors who have been trained to use edTPA rubrics to evaluate candidate submissions consistently and fairly. All scorers must meet rigorous qualifications including subject-matter experience, and recent experience teaching the subject and mentoring or supporting beginning teachers. Each Teaching Event is scored using valid and reliable rubrics.

Candidates who score below the passing standard will have the opportunity to resubmit one or more individual edTPA tasks (for an additional cost). Subsequent submissions, if necessary, can include one or more individual edTPA tasks submitted *at the same time*.

There are two reasons that will lead to candidates retaking edTPA:
1) Performance Standard: Candidates whose performance does not meet the performance standard for edTPA will need to retake part or all of edTPA. Based on the candidate's score profile and required performance standard, they can choose to retake either the entire edTPA OR retake edTPA by submitting one, two or three tasks.
2) Condition Codes: Candidates who receive condition codes will also be able to retake either the entire edTPA or one or more tasks.

Though there may be some variation, we anticipate that the timeline for submitting the materials required by the edTPA and for the scoring process will be as follows:
- Candidates submit their edTPA at the beginning of the 11th week of instruction during their last semester of the teacher preparation program and while they are concurrently completing their final semester of student teaching.
- The edTPA will be uploaded to Taskstream and from there submitted to Pearson for scoring.
- Candidates will be issued a score report from Pearson with rubric scores organized by task. Rubric language/standardized comments will supplement the score report so that candidates can fully understand the level of performance that their score reflects.
- Should a candidate submit by the deadline and not meet the passing standard, the score report will be used when the candidate meets with a faculty member to review the score

report, rubric ratings, and comments to develop a resubmission or remediation plan. Only those candidates who submit the edTPA by the 11th week of instruction (or the date suggested by their course instructor) are guaranteed assistance from a faculty member when developing a resubmission or remediation plan.

RICA: Reading Instruction Competence Assessment

The RICA is considered a summative assessment and is typically taken after specific components of the required literacy methods courses have been completed. It is required of Multiple Subject, ECSE, MMSN, and ESN candidates. Candidates must take and pass **EITHER** the RICA Written Examination **OR** the RICA Video Performance Assessment. Passage of **either one** of these two RICA assessments satisfies this credential requirement. Information about this summative assessment will be provided in the required reading methodology courses. The RICA is not administered by Sacramento State but rather through an external agency. The process for registering and taking the RICA will be explained to candidates during their literacy methodology courses.

The Evaluation of the Field Experiences

Supervision Roles. The evaluation of candidates completing field experience(s) and student teaching is a continuous process that facilitates the development of competencies in teaching and assists the candidate in developing techniques of self-evaluation. University faculty and school-based personnel play a paramount role in the candidate's professional development in the field. Our candidates work with classroom teachers, called cooperating or mentor teachers, who model effective practices and provide mentoring and guidance. These candidates are supervised by university supervisors. As required by CTC, cooperating teachers have received a minimum of 10 hours of initial orientation to the program curriculum, about effective supervision approaches such as cognitive coaching, adult learning theory, and current content-specific pedagogy and instructional practices.

Supervision Responsibilities. Candidates receive frequent informal feedback from their host teachers. Such feedback is based on informal observations of the candidate's work in the classroom (e.g., lesson plans, one-on-one, small group, during transitions, with whole class, etc.) and should serve constructive and informational purposes. Many cooperating teachers may choose to offer more formal forms of feedback and communication of the candidate's strengths, areas for improvement, and areas of growth. These may take the form of notes after an informal observation, an interactive journal, critiques of lesson plans, and so on. The University Supervisor is required to conduct a minimum of six observation/visitations for each candidate over the semester or equivalent of a semester. This requirement assumes that the candidate is making satisfactory progress *and* continues field experience/student teaching through the end of the semester. A struggling candidate may receive additional visits and observations than the minimum. The University Supervisor also completes a final evaluation (at a minimum) during the field experience semester and a midterm and final evaluation of the candidate during the student teaching semester. Components within these evaluations align with the Teaching Performance Expectations (TPEs) issued by the Commission on Teacher Credentialing (CTC) and additional program standards. These evaluations are based on the formal observations and input from the cooperating teacher, though it is the University Supervisor who makes the final

recommendation about the candidate's grade in student teaching.

Formal observations are enhanced when they are informed by a pre-conference--where all relevant parties can briefly discuss the purpose of the lesson and aspects of the candidate's performance to focus on--and a post-conference--where all relevant parties can reflect on both the successful and unsuccessful aspects of the lesson. This process is most valuable when the candidate uses the suggestions for improvement *to inform future planning and teaching of lessons*. Experience suggests that it is better to focus on a few elements per lesson.

Midterm/final evaluations and grades in the field experience and student teaching courses. Two (2) formal evaluations are required of the Cooperating Teacher and University Supervisor during the student teaching semester (field experience semesters have different evaluation requirements). The evaluation protocol includes a fieldwork evaluation tool that is aligned to the programs' standards and to the TPEs established by the CTC and a clinical practice process (pre-conference, observation with notes, debriefing, and reflection). The elements of the evaluation protocol are reviewed in depth with candidates during the initial weeks of the program. An orientation is also provided to the cooperating teachers during this time so they have an opportunity to become familiar with the evaluation tool. Usually midterm and final conferences will be scheduled by the supervisor to discuss the evaluations with the candidate. The midterm evaluation form and conference should serve as a critical benchmark for providing specific feedback to the candidate and describing any special arrangements if the candidate is experiencing difficulty in meeting competencies. A Statement of Concern/Performance Contract noting objectives and timelines for meeting objectives should follow from the midterm evaluation (or at any other time during the semester) if there is concern that a candidate is not meeting competencies in a timely fashion. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the candidate for that semester.

The University Supervisor, after consultation with the candidate and Cooperating Teacher, recommends a grade of credit (CR), or no credit (NC) for the candidate. If the candidate receives a NC (or an impending grade of NC should the recommendation take place prior to the grading period), it must then be determined by the University Supervisor whether the candidate will be recommended to repeat or not repeat that field-based experience. If it is recommended that the candidate repeat the experience, arrangements will be made for a new classroom placement for the following semester.

If the recommendation is No Credit with No Option to Repeat, whether during the grading period or prior to the grading period, the consequences for the candidate are serious. The candidate is effectively dismissed from the credential program. (In rare circumstances - and only by approval by the Field Placement Coordinator, Program Coordinator, and Department Chair - the candidate may be able to continue coursework; however, the candidate may face restrictions in terms of his/her ability to complete field tasks associated with courses). If the candidate would like to return to the program, s/he has the right to engage in the Credential Appeals process (See "Appeal Process" in handbook). On occasion a grade of incomplete may be assigned in accordance with the university's [grading policy](). All evaluations are retained in our electronic portfolio system or in the candidate's e-file.

Note: Candidate progress in both coursework and public school fieldwork is reviewed each semester by program faculty and school personnel who participate in the recommendation of candidates' continuation to the next phase of the program.

Difficulties in the teacher preparation program as they relate to the evaluation process. Candidates who are having difficulty typically will be informed in writing of the areas of weakness and given specific suggestions and a timeline for improvement. Instructors, University Supervisors, and Cooperating Teachers may all initiate a "Statement of Concern" process – for coursework and/or for field experience/student teaching. The Statement of Concern provides a format for highlighting weaknesses and areas for improvement. The Performance Contract articulates action steps that need to be taken. The Statement of Concern/Performance Contract process is a proactive process designed to alert candidates to challenges that, if ignored, could cause delays in the candidate's progress through the program. The process is initiated with the assumption that candidates will use this formal process of constructive feedback and explicit coaching to correct behaviors and weaknesses, because they desire to be the most effective educator they can be. Any documentation related to candidate performance, including the Statement of Concern/Performance Contract, should be provided to the candidate, with duplicates given to the appropriate parties (for coursework: the course instructor and for field experience/student teaching: the University Supervisor and Cooperating Teacher). All Statements of Concern/Performance Contracts are ultimately submitted to the Department Chair for review, signature, and submission to the candidate's e-file.

Termination of field experience/student teaching prior to the end of the semester. Depending on the individual circumstances, field experience/student teaching may need to be terminated **prior to** the end of the semester. Termination of either experience may include either removal from the placement altogether (with a grade of NC being assigned if the removal occurs during the grading period or with an impending grade of NC being assigned should the removal occur prior to the grading period) or removal from assigned duties, but with approval to remain in the classroom to observe and participate in a limited fashion (generally also with a grade or impending grade of NC being assigned). Sacramento State candidates are guests at the school site. Therefore, if a site level administrator (usually the principal) asks that a candidate be removed from the school site, they will be removed. Please note that when a fieldwork experience is terminated prior to the end of the semester, this may also affect the candidate's ability to complete coursework, especially if specific course assignments require a field placement site for completion.

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

- Violation of any article of the university student conduct code

- Violation of the conduct code for guest teachers in effect for the candidate's fieldwork school site and host district. (It is the candidate's responsibility to obtain information about this conduct code and abide by it.)

- Any action by the candidate that is deemed by the Cooperating Teacher and/or University Supervisor to be a threat to the safety and well-being of children/adolescents at the school site. Action could include inattentiveness (on cell phone rather than observing students, completing coursework rather than working with students, etc.), frequent absences or lateness (which can impact student learning), reporting to duty while under the influence of drugs or alcohol, etc. In some cases, candidate actions that take place not on the school site (e.g., in an on-line or virtual environment, at a community event sponsored by the school, etc.) may be deemed inappropriate or a threat to the safety and well-being of children/adolescents associated with that candidate's placement.

- Disruptive or unprofessional behavior including such actions as:
  - Repeated rejection of the authority of the Cooperating Teacher, school administrators, or University Supervisor; violations of student or teacher confidentiality; inappropriate use of social media and other online communication protocols/venues (see below); continued unprofessional dress, speech; continued unexcused absences (e.g. unrelated to excused absences caused by medical issues), tardiness, lack of preparation, lack of effort, etc.;
  - Breakdown in communication and mentoring relationship between the Cooperating Teacher and candidate and/or University Supervisor and candidate due to candidate rejection of constructive criticism, inability to implement suggestions in a timely and consistent manner, and/or unprofessional behavior.

- Slow progress towards competencies such that the classroom learning environment is compromised; coupled with breakdown in mentoring relationship, or disruptive/ unprofessional behavior.

The Teaching Performance Expectations (TPEs) are the criteria by which we measure candidate progress, and while we understand that each candidate is developing competence in the TPEs, basic operationalization of the TPEs, even if at a novice level, is expected from the beginning. Failure to make reasonable efforts (as constituted by regular class attendance, compliance with guidelines for field experience and student teaching, implementation of feedback and suggestions, etc.) to implement the TPEs could be reason for dismissal from the program. This is especially true for TPE 6 (June 2016 revision), which states that candidates, "Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of student and families. [Candidates] conduct themselves with integrity and model ethical conduct for themselves and others… [Candidates] understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including responsible use of social media and other digital platforms and tools."

As representatives of the Sacramento State Teaching Credential Programs, candidates should remember that they are held to a high standard of behavior. This includes any activities conducted on any social networking websites (e.g., Facebook, YouTube, Snapchat, Twitter, Flickr) or any other online site (e.g., webshots.com). Please keep in mind the following guidelines as you participate on social networking websites and/or in virtual/online contexts:

1. **Before** participating in any online community, understand that anything posted online is available to anyone in the world.
2. **Do not** post your home address, local address, phone number(s), birthdate or other personal information (e.g., class schedule, social plans).
3. **Do not** post any information that would violate Sacramento State's or your district's codes of conduct and/or state or federal laws.
4. **Do not** post any information, photos or other items online that could embarrass you, your family, your cohort, the credential program, Sacramento State, or your school site/district, or call into question your judgment or integrity. This includes, but is not limited to information, photos, quotes, and other items that may be tagged to you from another user.
5. **Do not** post or link to information or content that could cause harm to or disrupt the learning of any of your students.
6. **If** you discover any inappropriate information posted by any credential candidate you will immediately contact the Department Chair.

Social networking websites may be regularly monitored by a number of sources within Sacramento State (e.g., Department of Teaching Credentials, Student Affairs, University Police) as well as sources outside of Sacramento State (e.g., potential employers). In addition to potential employers, an increasing number of graduate programs and scholarship committees also search these sites to screen candidates.

Sacramento State teacher candidates should be very careful when using online social networking sites and keep in mind that sanctions may be imposed if these sites are used improperly or depict inappropriate, unethical, embarrassing, or dangerous behaviors. Those sanctions can include, but are not limited to reprimand and/or dismissal from the program.

NOTE: In some cases, progress toward meeting fieldwork competencies in a specific semester is such that, in the professional opinion of the Cooperating Teacher and University Supervisor, the candidate will not be able to successfully complete the requirements related to independent teaching (e.g., implementing the edTPA Teaching Event, completing "solo" teaching, etc.) and in fact, attempting the solo will lead to classroom disruption and interrupted learning by the K-12 students. In these cases, the recommendation may be to suspend taking on new teaching duties, defer attempting the independent teaching, but continue observation and participation in the classroom so that the candidate can continue to make progress. A grade of No Credit will be assigned; the University Supervisor will determine whether the evidence warrants an opportunity to repeat the experience (see below for additional information).

Reassignment of Candidates. Candidates will not be reassigned to another school after six

(6) weeks of the semester have elapsed, except under unusual and compelling circumstances. Prior to six weeks, reassignment to another classroom may be arranged *with strong justification*. That request must be initiated through the University Supervisor to the Field Coordinator.

A No Credit Grade in Field Experience. A "No Credit" (or impending grade of "NC") in any field experience course (e.g., field experience, student teaching) means a candidate may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the University Supervisor. When a candidate is assigned a grade of "No Credit" (or will be assigned a grade of "No Credit" during the grading period), the University Supervisor reviews the evidence to determine whether the candidate has an option to repeat or not. If the option to repeat is granted, the candidate may enroll in the subsequent semester in order to repeat this experience. If the option to repeat is not granted, the candidate is effectively dismissed from the program. S/he must submit an appeal to the Credential Appeals Committee to be allowed to continue in the program (if desired). The committee will make the decision about continuation in the program. Details related to the discontinuation process and the Credential Appeals Committee are available from the Teaching Credentials staff.

Final Considerations. Educational professionals, who are deeply committed to the success of candidates and who are willing to collaborate with each other to ensure such success, carry out the many roles and responsibilities described in this section. We are all excited by our collaborative work in this program and look forward to observing your growth and triumphs as you prepare for the most important career of all -- teaching! While this process should be one that, though challenging and demanding, brings you a great deal of satisfaction and joy, please do keep in mind some of the "golden rules" of professionalism.

- First, if you are experiencing difficulty, reflect on your own actions initially to determine if there are steps *you* can take to address the difficulty (e.g., have you followed through on requests made of you, are you fully prepared each time you are at the school, have you communicated clearly with your Cooperating Teacher and/or University Supervisor, etc.). After candid reflection on *your own* actions and behavior, address your concern to the person most directly related to this difficulty first. Though these conversations can be uncomfortable to initiate, your ability to do so in a professional and straightforward manner will serve you well in myriad settings throughout your career.
- Concretely, fieldwork issues should be addressed with Cooperating Teachers/ University Supervisors first.
- If a 'good faith effort' with the person most directly involved does not result in a satisfactory resolution, then you may begin to involve others in the 'chain of command.' The Program or Field Coordinators would be consulted after good faith efforts to engage these individuals do not produce satisfactory results.
- The Department Chair should not be consulted until all options have been exhausted -- first with the Cooperating Teachers/University Supervisors and then with the Program Coordinator or Field Coordinator.
- Difficulties should NOT be discussed with anyone but the parties mentioned above (and in the order mentioned).
- Care should be taken as to when and where these conversations are initiated (e.g., the

privacy of the classroom is more appropriate than in the teachers' lounge; the 5 minute walk from recess is less conducive to productive dialogue than a before or after school appointment).

- Self-reflection is critical -- identify areas where <u>you</u> can initiate improvements and adjustments, before you consider making requests of others to make changes.

LAWS THAT PERTAIN TO EDUCATORS AND EDUCATIONAL SETTINGS

The legal infrastructure that circumscribes an educator's actions is extensive. In this Handbook, three important areas are highlighted.

Mandated Reporting

- Child neglect and abuse must be reported when one who is a legally mandated reporter "...has knowledge of or observes a child in his or her professional capacity, or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect..." (PC 11166[a]). All candidates will receive mandated reporter training prior to being in classrooms. If you have questions about mandated reporter requirements, discuss them with your placement or program coordinator, and/or cooperating teacher.

Family Educational Rights and Privacy Act (FERPA) and Health Insurance Portability and Accountability Act (HIPAA)

- These are both federal laws that delineate information that must be kept confidential and secure. As a teacher candidate, you will have access to certain kinds of information about your students. Please consult with your mentor teacher and/or site administrator about the rules and policies in effect so that your actions remain lawful and within the guidelines established by the district in compliance with FERPA and HIPAA.

POLICIES AND PROCEDURES
REGARDING CONTINUATION IN THE CREDENTIAL PROGRAM

1. <u>Minimum GPA</u>

   It is necessary to maintain a 3.0 grade point average in professional education courses and a "C-" or better in each of those courses. NOTE: Courses that are required as part of the Master of Arts in Teaching or Master of Arts in Special Education Teaching require a grade of B or better in order to be used to satisfy the requirements of the Master's degree. (The MAT with Multiple or Single Subject Credential allows no more than 6 units or 2 courses with a grade of C or above to count for the MAT degree; the MASET degree (with ECSE, MMSN, or ESN credential) does not allow any grade below B- to count for the degree).

2. <u>Grades of "D", "F", "WU", or "No Credit"</u>

   If you receive a "D," "F," "WU," or "No Credit" grade in any professional education credential course(s), the course must be successfully repeated with a grade of "C-" or "CR" or better *before continuation into the next semester* of the credential program will be

allowed. If a candidate receives a "D," "F," "WU," or "No Credit" grade and wishes to continue into the next semester, the candidate will need to file an appeal with the Credential Appeals Committee, and be approved to continue.

3. An Incomplete Grade

An incomplete grade (I) received in a professional education program course must be completed ***before*** continuation into the next semester of the credential program will be allowed. It is the responsibility of the candidate to request the Incomplete from the instructor (see the University Grading Policy) who may or may not determine that an Incomplete is warranted. The instructor will assign the Incomplete and will also outline the terms and timeline of the Incomplete; these will be available in the candidate's MySacState account, connected to the Incomplete grade. The candidate must closely follow these terms and the timeline. If the coursework cannot be submitted and a grade posted by the week prior to the subsequent semester, then the candidate will need to file an appeal with the Credential Appeals Committee.

4. A No Credit Grade in Field Experience/Student Teaching
A "No Credit" in field experience or student teaching means a candidate may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the University Supervisor. If a candidate is not recommended for continuation and the candidate wishes to continue, then the candidate will need to file an appeal with the Credential Appeals Committee.

5. Fair Treatment and Due Process
Candidates have several avenues to advocate for fair treatment and due process. Candidates may engage the complaint process as explained in the Discrimination complaint procedures

6. Grade Appeals
If a candidate feels they can show that the assigned grade for the course was not based on their graded performance in the course, they may appeal the grade. In such a case the candidate will need to provide evidence that the instructor assigned the grade "arbitrarily, capriciously and/or because of prejudice." Here is the process for grade appeals.

7. Withdrawal from Individual Courses in the Program
If a candidate finds it necessary to withdraw from any individual course in the program, he/she should contact the instructor and refer to the instructions in the current Class Schedule. The Teaching Credentials Department staff should be informed immediately. Withdrawing from a professional preparation course most likely will extend one's time in the program and delay the credential candidate's entry into the subsequent semesters of the program.

8. Withdrawal From and Re-entry to the Program
If for medical, personal, or financial reasons a candidate needs to withdraw from the program during or at the end of a semester, he/she should first seek guidance from the

program coordinator so that alternatives can be discussed. If withdrawal from the program is confirmed, the candidate should then complete the "Statement of Intent to Delay or Withdraw from the Professional Education Program" form, which is available from Teaching Credentials department staff, in addition to completing the Office of Graduate Studies leave of absence request form and withdrawal form (which is available in OnBase in the Student Center). **The opportunity to return to the program will be on a space-available basis.**

The initial step to re-enter the program is initiated by the candidate contacting a member of the Teaching Credentials Department staff– this should be done no later than **the second week of the semester prior to the intended return (so that any reapplication requirement can be met)**. Under most circumstances (with the exception of an official medical leave on file with the University), if one's request for re-entry follows two (2) continuous semesters of non-enrollment, the applicant must meet all current admission and program requirements and present an in-person appeal to the Credential Appeals Committee. If the candidate has more than one semester of non-enrollment, and was not approved for an official leave of absence, they must reapply to the university through CalStateApply. Education Specialist candidates who do not take any MMSN or ESN Preparation courses for two consecutive semesters will be discontinued from the program and must reapply. If one's application for re-entry to the Multiple Subject or Single Subject credential program exceeds three (3) years, the candidate must re-apply to the program. If re-admitted, previous coursework will be evaluated for equivalency.

9. Substituting During Student Teaching Assignment
Candidates may be approached by their classroom teacher, another teacher on site, or the school administrator with a request to teach as a substitute at the school. Because it is the program faculty's responsibility to ensure that each candidate has the best possible conditions for success in the program, decisions about substitute teaching are not to be made by the candidate but rather by the program faculty in conjunction with those at the school site that are immediately involved (the classroom teacher and the appropriate school administrator). Please see the handbook for your program to determine current guidelines for approval of Substitute teaching during Student Teaching.

10. Completing Student Teaching on an Intern Credential
The Teacher Preparation Programs encourage districts to employ fully credentialed candidates from Sacramento State or other institutions. However, if there are insufficient numbers of credentialed teachers, depending on the districts' needs, partial to full-time internships may be available for some candidates in the programs. Internships may involve a single candidate or a pair of candidates who share a beginning teacher's salary and are hired into a certificated teaching position by the employer (details about internship limitations are in the program Field Placement Handbooks). An internship is viable only when both the university and the employer can provide strong support to the intern; the level of support that each entity provides is prescribed by the CTC and is identified, in detail, through a formal Memorandum of Understanding (MOU), usually already active and in effect between the employer and the university. The program faculty must formally vote to approve an internship PRIOR to the candidate accepting the internship position.

Guidelines for faculty approval for internships include excellent evaluations for field experience, superior grades in coursework, and demonstrated time management abilities. In addition, the faculty/staff must confirm that the candidate has met all criteria for the intern credential (for Special Education candidates, discuss these criteria with your advisor). In some cases, accepting an Intern position may result in extending the program by one or more semesters. See program field handbook for more information.

11. <u>Student Teaching and Field Experiences During Emergencies—From the Office of General Counsel for California State Universities</u>
"It shall be the policy of this university that whenever normal operational procedures in a public or private agency are disrupted and/or halted by emergencies such as civil disturbances, natural disasters, and strikes, all contractual obligations between the university and the agency, involving students in teaching and/or field experiences, shall be suspended during the period of the emergency." <u>Interpretation:</u> includes sanctioned and unsanctioned job action.

"Students and staff are advised that their physical entrance into such emergency situations may involve physical risks for which the university cannot accept any sort of liability. Should a university staff member or student decide to enter such a situation, such entrance is entirely at the individual's personal initiative and risk." <u>Interpretation</u>: Any candidate who crosses a picket line or enters a school site during an emergency situation does so at his/her own risk; Sacramento State will not accept any liability.

"Consequently, student emergency situations shall be completely disregarded by university instructors in their assignment of grades or the making of evaluations." <u>Interpretation</u>: Fieldwork or student teaching during the period of a strike or during an emergency situation at the school site will be completely disregarded in faculty evaluations and final grades.

"During the course of such an emergency, it shall be incumbent upon the university instructor to provide appropriate alternative instructional experiences for students whose university assignments require involvement in agency operation." <u>Interpretation</u>: If the strike or emergency situation lasts more than two (2) weeks, Sacramento State will provide alternative instructional experiences.

<u>If a strike occurs, the candidate is required to notify the school office of his/her intended absence and then should contact the Program Coordinator for instructions</u>.

All credential candidates are strongly urged to join the Student California Teachers' Association (SCTA). Membership in the SCTA provides a one million dollar liability insurance policy. This will provide legal coverage when candidates are working in schools to fulfill a program requirement since neither Sacramento State nor districts provide protection in the event candidates are involved in litigation/lawsuit. Note: Candidates are not covered by the policy if they are working in a school on their own time, e.g. substitute teaching. Find out more about benefits and join SCTA.

12. Academic Honesty, Integrity, Cheating, and Plagiarism
Candidates enrolled in the Master's plus credential program will be held to high standards for conduct in all aspects of their fieldwork and coursework consistent with Sacramento State policy and procedures regarding academic honesty, integrity, cheating and plagiarism.

13. Privacy Act
Based upon the Family Educational Rights and Privacy Act (FERPA) of 1974, teacher candidates have access to inspect and review records kept on file by the Teaching Credentials Department. Candidates sign a release form authorizing certain individuals access to their files. Beyond the candidates and those individuals designated by the candidates, only certain other university, state, and federal officials are authorized by the FERPA to review these files. Candidates may make an appointment with the Department Chair of Teaching Credentials to review materials in their files.

Those desiring copies of documents in their files should make copies prior to submitting them.

ANY OF THE PRECEDING POLICIES MAY BE APPEALED BY PETITIONING THE CREDENTIAL APPEALS COMMITTEE For further information about the appeal process see below; for clarification of these policies, contact the Teaching Credentials Department at (916) 278-6639.

COMPLETION OF THE CREDENTIAL PROGRAM

Staff monitor candidate progress towards completion of the requirements for their credential program and record this progress using a secure, electronic checklist form accessible by appropriate College staff and faculty (e.g., program coordinators, department chair, etc.) and tailored to the requirements of the specific credential program. Fulfillment of credential program requirements is verified using university records (e.g., transcripts, semester grades) and evidence supplied by the candidate (e.g., official score reports). Staff regularly communicate with any candidate who does not have appropriate documentation for the requirements of their credential program or is not making adequate progress, per policies and guidelines described above. If you as a candidate have received communication from the staff about a missing item, *please respond to this communication promptly* so that you do not experience delay during the credential application process. Each candidate's checklist and all related evidence are available to the College's Credential Analyst II. During the final semester of the candidate's program, the Credential Analyst I or II provide information to the candidates about the credential application and recommendation process. Access to appropriate application forms are provided at this time. Upon receipt of a completed credential application, the Credential Analyst II reviews the candidate's checklist and then makes the appropriate recommendation. The Credential Analyst II makes every effort to process credential applications in an expedited manner, *once final semester grades have been posted*. Candidates can check the status of their credential by accessing the CTC website; this website indicates that under normal circumstances, credential recommendations from approved program sponsors (such as Sacramento State) take

approximately 10 days.

APPEAL PROCESS

A candidate has the right to address an appeal to the Credential Appeals Committee (CAC) about policies related to status and continuation in the Teacher Preparation Program. Most appeals are made solely "in writing," while some may be more appropriate to an "in-person" appeal accompanied by the written appeal. Candidates going through the appeal process are responsible for contacting the Teaching Credentials office for information about the decision of the appeal committee. A letter will also be emailed to the appellant stating the outcome of the appeal.

The voting members of the CAC are faculty members from the College of Education and other colleges involved in credential programs. The committee meets regularly at the beginning and the close of each semester. Appeal petitions and information about the appeal process is available in Eureka Hall 401.

> **It is the candidate's responsibility to obtain a Credential Appeal Petition form and submit it by the published deadline.**

NOTE: The Teaching Credentials Department Chair is available to meet with credential candidates who have concerns about the program and their progress. Prior to meeting with the Department Chair, candidates should have met first with the relevant instructor or University Supervisor, and Program Coordinator, to attempt to resolve issues. Phone (916) 278-6639 or email coe-cred@csus.edu to request an appointment.

NON-APPEALABLE POLICIES

1. Satisfying Subject Matter Competency
   Candidates must provide evidence of having met the Subject Matter Competency Requirement by applicable due dates that will be identified in the candidate's admissions letter. Questions can be directed to Student Success Center or Teaching Credentials staff.

2. Basic Skills Requirement– The Basic Skills Requirement must be met and verification provided to the Teaching Credentials department office by the due date identified in the candidate's admission letter, if not met prior to admission.

3. Credit/Equivalency for Coursework or Experiences Completed Prior to Program Admission– There are typically two instances for which candidates seek credit and/or equivalency for coursework or experiences completed prior to program admission. These are detailed below.
   a. Coursework successfully completed at another university that may be equivalent to a pre-requisite courses: A list of currently approved equivalencies for pre-requisites can be found here. If the course is not already included on this list, then

the target coursework must be evaluated by the faculty group responsible for teaching the pre-requisite course for the Sacramento State program. To initiate the course review process, the candidate must complete the survey at this link, including providing a copy of the course syllabus (for the course that they completed). This process should be initiated well before the program begins, as sufficient time should be allowed to convene the faculty curriculum committee and to complete the curriculum review. A candidate in any of our preliminary teaching credential programs can pursue this process. A decision will be communicated to the candidate by Student Success Center staff.

b. Prior Learning Assessment of coursework and other appropriate experiences that may be equivalent to a credential program requirement: This process is only available to candidates in the Education Specialist credential programs (per AB2226). Candidates must first meet with a faculty advisor to review the process and requirements for Prior Learning Assessment. Once this advising session has been completed, candidates who may be eligible can then complete the steps in the process as outlined by the faculty advisor. Completed Prior Learning Assessment forms are reviewed during the first and last weeks of each semester by the program faculty and Department Chair. Their decision is communicated in writing to the candidate within a week of the final review.

In the majority of situations identified in #s 1-3 above, the candidate will need to complete the requirements prior to beginning formal student teaching (in some cases, significantly prior). The deadlines will be identified explicitly in the candidate's admission letter (typically sent via email after the candidate has accepted the offer of admission). Candidates who miss their stated deadline will not be allowed to enroll in final student teaching, though they may be able to work out a modified schedule that allows them to make progress with other aspects of the credential program.

Certificate of Clearance (COC) – **Candidates will not be allowed in the schools until verification of their COC is received by the Teaching Credentials office**. Please NOTE: In many of our partner districts, an additional clearance – for the district – is required. Your Field Coordinator will notify you if this is the case for your field placement. This district-level clearance will require an additional fingerprint clearance screening and an additional fee. This is required for the safety and well-being of the students; it is not a requirement that the teacher preparation program can waive.

Tuberculosis Test - **Candidates will not be allowed in the schools until verification of a negative tuberculosis test is received by the Teaching Credentials office**. Please note: in many of our district partners, an additional TB clearance is required for the district. Your Field Coordinator will notify you if this is the case for your field placement. This is not a requirement that the teacher preparation program can waive.

FINANCIAL AID

State and federal loans, grants, and scholarships for education candidates are available through the university's Financial Aid Office. In addition, the College of Education has scholarships

for students intending to enroll in the MAT/MASET/Teacher Preparation Program or candidates already enrolled in the program. Applications are typically due in early spring. Further information can be obtained through the College of Education scholarship website.

POLICIES FOR SERVING STUDENTS WITH DISABILITIES

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

It is the responsibility of the candidate with a disability to contact the appropriate offices **prior to enrollment** in a program or a specific course to obtain special services. A candidate must contact the **Disability Access Center**located on the main campus in Lassen Hall, Room 1008, (916) 278-6955 (voice) or (916) 278-7239 (TDD), upon admission to the program (preferred) but no later than 15 working days **prior to the first day of class** and provide verification of a disability and need for specific accommodations. More lead time may be necessary, if reasonable accommodations include special arrangements in the candidate's teaching site, the hiring of sign language interpreters, note takers, or the pre-preparation of written or taped materials. In all cases, candidates must provide written documentation of specific needs to the instructor within a reasonable time frame (preferably before the second week of instruction) to assure that specific accommodations can be provided in a timely fashion.

CAREER PLACEMENT

The Career Center, in Lassen Hall, Room 1013, offers credential candidates assistance in developing effective resumes and interviewing techniques. Call (916) 278-6231 for information about the Center's resources and the annual Spring Educators' Expo. Additionally, candidates in the final semester of the program are introduced to successful approaches to job-hunting.

Appendix A

Teaching Performance Expectations (TPEs) for Beginning Teachers:
Adopted by the CTC in June 2016

1. Engaging and Supporting All Students in Learning
   a. Apply knowledge of students (prior experiences, funds of knowledge) to engage them in learning
   b. Communicate regularly with families about achievement expectations and student learning
   c. Connect subject matter to real-life experiences and use active learning strategies
   d. Use developmentally and ability-appropriate strategies including UDL and MTSS
   e. Promote critical and creative thinking through inquiry, problem-based activities, reflection, etc.
   f. Use research-based strategies to support students' first and second language acquisition
   g. Incorporate the visual and performing arts as a way to expand students' access to the curriculum
   h. Monitor student learning and adjust instruction to maximize engagement

2. Creating and Maintaining Effective Environments for Student Learning
   a. Create a caring, fair, and respectful community where positive interventions are used to promote students' socio-emotional growth, development and individual responsibility
   b. Create learning environments that are culturally responsive, reflect diversity and multiple perspectives, and promote positive interactions and productive learning
   c. Establish, maintain, and monitor inclusive environments free of bullying, harassment, and intolerance
   d. Know how to access resources to support students with special needs (medically fragile, experiencing trauma, etc.)
   e. Maintain high expectations for learning and provide appropriate and individualized supports
   f. Communicate and establish norms for positive classroom behavior for all classroom participants

3. Understanding and Organizing Subject Matter for Learning
   a. Demonstrate subject matter knowledge, including content adopted in CA Frameworks and Standards
   b. Use knowledge of students and learning goals to organize the curriculum so that it provides access for all students and facilitates their learning of it
   c. Plan, design, implement, and monitor instruction consistent with current subject matter pedagogy expectations

d. In collaboration and consultation with other educators, incorporate into instruction multiple means of representation, expression and engagement
e. Adapt instruction to ensure that all students are supported in learning content-specific language and that such learning is tailored to their needs in the least restrictive environment
f. Use and adapt resources, materials, and technologies to support equitable student learning and access
g. Model and develop digital literacy
h. Demonstrate knowledge of effective teaching strategies aligned with international educational technology standards

4. Planning Instruction and Designing Learning Experiences for All Children
    a. Use broad and specific knowledge about students to plan instruction (short term and long term)
    b. Use knowledge of typical and atypical development to plan instruction
    c. Design and implement instruction that integrates and inter-relates content areas and skills across the curriculum
    d. Maximize learning time and students' access to the curriculum by careful instructional planning, strategic use of technology, implementation of UDL and MTSS, use of culturally responsive pedagogy, inclusive pedagogy, peer-to-peer support, and community resources
    e. Promote student success by engaging with them on their individual learning needs, as documented in IEPs, 504 plans, etc.
    f. Actively collaborate with other educators and community resources to enhance instruction and student learning
    g. Promote a range of communication and learning modes to support all learners
    h. Plan and implement technology-rich lessons

5. Assessing Student Learning
    a. Design and use a range of assessments appropriately and with integrity
    b. Use multiple means of assessment to understand student learning and growth and to modify instruction
    c. Create opportunities for students to self-assess, reflect, and revise their work
    d. Use technology as appropriate to implement assessment cycles and communicate results
    e. Use assessments in a timely manner, to support students and communicate with families
    f. Work with specialists to deepen understanding of assessment results (esp. related to language and ability)
    g. Use information and assessment data about language proficiency to plan instruction for ELs

h. Use information and assessment data from IEPs, 504 plans, etc. to plan, design accommodations and adaptations for students with disabilities

6. Developing as a Professional Educator
    a. Reflect on teaching, knowledge base, and student outcomes as a means to improving effectiveness
    b. Recognize their own values and implicit and explicit biases and work to mitigate any negative impact on the teaching and learning of students. Exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues
    c. Establish professional learning goals and work within a professional learning community to reach them
    d. Engage with other adults in order to support student and teacher learning and learning conditions
    e. Demonstrate professional responsibility for all aspects of student learning and classroom environment. Act with integrity and model ethical conduct at all times
    f. Understand and enact all responsibilities and roles related to the mandated reporter and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, in daily interactions and in virtual environments
    g. Develop a critical understanding of the role of public education in California as it pertains to equity, finance, governance, and public policy

Full text available at: http://www.ctc.ca.gov/educator-prep/TPA-files/TPEs-adopted-2016.pdf)

APPENDIX B

STATEMENT OF CONCERN: FIELD EXPERIENCE/STUDENT TEACHING

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

Candidate:
Date SOC issued:
Credential Program:
Student Teaching Placement Information (School/CT/subject area(s)):

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

(If needed, add additional rows.)

Required Signature:

I acknowledge receipt of this Statement of Concern

Candidate:_____Date:_____

PERFORMANCE CONTRACT
for
CONTINUATION IN FIELD EXPERIENCE/STUDENT TEACHING

Candidate:
Date Performance Contract Issued:
Credential Program:
Student Teaching Placement Information:

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

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

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

Required Signatures:

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

Candidate:_____Date:_____

I am in agreement with the Performance Contract.

University Supervisor:_____Date:_____

I am in agreement with the Performance Contract.

Co Teacher:_____Date:_____

I am in agreement with the Performance Contract.

Department Chair:_____Date:_____

APPENDIX C

Visual/Audio Image Release Form

I grant permission to California State University (CSU), its employees, and agents to take and use visual/audio images of me. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips, or accompanying written descriptions. CSU will not materially alter the original images. I agree that CSU owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university-sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them, or to be compensated for them.

I am at least 18 years of age and competent to sign this release. I have read this release before signing, I understand its contents, meaning and impact, and I freely accept the terms.

Release Valid From August 1, 2023 to July 31, 2024

_____   _____

Candidate's Name: Print   Sac State ID#

_____

Signature: Date:

_____

If under 18 years of age, parent/guardian signature required.

Parent/Guardian Name (Print): _____

Parent/Guardian: _____   _____
                        Signature   Date

APPENDIX D

I give permission for the Teaching Credentials Department to use all work (referenced as "this work") created as a credential candidate in the teacher preparation program.

☐   I authorize the instructor(s) to copy and distribute this work as a sample or example to be used for instructional purposes and/or program evaluation purposes with the understanding that all identifying information (for any individual) will be removed prior to sharing the work.

☐   I authorize the instructor(s) to copy and distribute this work in professional settings (e.g., conferences) with the understanding that the instructor(s) will provide full and appropriate credit to me for my work and that identifying information for any of my pupils will be removed prior to copying or distributing the work.

☐   I withhold authorization for any distribution or use of my work in any setting.

Permission will exist indefinitely unless otherwise specified.

Candidate Name (printed): _____

Candidate Signature: _____

Candidate contact information (phone & email):

Date: _____