



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

# **PROGRAM & FIELDWORK PLACEMENT HANDBOOK**

**for**

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



**College of Education - Teaching Credentials  
Special Education Program – Mild to Moderate  
2020-2021**



SACRAMENTO STATE

*Updated: 7/26/2020, EMC*

*Note: This is a living document and its contents are subject to revision, modification, 7nd/or change as needed.*



## **WELCOME**

### **Dear M/M Specialist and/or Dual (M/M and Multiple Subject) Credential Teacher Candidates,**

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

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

*Our vision is supported by collaborative relationships with public school districts, schools, and community agencies so that every child in grades K-12 has multiple and varied opportunities to reach his/her full potential. These partnerships will actively remove barriers to learning by engaging in collective efforts to equalize opportunities to learn for all children/youth in the K-12 public education system and through the promulgation of informed, research-oriented, culturally competent practices that are effective in multiple settings (e.g., classrooms, pre-schools, clinics, etc.). Progress towards our vision is measured through input from partners and a coordinated set of performance assessments that faculty regularly and deliberately analyze.*

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

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

#### **Dr. Deidre Sessoms, Chair**

College of Education - Teaching Credentials, dsessoms@csus.edu

#### **Dr. EunMi Cho, Program and Student/Intern Teacher Field Placement Coordinator**

College of Education - Teaching Credentials - Special Education, eunmicho@csus.edu

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## GLOSSARY OF TERMS

**Co-Teaching Model** – “Two teachers (Cooperating Teacher and teacher candidate) working together with groups of students – sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction” (Bacharach, N. and Heck, T., 2011).

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

**Cooperating Teacher (CT)** – The in-service teacher who willingly collaborates with and mentors a teacher candidate. S/he functions as on-site supervisor as a district employee.

**Commission on Teacher Credentialing (CTC)** - The Commission on Teacher Credentialing (CTC) is the state agency that issues California credentials.

**Field Placement** – Field placement is the all-encompassing term used to refer to the field experience placement and student teaching placements.

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

**Field Work** – Refers to student teaching, internships, and/or clinical practice that provide candidates with an intensive and extensive culminating activity. Synonymous with ***Clinical Experiences***. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

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

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

**Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations** Commission on Teacher Credentialing Standards (Adopted August 2018), <https://catalog.csus.edu/colleges/education/teaching-credentials/education-specialist-credential-program-mild-moderate-with-multiple-subject/>

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

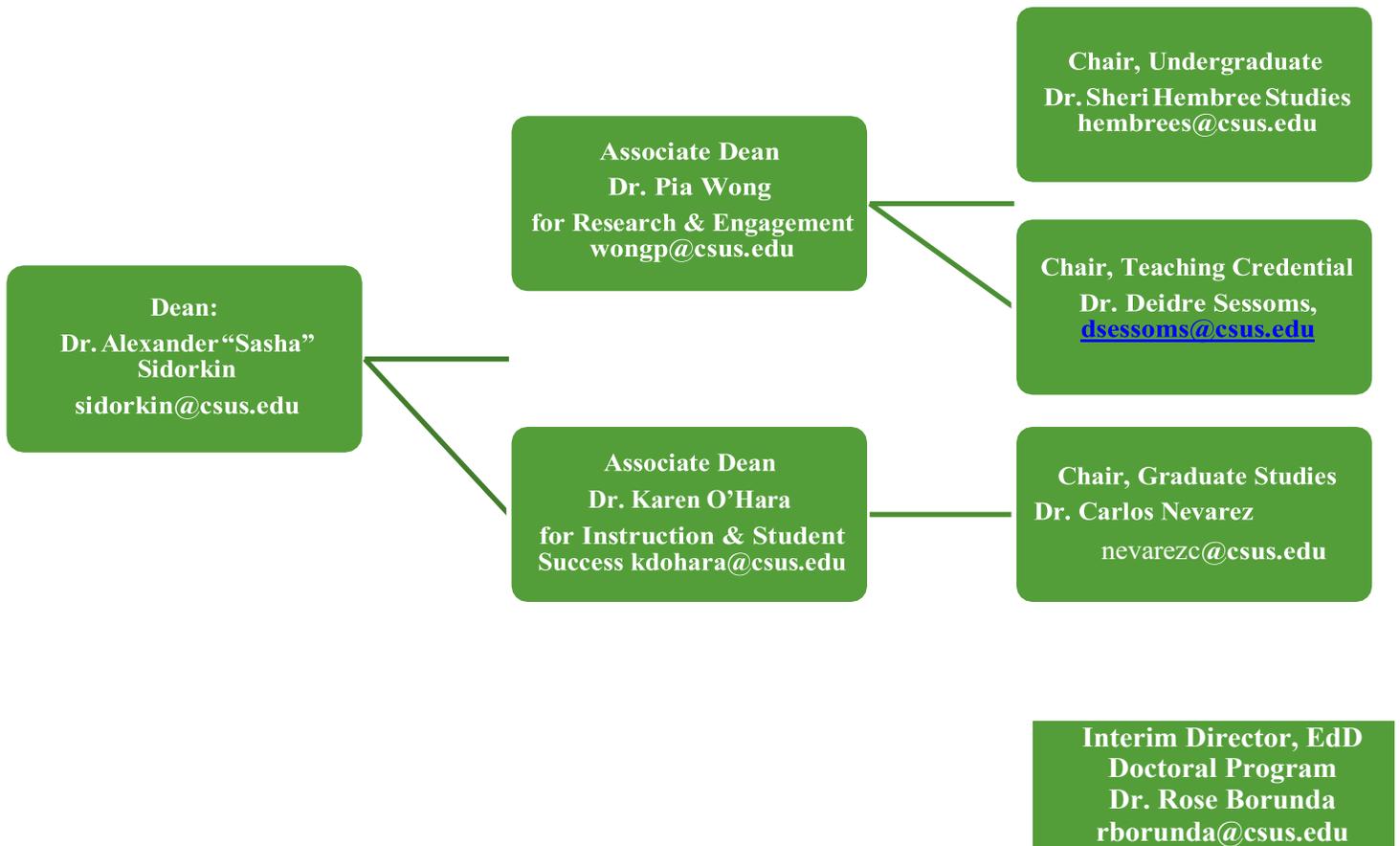
**Teacher Candidate (TC)** – A teacher candidate enrolled in the university credential program who concurrently works in the field as a student teacher or an intern teacher.

**Teacher Performance Expectations (TPEs)** – A description of the set of knowledge, skills, and abilities that the state of California expects of each candidate recommended for a Multiple Subject Teaching Credential

## THE STUDENT SUCCESS CENTER (SSC)

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

### College of Education Leadership Team



## CONTACT INFORMATION

**Overall Student Services Office – Eureka Hall 401, (916) 278-6639,**

<https://www.csus.edu/college/education/teaching-credentials/>

The Academic and Program Services is the one-stop shop for all student services.

Learn more: <https://www.csus.edu/college/education/student-susupport/>

**(916) 278-6639 | Eureka Hall 401 | [coe-cred@csus.edu](mailto:coe-cred@csus.edu)**

These offices will implement “virtual office hours” over Zoom when campus is closed due to COVID-19. Please see the [SSC website](#) for more information about scheduling a Zoom appointment for advising, or the [Teaching Credentials website](#) for more information about Zoom drop-in hours with staff from Eureka Hall 401 (the reception area).

### Program Specific Services:

- ⇒ **Student Success Center** – Eureka Hall 437, (916) 278-6403. The Center helps guide students through their academic careers at Sacramento State. Advisors provide academic assistance to both prospective and continuing students in the College of Education. We recommend that undergraduate students meet with an advisor once per semester to discuss course planning and graduation. Learn more: <https://www.csus.edu/college/education/student-support/>
- ⇒ **Credential Analysts’ Office** – Eureka Hall 414, (916) 278-4567. The Credential Analysts oversee advising and administrative services for current Sacramento State credential students (and out-of-state teachers) seeking information about completing and/or applying for their California credentials. Learn more: <https://www.csus.edu/college/education/student-support/credential-analyst-office.html>
- ⇒ **Equity Office** – Eureka Hall 436, (916) 278-7022. The Equity Office provides advising and career development resources for specific student groups. Among these are financial aid work study candidates, Cal Grant recipients, individuals that are first in family college students, and English language learners. Learn more: <https://www.csus.edu/college/education/student-support/equity-office.html>
- **Information Technology Center (ITC)** – Eureka Hall 203, (916) 278-4004, [coe-it@csus.edu](mailto:coe-it@csus.edu). The IT Center provides web services and technical support to faculty and staff. Learn more: [www.csus.edu/coe/offices-services/it-office.html](http://www.csus.edu/coe/offices-services/it-office.html)
- **Forms for students. Most Used Forms (Add/Drop Petition, Course Substitution, etc.):** [www.csus.edu/coe/about/student-services.html](http://www.csus.edu/coe/about/student-services.html). Teaching Credential Forms (Statement of Concern, Request to Delay or Withdraw, Advisement, Observation forms, program specific forms, etc.): <https://www.csus.edu/college/education/masters-programs/current-students.html>

### Contacts for Teaching Credential Branch Specific Services:

#### Staff

- ⇒ **Linda Lugea**, Teaching Credentials Department Administrative Support Coordinator: [llugea@csus.edu](mailto:llugea@csus.edu), Eureka Hall 401, (916) 278-5399/Any questions related to **course registration**
- ⇒ **Ashley Ciraulo-Stuart**, Student Success Center Program Advisor: [aciraulo@csus.edu](mailto:aciraulo@csus.edu), Eureka Hall 432, (916) 278-6403, <https://www.csus.edu/college/education/student-support/>
- ⇒ **Elizabeth Christian**, Lead Credential Analyst [echristian@csus.edu](mailto:echristian@csus.edu), Eureka Hall 414, (916) 278-4567, <https://www.csus.edu/college/education/student-support/credential-analyst-office.html> Any questions related to **Internship** Karina Figueroa-Ramirez, Equity Coordinator: [figueroaramirez@csus.edu](mailto:figueroaramirez@csus.edu), Eureka Hall 436, (916) 278-4324, <https://www.csus.edu/college/education/student-support/equity-office.html>

#### Faculty

- ⇒ **Dr. Brian Lim**, Multiple Subject Program, Coordinator: [lim@skymail.csus.edu](mailto:lim@skymail.csus.edu), Eureka Hall 302

- ⇒ **Ms. Lynn Solari, Multiple Subject Two Semester Program, Field Placement Coordinator:** lsolari@csus.edu, Benicia Hall 1006, (916) 278-4620, <https://www.csus.edu/college/education/teaching-credentials/multiple-subject.html>
- ⇒ **Dr. Tom Owens, Multiple Subject Three Semester Program, Field Placement Coordinator** San Juan USD Professional Development School Center, Faculty Liaison:7wtowens@csus.edu, Eureka Hall 303, (916)278-4275, <https://www.csus.edu/college/education/teaching-credentials/multiple-subject.html>
- ⇒ **Dr. Jenna Porter, Single Subject Program, Coordinator:** jmporter@csus.edu, Eureka Hall, 408, (916) 278-4620, <https://www.csus.edu/college/education/teaching-credentials/single-subject.html>
- ⇒ **Dr. Mae Chaplin, Single Subject Program, Field Placement Coordinator,** [mae.chaplin@csus.edu](mailto:mae.chaplin@csus.edu), Eureka Hall 303, (916) 278-4298, <https://www.csus.edu/college/education/teaching-credentials/single-subject.html>
- ⇒ **Dr. José Cintrón, Bilingual Authorization Program, Coordinator:** cintron@csus.edu, Eureka Hall 407, (916) 278-5544, <https://www.csus.edu/college/education/teaching-credentials/authorizations.html>
- ⇒ **Dr. EunMi Cho, Dual Program & Placement (Multiple Subject and Education Specialist- Mild/Moderate), Coordinator:** eunmicho@csus.edu, Eureka Hall 403, (916)278-7547, <https://www.csus.edu/college/education/teaching-credentials/special-education.html>
- ⇒ **Dr. Kathy Gee, Education Specialist-Moderate/Severe Program, Coordinator:** kgee@saclink.csus.edu, Eureka Hall 406, (916) 278-4077, <https://www.csus.edu/college/education/teaching-credentials/special-education.html>
- ⇒ **Dr. Cindy Collado, Education Specialist-Early Childhood Special Education Program, Coordinator:** cindy.collado@csus.edu, Eureka Hall 322, (916) 278-407, <https://www.csus.edu/college/education/teaching-credentials/special-education.html>
- ⇒ **Dr. Jean Gonsier-Gerdin, Special Education, MA Research Coordinator:** jgonsier@csus.edu, Eureka Hall 322, (916) 278-4619, <https://catalog.csus.edu/colleges/education/graduate-professional-studies->

### University Academic and Program Resources & Services:

	Office	Service	Contact Information
1	<b>Information Resources and Technology (IRT)</b>	If you experience technical difficulties with your computer or network connection to the university, contact IRT Service Desk	E-mail: <a href="mailto:servicedesk@csus.edu">servicedesk@csus.edu</a> Phone: (916)278-7337 Or visit them in person: AIRC 2005. A full listing of their services can be found at <a href="https://www.csus.edu/information-resources-technology/">https://www.csus.edu/information-resources-technology/</a>
2	<b>Academic Technology Center (ATC)</b>	If you need assistance navigating or operating Canvas, you can get one on one software support or online support.	Location: AIRC 2004 Hours: Monday-Friday 8:00am-7:00pm. Online support can also be found at <a href="https://www.csus.edu/information-resources-technology/teaching-learning/">https://www.csus.edu/information-resources-technology/teaching-learning/</a>

3	<b>University Reading and Writing Center (URWC)</b>	The University Reading and Writing Center is an excellent resource for Sacramento State students who would like assistance from peer tutors with reading and writing tasks. For free, one-on-one help with reading or writing in any class, visit the University Reading and Writing Center (URWC) in Calaveras 128. The URWC can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. Students can sign up for up to an hour a week with a tutor by visiting the URWC.	Website: <a href="https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html">https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html</a> Email: <a href="mailto:writingcenter@csus.edu">writingcenter@csus.edu</a> Phone: 278-6356 Coordinators: Bob Stanley and Ann Michaels Coordinators' Office: ALP 157 Open Hours: Mon-Thurs 9am-6pm, Fri 10am-1pm Writing Center Location: Calaveras (CLV) 128
4	<b>Sac State Library</b>	Through the library students can: use the library search to find articles, journals, and books; get articles and books the library doesn't own for free through interlibrary loan, set Google Scholar preferences; look for a book on reserve for a course; borrow library books and media; book a study room; use over 180 computers; borrow a laptop, or print; get research help in person or virtually; brown research guides and tutorials.	Website: <a href="https://library.csus.edu">https://library.csus.edu</a>  Services for students: <a href="https://library.csus.edu/services-for-students">https://library.csus.edu/services-for-students</a>  Ask a librarian: <a href="https://library.csus.edu/ask-us">https://library.csus.edu/ask-us</a>
5	<b>Services for Students with Disabilities (SSWD)</b>	Offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community.	Website: <a href="https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/">https://www.csus.edu/student-affairs/centers-programs/services-students-disabilities/</a> To request services, students can complete an application and submit medical or professional documentation to SSWD. Please see details in <a href="#">SSWD Application Process and Forms</a> . Main SSWD Office: Lassen Hall, Room 1008 (first floor) Phone: (916) 278-6955 Email: <a href="mailto:sswd@csus.edu">sswd@csus.edu</a>
6	<b>Division of Student Affairs: Basic Needs</b>	Basic Needs Support If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.	Website: <a href="https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html">https://www.csus.edu/student-affairs/crisis-assistance-resource-education-support/resources.html</a> If you have questions or need assistance creating your Basic Needs Support plan, please contact our Case Manager, Danielle Munoz at <a href="mailto:danielle.munoz@csus.edu">danielle.munoz@csus.edu</a> or 916-278-6060.
7	<b>University Policy Manual</b>	The University Policy Manual is the official source for policies of California State University, Sacramento. The manual is subject to change at any time as new policies are issued or current policies are updated.	The university policy manual will be at Website: <a href="https://www.csus.edu/umanual/">https://www.csus.edu/umanual/</a>

## APPROVED PROGRAMS FOR PROFESSIONAL TEACHER PREPARATION IN COE

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

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

## SPECIAL EDUCATION (EDSP) PROGRAMS

The College of Education - Teaching Credentials - Special Education (EDSP) offers professional programs in the areas of Special Education. Offered are professional programs leading to specialist credentials for teachers of pupils with mild through severe needs (Mild-Moderate, Moderate-Severe, and Early Childhood Special Education Specialist Credentials). Professional preparation programs leading to Master's Degrees include a Master of Arts in Education with an option in Special Education.

**Mission:** Our mission is to prepare highly qualified individuals from diverse backgrounds to provide appropriate educational services to individuals with disabilities (birth to adulthood) and their families.

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

- Demonstrate respect and support for the diversity and dignity of all persons, regardless of age, race, ethnicity, language, socioeconomic status, religion, gender, national origin, abilities, family composition, and sexual orientation.
- Facilitate collaboration among general educators, special educators, families, related services personnel, and community agencies to educate students in inclusive settings.
- Utilize innovative and evidence-based practices for assessment and evaluation, program planning, curriculum, educational interventions, positive behavioral supports, and transition aimed at the development of life-long learners
- Be active participants in innovative and evidence-based practices and should be supported in developing skills for self-reflection, critical analysis, and dissemination of information on effective practices.
- Demonstrate the core values of student advocacy, teacher advocacy, cultural competence, and family-centered, trans-disciplinary collaboration.
- Be effective agents of systems change and promoters of social justice in their schools, programs, communities, and professional disciplines.
- Facilitate the development of self-determination and self-advocacy in all students and their families with the goal of achieving meaningful life outcomes.
- Demonstrate a high standard of ethics in all of their professional activities.

### Special Education Program Goals

Sacramento State recognizes that it has a major responsibility to California and the nation to encourage men and women who have high ethical and intellectual standards to enter the teaching profession. To that end, the university

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

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

### **Online Resources**

Information about the all Education Specialist credential programs can be found on the CTC website: <https://www.ctc.ca.gov/docs/default-source/leaflets/cl808ca.pdf?sfvrsn=2>

**College of Education.** Information about Sac State's College of Education including **events, scholarships, news, social media, and related resources can be found on the following website:** <https://www.csus.edu/coe/>.

**Teaching Credentials Branch.** Information about the Teaching Credentials Branch that offers credential programs for general education teacher candidates (Multiple Subjects and Single Subjects) and special education teacher candidates (Mild/Moderate, Moderate/Severe, and Early Childhood Special Education), including the Handbooks like the Policy Handbook for policies across all programs, application information, supervisor forms, and related information can be found on the following website: <https://www.csus.edu/college/education/teaching-credentials/>

**Handbooks.** Two handbooks are relevant to each teacher candidate in Sacramento State's teacher credential programs: 1) The Policies and Procedures Handbook: All Programs, and 2) the specific program's Handbook. These handbooks can be found on the following website: <https://www.csus.edu/college/education/teaching-credentials/current-students.html>

**Forms.** All forms associated with the Teaching Credential programs can be found on the Teaching Credentials website, at the bottom: <https://www.csus.edu/college/education/teaching-credentials/current-students.html>



**SACRAMENTO STATE**  
Redefine the Possible

**SPECIAL EDUCATION PROGRAMS**  
**SAC STATE'S 3 EDUCATION SPECIALIST TEACHING CREDENTIALS**

*Credential Branch 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. [www.csus.edu/coe](http://www.csus.edu/coe)*

**Teaching Credentials Branch** <https://www.csus.edu/college/education/teaching-credentials/>

**Leadership**

**College of Education. Dean: Dr. Alexander (Sasha) Sidorkin Teaching Credentials Branch Chair: Dr. Deidre Sessoms**

**Programs in Special Education**

**Mild/Moderate Disabilities (Mild/Mod)** - Prepares educators to work with children with mild to moderate disabilities ages 5-21 years old (grades K-12).

**Programs:** Mild/Mod (M/M), Dual (Mild/Mod & Multiple Subject credential), ACT program (4.5 year Child Development BA + Dual credential), Intern program

**Career paths:** K-12 Special Education Teacher (Inclusion, Resource Specialist, Special Day Class), Private School Teacher, Education Consultant, Evaluator, Program Specialist

**Pre-requisites:** EDUC 100A/B, EDUC 170, HLSC 136, 45 hours field experience with diverse children

**Moderate/Severe Disabilities (Mod/Severe)** - Prepares educators to work with children with moderate to severe disabilities ages 5-21 years old (grades K-12).

**Programs:** Mod/Severe (M/S), Dual (Mod/Sev & Multiple Subject credential), Intern program **Career paths:** K-12 Special Education Teacher (Inclusion, Resource Specialist, Special Day Class), Private School Teacher, Education Consultant, Evaluator, Program Specialist

**Pre-requisites:** EDUC 100A/B, EDUC 170, 45 hours field experience with diverse children

**Early Childhood Special Education (ECSE)** - Prepares educators to work with children with mild to severe disabilities ages birth to 6 years old and their families.

**Programs:** ECSE, ECSE certificate, Intern program

**Career paths:** Early Intervention Specialist (working with families who have infants or toddlers with disabilities), Preschool Special Education Teacher, Education Consultant, Program Specialist

**Pre-requisites:** CHDV 30, EDUC 100A/B, EDUC 170, 45 hours field experience with young diverse children, coursework in child development or related field

**CONTACT Program Coordinators**

**Mild/Mod:** Dr. EunMi Cho [eunmicho@csus.edu](mailto:eunmicho@csus.edu) (916) 278-7547

**Mod/Severe:** Dr. Kathleen Gee [kgee@csus.edu](mailto:kgee@csus.edu) (916) 278-407

# M/M Program with MASET

## Mild to Moderate (M/M) Education Specialist Credential with Master of Arts in Special Education Teaching (MASET)

# Sac State

### About our post-baccalaureate Mild to Mod program learning



Become a **leader** in inclusive practices, social justice, advocacy, collaboration, and evidence-based developmentally appropriate practices for students **with mild to moderate disabilities from K to 21**.



The field placement coordinator works with your local school districts to help you find relevant **fieldwork placements** and district teachers (cooperating or mentor teachers).



You will continue after earning your credential with one more year to finish your **MASET**. (can opt out if you do not want).



**Financial supports:** federal student loans, Cal & Pell grants, TEACH grant, Sac State College of Ed scholarships, Yolo Teacher Residency scholarship (more than \$16,000), and school district scholarships.



Complete your **classes in 2 years to get a Dual (TWO teaching credentials of mild to mod education specialist and multiple subject) M/M credential!** The Dual program meets the new CA special education standards and TPEs. Courses are taught in face-to-face and hybrid classes (online) via Canvas.

**Candidates work** will have the opportunity to work during the day in mild to moderate special education and general education programs while taking 3 - 4 lecture courses in the evenings.



**Prospective careers:** special or general edu. teacher to work with students with/out disabilities and their families and other agencies; evaluators; program specialist, transition specialist, inclusion specialist, etc



**Optional authorization or pathways:** Intern option, part-time pathway, Bilingual Authorization in Spanish or Hmong, and Autism and EL Authorizations embedded in M/M credential

**Cohorts begin every fall. APPLICATIONS due April 1st.** 2-step application process (1) submit the Cal State apply application, then (2) submit the Supplemental Application. Learn more: [www.csus.edu/college/education/teaching-credentials/](http://www.csus.edu/college/education/teaching-credentials/)



## Sample Schedule

### Mild/Moderate program or Dual (M/M + MS) *(some courses count toward MAT)*

Program & Field Placement Coordinator: Dr. EunMi Cho, [eunmicho@csus.edu](mailto:eunmicho@csus.edu), 916.278.7547, Eureka 403

	Field work expectation	Monday	Tuesday	Wednesday	Thursday
<b>Year 1, Fall: credential/MAT</b>	<i>Field Assignment Completion – supervision by course instructors</i>	4-6:50p EDSP 119 (SpEd Law) 7:30-9:20 EDSP 232 (Comm/Colla)	4:30-7:20p EDSP 229 (Inst/Curri) 4-6:50p	4:30-7:20p EDSP 220 (ELA)	
<b>Year 1, Spring : credential/MAT</b>	4 half days/week Observation & Participation - supervision by Univer. Supervisor	4-6:50p EDSP 221 (ELA) 7-9:50p EDMS 316 (Science)	4:30-7:20p EDSP 293 (Inclusive strat)	4:30-7:20p EDSP 293 (Inclusive strat)	4:30-7:20p EDMS 314 (Math)
<b>Year 2, Fall: credential/MAT</b>	4 full days/week STing in GE - supervision by Univer. Supervisor	4:30p EDSP 292 (ELD)	4-6:50p EDMS 232 (edTPA) 7-9:50p EDMS 315 (H-SS)	4-6:50p EDSP 230	
<b>Year 2, Spring : credential/MAT</b>	4 full days/week STing in SE - supervision by Univer. Supervisor			7-9:50p EDSP 225 (Assess)	4:30-7:20p EDSP 237 (Transition) 7:30-8:20 EDSP 233 (Seminar)

Note: During the 1<sup>st</sup> or 4<sup>th</sup> semester, Mild to Mod Dual Credential students must take EDMS 317 (1 unit, VAPA).

### Master of Arts in Special Education Teaching (MASET) only coursework

MASET coordinator: Dr. Jean Gonsier-Gerdin, [jgonsier@csus.edu](mailto:jgonsier@csus.edu), 916-278-4619

<b>Year 3, Summer: MASET only</b>	Learn about critical issues, research methods & design	EDSP 281: Critical issues in Special Education Research and Practice (6 units) <i>Meets twice a week for 12 weeks: one session face-to-face, one session online.</i>
<b>Year 3, Fall: MASET only</b>	Action research in teaching position: design study	EDSP 282: Methods in Research Design and Practice with Diverse Children, Youth, and Families (3 units). <i>Meets once a week for 16 weeks, 5-7pm.</i>
<b>Year 3, Spring: MASET only</b>	Action research in teaching position: complete study	EDSP 282: Critical analysis and Interpretation of Data with Diverse School and Community Contexts (3 units). <i>Meets once a week for 16 weeks, 5-7pm.</i> EDSP 500: Master of Arts Thesis- Special Education (3 units). <i>Meet with Faculty Sponsor individually throughout the semester to complete MASET thesis.</i>

### Want to learn more about the Mild to Moderate Credential with MASET program?

- Explore our website: [www.csus.edu/college/education/teaching-credentials/](http://www.csus.edu/college/education/teaching-credentials/)
- Apply Scholarships: [www.csus.edu/college/education/student-support/scholarships.html](http://www.csus.edu/college/education/student-support/scholarships.html)  
*(Students who have applied through OGS and have a Sac State ID may apply for scholarships even before they know if they've been admitted.)*

- Attend an information session on campus or online.

- Talk about the **Dual Mild to Mod (M/M) or M/M only** credential programs with the M/M Program Coordinator, Dr. EunMi Cho, [eunmicho@csus.edu](mailto:eunmicho@csus.edu), (916) 278-7547

Talk about the Master of Arts in Special Education Teaching with the MASET Coordinator, Dr. Jean Gonsier-Gerdin, [jgonsier@csus.edu](mailto:jgonsier@csus.edu), (916) 278-4619.

- Make an appointment with Ashley Ciraulo-Stuart in the Student Success Center to discuss pre-requisites, undergraduate pathways, or the application process. [aciraulo@csus.edu](mailto:aciraulo@csus.edu)

- Make an appointment with Karina Figueroa-Ramirez in the Educational Equity Program to discuss testing, financial, and field experience supports for you as a future or current student. [figueroaramirez@csus.edu](mailto:figueroaramirez@csus.edu)

## MILD/MODERATE (M/M) &

### DUAL (M/M WITH MULTIPLE SUBJECT) CREDENTIAL PROGRAM

The M/M program is designed to provide experience with more than one ability level, with different linguistic and cultural groups, with students who have a variety of disabling conditions, and with opportunities for involvement in school-community services. Each semester includes integrated course work and field experiences. The Mild-Moderate and Multiple Subject/Mild Moderate Specialist Credential program pathways take between 2 years to complete, with integrated general and special education coursework in each phase. Mild to Mod and Dual M/M Program website: <https://catalog.csus.edu/colleges/education/teaching-credentials/education-specialist-credential-mild-moderate/>

#### Program Pathways

The preliminary Mild-Moderate Specialist credential program at CSUS focuses on the state standards developed by the CTC. University coursework is tied closely to a series of community-based fieldwork and district/university supervised student teaching in schools that serve with a diverse student population.

1. **Mild/Moderate Preliminary Credential Program (hold no other credential):** Candidates who do not hold any credential follow a sequence of approximately 33 units of coursework, including a 1unit student teaching seminar, and 4 units of supervised field experience and 5 units of supervised student teaching.
2. **Mild/Moderate Preliminary Credential Program (hold multiple subject credential):** Candidates who already hold a multiple subject credential follow a sequence of approximately 18 units of coursework, including a 1unit student teaching seminar, and 5 units of supervised student teaching.
3. **Dual (Mild Moderate & Multiple Subject) Credential Program:** A post BA 2 year program designed for candidates interested in pursuing two credentials concurrently with three semester student teaching experiences.
4. **Intern Mild/Moderate Credential Program (hold no other credential):** A post BA 2 year program designed for teachers who are eligible for an internship credential and are hired by a school district.

**Teacher Candidates on an Employer Restricted Teaching Permit** - Some teacher candidates want to begin the credential program as the teacher of record (teaching full-time) in their local school district through an Employer Restricted Teaching Permit, sometimes called an emergency permit (e.g., Provisional Internship Permit: PIP, Short-Term Staff Permit: STP). For more information, visit the CCTC's website: [www.ctc.ca.gov/credentials/req-empl-restricted](http://www.ctc.ca.gov/credentials/req-empl-restricted). According to our agreement with CCTC, a teacher candidate with such a permit who is enrolled in our credential program is not able to apply to be an intern in their first semester as they have not yet completed the necessary coursework. Therefore, these teacher candidates will complete necessary classes before beginning the credential program in the fall. Concepts learned in the classes will be taught throughout our program but teacher candidates will need these prior to beginning teaching in the fall. To show proof of completing the classes, teacher candidates submit to the program coordinator the relevant deliverables before the start of the fall semester (typically these are submitted in the required courses as their assignments). In such cases when a teacher candidate has significant experience and/or training in the content of one or more of the classes, the teacher candidate and the program coordinator may agree to mark this content deliverable as met by the candidate having demonstrated equivalency.

**Teaching on an Education Specialist Intern Credential:** Under special circumstances and after approval by all EDSP faculty and the teaching branch chair, 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 our programs for intern credentials. For our programs, there is a process of all special education faculty and the teaching branch chair 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 “Form”.

NOTE: Per CTC program standards and regulations, candidates must demonstrate basic skills and subject matter competence – CBEST and CSET exams – prior to beginning student teaching. Candidates will NOT be able to advance into their final semester of student teaching without having demonstrated this competence.

### Program Summary

The Preliminary Education Specialist Program in Mild/Moderate Disabilities (EDSP-MM program) consists of two advising pathways: The Mild/Moderate Specialist Credential Only option and the Preliminary Mild/Moderate Specialist Intern Credential option. While the coursework is the same for each advising pathway, the sequence may be different given that interns must complete specific courses prior to the start of the academic year during which they will be the teacher of record for the first time. Some candidates want to add a multiple subject credential to M/M credential and then they become Dual Credential candidates.

### Program Design

The EDSP M/M Program prepares **socially just and equitable** novice teachers to respond to the specialized academic and non-academic needs of students with mild to moderate (M/M) disabilities. The candidates in our program acquire **the knowledge, skills, and dispositions** that equip them to work with students with disabilities within the continuum of service delivery models typically implemented in California, including resource classrooms, special day classes, inclusive general education classrooms, and non-public school sites.

Coursework and field experiences in the program are organized in a sequential, developmentally appropriate manner and utilize **high leverage practices (HLPs) for K-12 special education teachers** (CEEDAR Center, 2019; Council for Exceptional Children and Collaboration for Effective Educator Development, Accountability and Reform, 2017). The following HLPs orient our curriculum structure and become the key knowledge and skill base acquired by our candidates, via coursework and field experiences.

1. Curriculum and instruction (Response to Intervention, Universal Design for Learning, explicit and systematic instruction, differentiated instruction, and culturally reflective/responsive teaching);
2. Assessment and evaluation (using multiple sources of data, assessing English language learners with culturally, linguistically appropriate non-biased assessments, RTI framework);
3. Students’ socio-emotional learning (positive behavior supports, trauma-informed practices, proactively designed classroom environments, proactively designed classroom communities); and,
4. Collaboration (effective communication, effective engagement with families-especially culturally and linguistically diverse families, effective engagement with other professionals, effective engagement with agencies).

Throughout the program candidates deepen their knowledge of the state mandated standards and learn to implement the HLPs noted above in order to narrow the achievement and instructional opportunities gaps, especially for students with disabilities. The candidates **incorporate this professional knowledge into their teaching practice** so that they can prepare their students for engaging in meaningful employment and productive community and civic engagement. Also, their courses and field experiences prepare them to value students’ cultural and linguistic backgrounds. This kind of special educator is needed, due to the ethnically and linguistically diverse backgrounds of students who are receive special education services in our region. Upon completion of our program, our candidates will be knowledgeable and competent Education Specialists who:

- demonstrate a strong foundation of pedagogical knowledge grounded in social justice, equity, and

- multiculturalism;
- implement high leverage and evidence-based practices;
- employ current technologies (digital and non-digital) for teaching and learning.

They will be reflective and responsible practitioners who promote socially just, equitable and inclusive education, participate in collaborative endeavors effectively, and think critically and creatively to make informed decisions for the benefit of their students. Finally, they will be committed and passionate professionals who are ethical and engage in continuous professional growth.

Dr. EunMi Cho coordinates the Mild/Moderate Education Specialist Credential program and placement. She is responsible for ensuring the quality of the program sequences, the coursework, and the field/student teaching experiences. In addition, it is the coordinator's job to work with school district leadership and school site leadership to arrange for the fieldwork and student teaching experiences for each teacher candidates. Dr. Cho also matches university field supervisors with teacher candidates, trains supervisors, and meets with them to discuss candidate progress. Issues related to teacher candidate performance are discussed individually with the supervisor, mentor/cooperating teacher, and coordinator. If need be, issues may be brought to the special education area group monthly meeting, and/or the chair. When a teacher candidate is struggling in their field performance or coursework a "statement of concern" may be developed with an action plan to support improvement proactively.

### **The Structure of Coursework and Fieldwork**

The Preliminary Mild/Moderate Specialist Credential only program consists of course work with clinical experience. **In Semester 1** candidates take coursework that provides them with basic concepts related to the HLPs and the expectations of education specialists in different special education program/delivery models. Semester 1 coursework extends prerequisite course (EDUC100) knowledge via more in-depth study of IDEIA (2005) and its practical implications, exploration and practice of key special education practices (e.g., differentiation, IEP development and goal writing), acquisition of foundational literacy assessment and instructional strategies, basic assessment strategies, and collaboration skills needed to engage a range of stakeholders).

**In Semester 2**, candidates complete coursework that deepen their understanding of the IEP process, provides them with pedagogical content knowledge for teaching mathematics in a range of classroom settings, and expands their knowledge of evidence-based and inclusive practices in literacy instruction, particularly for students with special needs. This coursework is paired with the candidates' first field experience, in which they have opportunities to connect theory to practice via specific field tasks and reflection assignments and activities that further develop their understanding of special education programs (models, services, requirements) and the roles and responsibilities of special educators. **In Semester 3**, candidates complete intensive study of student engagement and behavior support. theories and applications. Candidates also complete coursework related to teaching English learners who have disabilities. During this 3<sup>rd</sup> semester, they are also required to complete assignments aligned to what they are learning in their courses with students in a field experience.

**In the final semester**, the candidates learn about all aspects of transition planning and engage in in- depth study of assessment/evaluation theory, tools, protocols, and strategies. In this semester, they integrate the key elements of IEP development, implementation, and monitoring as well as the important collaborative relationships with an interdisciplinary team that must operate effectively for the benefit of student growth and development. They also complete their final semester of student teaching. This intensive semester is supported by a seminar, in which they are led through a series of reflective activities in which they identify their strengths as special educators and plan their next steps for professional growth as novice in-service teachers; this is formalized into an induction action plan.

**Preliminary Program Requirements for the Mild/Moderate Specialist Intern Credential only:**

Interns complete the same course work as the non-interns complete, however, the course sequence may be different, typically with the assessment and collaboration courses occurring in the summer before beginning an internship. All other coursework generally follows the same sequence as outlined for the non-intern candidates.

In the figure below, you will find a graphic representation that demonstrates how the course sequence supports candidates’ development of the key knowledge, skills and dispositions central to the program. The figure displays the ways in which the courses and field work are organized developmentally so that candidates receive a strong introduction to specific components of high leverage professional practice and then, over time, engage in courses and field experiences so they can “deepen” and ultimately develop “specialized” knowledge and skills; this progression is developmental and deliberately sequenced. Constant elements include: iterative opportunities to connect theory to practice and continual reflection and analysis on the role of the special educator in connection to the service delivery model in operation and context of the classroom/program/school.

**Education Specialist - Mild/Mod Program by Developmental Sequence**

Courses		High Leverage Practices for Special Education Classrooms and Programs					<p><b>Opportunities to Deepen Expertise about How to be an Effective Special Educator across Service Delivery Models and Classroom/Program Contexts</b> (e.g., supporting student behavior in SDC vs. RSP classes, differentiated instruction, etc.)</p>
		Curriculum/ Instruction	Assessment	Social-Emotional Learning	Collaboration		
Sem 1	119	Introduce	Introduce	Introduce	Introduce		
	220	Introduce	Introduce	Introduce			
	229	Introduce	Introduce	Deepen	Deepen		
	232			Deepen	Deepen		
Sem 2	314	Specialize	Deepen				
	293	Deepen	Deepen	Deepen	Deepen		
	221	Specialize	Specialize				
	471	Practice/Assess	Practice/Assess	Practice/Assess	Practice/Assess		
Sem 3	230	Specialize	Deepen	Specialize	Specialize		
	292	Specialize	Deepen	Specialize	Specialize		
Sem 4	225	Deepen	Specialize		Deepen		
	237	Deepen		Specialize	Specialize		
	233	Deepen	Deepen	Deepen	Deepen		
	472/3	Practice/Assess	Practice/Assess	Practice/Assess	Practice/Assess		

**The Means for Stakeholder Input:**

The Mild/Moderate education specialist program gets regular input from our regional partners through meetings with directors of special education, program coordinators, and mentor teachers. The program has an advisory board members who meet regularly. In addition, input is sought from school site principals by the placement coordinator and program supervisors in the field, via emails, phone calls, and site visits. Our cadre of university supervisors meet at least monthly per semester to discuss teacher candidates, issues in the field, changes we might make to the program, and other issues. The coordinator is always available to talk/meet with district personnel as needed. Information is gathered from candidates via course evaluations, the final exit seminar course evaluation, and the occasional focus group with candidates. Faculty reflect on their coursework each semester in connection

with the course evaluations.

**The Number and Type of Field Placements:**

Fieldwork Placement Types (Field Experience and Student Teaching)

Mild/Moderate Field Experience	EDSP 471	Candidates are in their placements for field experience Monday – Thursday for half a day each day.
Mild/Moderate Student Teaching	EDSP 472 or EDSP 473	Candidates are in their placements for student teaching Monday – Thursday for a full day each day.  Candidates who are working with an intern credential are in the classroom Monday – Friday for a full day each day.

During each semester that candidates have fieldwork, they also have a corresponding course in which they can debrief their field experiences. The seminar courses deliberately create strong linkages between what candidates are experiencing in their field experience and what is discussed during seminar. Issues related to specific cases (with anonymity retained) are discussed in these courses, giving candidates guidance with developing their teaching practice including addressing curricular and behavioral challenges. These course instructors make explicit link between issues within the candidates’ classroom and the coursework content they have learned or are currently learning.

**Field Supervision, Advisement, Evaluation: Frequency and Type from both the Program Personnel and the District Employed Individual (cooperating/mentor teacher) When Required in a Program:**

Field supervision is provided by full-time tenure track faculty members and part-time university supervisors who are either currently working in the field of mild/moderate special education or who have in the recent past. During the field experience semester, the supervisors conduct formal observations a minimum of four times each during the semester. During the student teaching semester, a minimum of six formal observations are conducted by university supervisors. The cooperating/mentor teacher also works with candidates on a daily basis. Supervisors communicate with the cooperating/mentor teaching on a regular basis to gain information about the progress of the candidates in the field. Each semester the cooperating/mentor teacher and university supervisor collaborate on both a mid-term evaluation (completed halfway through the semester) and a final evaluation (completed at the end of the semester). The candidate also conducts a self-assessment using the same evaluation form so they can participate fully in the evaluation discussions. The cooperating/mentor teacher, university supervisor, and candidate participate in a three-way conversation to discuss and finalize the mid-term and final evaluations. The Mild/Moderate student teaching evaluation form clearly articulates and operationally defines each of the mild/moderate competencies candidates are expected to demonstrate. Each competency identifies performance criteria based on numerical values in the form of a rubric. This allows for faculty to convert the performance criteria score to a numerical value in order to identify the mean-median score across candidates. The evaluation tools for the various clinical experiences can be found in Element 6 below.

**Course of Study (Curriculum and Fieldwork): Coordination of Coursework with Fieldwork:**

The clinical experience is organized to provide candidates with opportunities to experience a full range of service delivery models, typically in operation in our region. These models are the subject of inquiry, analysis, and reflection through field tasks assigned in courses as well as through structured reflection activities that candidates complete as part of their clinical experience.

Moreover, in many courses across the program, course assignments require information gathering and analysis

of curriculum, instruction, policies, program implementation, and other elements in classroom and school settings. Other courses (e.g., EDSP 220, EDSP 221, and EDSP 292) include significant field tasks that require candidates to apply skills and protocols either as part of their student teaching or in field work settings. For example, in EDSP 220 the candidates complete a diagnostic reading inventory and in EDSP 221 the candidates complete a reading and spelling diagnostic report. The candidates identify one student who is underachieving in reading or who is at the beginning stages of learning English. The candidates then collect information from the identified student to complete their assignment as well as analyze and explain the remediation plan for each student assessed. (Note: EDSP220 and EDSP221 are the key courses used to prepare candidates to pass the RICA.) In EDSP 292 the candidates complete a story retell and language sample and analysis. In Figure Two below, we map out the specific ways in which coursework is coordinated to provide candidates with opportunities to connect theory and practice.

### Overview of Field Tasks and Structured Reflection on Clinical Experience

Course	Course requires a field task	Requires structured reflection on clinical experience
Sem 1	119	Legal Issues interview
	220	Reading assessment task
	229	IEP case studies project
	232	Collaboration norms
Sem 2	314	Math attitudes inventory, implement math questioning strategies
	293	UDL lesson plan, IEP or SST observation and reflection
	221	Spelling/reading assessment, lesson study via video analysis
	471	Initial student teaching
Sem 3	230	Functional Behavior Plan and Positive Behavioral Plan
	292	Story retell, SIOP lesson plan for ELD students
Sem 4	225	Academic assessment report; write IEP goals, attend IEP meeting
	237	Develop person-centered plan
	233	Use of Special Education Information System (SEIS)
	472/3	Final student teaching

**Types of coursework in critical areas.** Throughout the last two years, initial and advanced coursework have been updated to incorporate address critical knowledge and skills related to UDL, MTSS, DI, DA, English language development and changes to the ELD standards, assistive communication; positive behavioral support; systematic data-based and evidence based instruction; adapting curriculum to facilitate meaningful participation in common core and NGSS; person and family-centered planning; teaching academic content and skills; teaching collaborative and effective communication skills, especially with other professionals, agencies, and diverse families; and use of technology, and use of various adaptations skills.

### Assessment of Candidates: How, When Candidates are Assessed for Program Competencies:

Candidate growth and development are closely monitored by our faculty and program coordinator. This careful

system of support begins with coordinated advising. Advisement is provided to each candidate before the start of the first semester of the program. Each full-time faculty member is assigned an equal group of incoming candidates. **All faculty meet with their advisees in person at least once prior to the start of the program to provide an overview of the coursework and fieldwork in the program.** The new candidates are also informed about the different programs that are offered in the Special Education teacher preparation program in case candidates also want to earn an additional credential (e.g. multiple subject, moderate/severe). Advisors meet periodically with their advisees across the program to ensure the candidates are following their program plans and progressing through the program adequately.

**Assessments at the beginning of the program and during the program:**

Once candidates are admitted into a program, our candidates embark on a series of assessments to ensure that there is careful tracking of how the candidate progresses towards program learning outcomes, Teaching Performance Expectations, and CTC program and M/M discipline standards. The assessment system integrates traditional measures of candidate performance (e.g., grades, exam scores) and authentic measures of candidate learning. A good deal of effort has been expended to develop high-quality performance assessment tools that allow faculty to monitor candidates’ progress towards their respective professional competencies. Thus, many of our field experience evaluation tools reflect what research has identified as best practices. Key signature assignments, integrated into specific courses and strategically sequenced within the curriculum, may also contain a performance aspect that allows candidates to demonstrate their emerging ability to integrate theoretical knowledge into practical applications (e.g., the case studies required in EDSP, etc.).

In the table below, we provide an overview of the key points in our data collection system. Links to supporting evidence are identified.

**Assessment Data Collected at Key Transition Points**

Assessment Item	Evidence
Data Collected at Key Program Transition Points - <b>Coursework: performance in coursework</b>	Signature Assignments: <ul style="list-style-type: none"> <li>— EDSP 221 – Reading and Spelling Analysis</li> <li>— EDSP 225 – Comprehensive Academic Achievement Report</li> <li>— EDSP 233 – Accumulative Teaching Portfolio/Induction Plan</li> </ul>
Data Collected at Key Program Transition Points – <b>Field Experiences: evaluation tools</b> for candidate performance during the field experience(s)	Our program captures candidate development of key professional competencies. These tools are used by university field supervisors, cooperating teachers (mentors), and candidates. With the accumulative data, there is a mid-term and final three-way discussion about candidate progress and competence.  Field Experiences, Student Teaching, and Intern Teaching Performance Evaluations: <ul style="list-style-type: none"> <li>— EDSP 471 (Field Experience)</li> <li>— EDSP 472 (Student Teaching) and EDSP 473 (Internship)</li> </ul>

**Candidate Performance:**

Our program has well-established patterns of reviewing candidate progress through monthly program faculty meetings, supervisor meetings, end-of-semester meetings or retreats, and/or general department meetings. During these opportunities for program faculty dialogue, faculty review formal data about candidate performance (e.g.,

data tables with candidate scores on specific assessments) and informal data (e.g., anecdotal accounts, specific information about one or two candidates, progress reports on candidates who may be making inadequate progress towards competencies, etc.) Regular advising by faculty coordinators and university fieldwork supervisors also helps to identify candidates at risk of non-completion through monitoring of progress on benchmarks in the programs.

### **What Advice Candidates Receive about How They will be Assessed in the Program and Informed of the Results of those Assessments – Course Instructors’ Directions in Courses, Orientation Meetings, Individual Advisements, etc.:**

All candidates meet with their advisor **prior to the start of the program**. At that time, the advisors inform them about the coursework sequence including the fieldwork component of the program. During the program, candidates meet with their academic program advisor to get more advisement for coursework and any updates. Candidates are informed about the mid-term and final evaluations within their fieldwork.

**During orientation activities**, the candidates meet their supervisors, mentor/cooperating teacher, and field placement coordinator who review the fieldwork handbook with the candidates. The handbook contains the lesson plan template and links to the program standards and TPEs. The candidates are shown how to access the fieldwork evaluation tools and fieldwork application forms and told about the expectations for self-assessment using the tools.

**For coursework**, each instructor provides the candidates with a syllabus that contains information about the assignments in each course. Most syllabi contain the rubric or components of the assignments defining how the candidates will be graded. Instructors provide timely feedback to candidates related to the submitted assignments either in hand-written form, via the university’s learning management system, or via the candidates’ electronic portfolio. In addition, the candidates obtain their electronic portfolio (via Taskstream) that includes information about all of the program’s signature assignments (directions and scoring rubrics) and the performance-based fieldwork evaluation tools. Candidates can access the rubrics in the evaluation tools and signature assignments at any time via Taskstream. Once signature assignments are submitted, instructors provide timely feedback to candidates based on the components of the scoring guide.

**During supervisor meetings** with candidates, the supervisors remind the candidates how they will be assessed. For each formal observation, the supervisors conduct a pre-lesson assessment during which the supervisor reviews the lesson plan and provides feedback. The supervisor then observes the lesson. Finally, the supervisor conducts a debriefing session with the candidate during which the supervisor provides specific feedback about what the candidates did well related to the program standards and TPEs and what the candidate needs to work on related to the program standards and TPEs. In addition, the supervisors review with the candidates all mid-term and final evaluations during the two semesters of fieldwork.

### **Delivery Models:**

The Mild/Moderate Education Specialist program is delivered primarily on our main campus; one cohort of interns is taught off campus in partnership with the Elk Grove Unified School District. All program coursework is taught in person.

### **Organizational Structure:**

Most of our current candidates were recruited from different colleges within the university. All educator preparation programs are housed in the College of Education with the exception of School Nursing, School Social Work and Speech Pathology which are housed in the College of Health of programs. The Dean of the College of Education has primary responsibility and authority for educator preparation programs at California State University, Sacramento, regardless of the College with administrative responsibility institutionally. The College

of Education Dean is assisted by the Associate Dean for Research and Engagement, who coordinates the tasks associated with all CTC accreditation cycles. Exhibit 2.1 provides more information about the organizational structure that supports educator preparation at California State University, Sacramento.

**Course Sequence and Matrix:**

Mild/Moderate Preliminary Credential Program is a four-semester program. The candidate takes a total of 31 credit units including student teaching. For more details, refer to the Mild/Mod Academic Program Advising Forms. Course Matrix demonstrates where each standards get introduced, practiced, and assessed in detail and it will be available upon request.

**Fieldwork and Clinical Practice:**

Hours in the Field by Type of Activity

Type	Field Experience	Student Teaching	Interns
Hours	256/semester	512/semester	640/semester
Number of Days, Weeks	4 days per week, 4 hours per day 16 weeks	4 days per week, 8 hours per day 16 weeks	40 hours per week, 16 weeks
Associated Course	EDSP471	EDSP 472	EDSP 473

**MOU with Partners**

The College of Education uses a standard MOU with its partners that covers all of the educator preparation programs housed in the College. The College has two staff that monitor these MOUs and ensure they are reviewed by the appropriate authorities and on a regular basis. The MOU template and the list has been updated every semester.

**Training Materials for those in Support and Supervisory Roles:**

Supervision of candidates during their clinical experience is performed by tenure track faculty and by temporary faculty. Tenured/tenure track faculty have demonstrated expertise and experience necessary for serving as supervisors through the full-time faculty hiring. Their teaching background and their teaching assignment at the university are also reviewed when making supervision assignments (e.g., content expertise, grade level expertise, etc.) so that they are properly aligned to the classroom contexts in which they will work as supervisors. Tenured/tenure track faculty are reviewed each year to ascertain effectiveness for the various roles they execute, including serving as supervisors. Adjunct faculty complete this online application to indicate an interest in a temporary supervisor position: [https://csus.co1.qualtrics.com/jfe/form/SV\\_5BguXNhIes3KNIH](https://csus.co1.qualtrics.com/jfe/form/SV_5BguXNhIes3KNIH)

If the Department Chair’s initial screening of their resume and their additional materials indicates they have the requisite recent professional experience, education, and credentials, they are interviewed by the Chair and program placement coordinator (with other faculty members as needed). The interview is used to determine appropriate fit to program expectations, related to knowledge base, professional experience, and dispositions aligned to our program mission and vision. Once it is determined that they have the required professional expertise (e.g., recent and relevant teaching and/or administrative experience, content and/or grade level experience, current professional knowledge, mentoring experience) they are offered a temporary contract for the semester.

Employed adjunct faculty on semester-by-semester contracts are eligible to return as supervisors given favorable evaluations by teacher candidates and available workload. Fieldwork course evaluations are conducted each semester, with candidate ratings of their supervisor reviewed by the department chair before subsequent offers of semester-by-semester offers of employment are made. Those temporary faculty who are contracted for an entire academic year also undergo a review process by the department’s Part-Time Faculty Review Committee. This

committee makes a recommendation about retention for the adjunct faculty contracted for academic year work, including supervisors.

All supervisors, regardless of status and rank, participate in the supervisor orientations held at the beginning of each semester (see links to training materials below), use a common fieldwork and student teaching syllabus (see Clinical Experience Syllabi), follow the guidelines outlined in our Program/Field Placement Handbook, and participate in monthly program faculty meetings where supervision and issues from the clinical experience are standing agenda items. The orientation and support activities listed above are offered so that supervisors can become better acquainted with the program's goals, practices, and protocols.

Moreover, the Placement Coordinator calls the Field Supervisor meetings at least 4 times per semester (monthly) and extra meetings as needed. All field supervisors are invited and attendance is generally high. Typical topics include how to begin new semester, periodic check-ins, and how to conclude the semester. In addition, the placement coordinator and any supervisor may call a meeting as needed at any time to solve urgent problems from the field. The coordinator also meets with individual supervisors individually as needed.

### **Clinical Placements:**

Candidates are placed in public schools where high quality special education programming is being implemented for a range of learners across the spectrum of development. The field placement coordinator also seeks placements where candidates can interact with "typical" California students (e.g., culturally diverse, low income, English learners, etc.). Candidates are mainly placed at Title 1 schools. Placement Coordinator places TCs at different grades/programs, schools, and districts during the program.

### **Clinical Experience Guidelines:**

**Field Placement Information in the Program/Placement Handbook:** The Placement Coordinator revises the Program/Field Placement Handbook each year based on programmatic and policy changes, at the program, department, university and CTC levels. The link to the Handbook is emailed to all student teachers enrolled for field experience and student/intern teaching, university supervisors, cooperating teachers, and administrators at our partner schools at the beginning of each semester. During the mandatory student/intern teaching orientation meeting, the Placement Coordinator engages the candidates in an activity that involves reading key sections of the Handbook. In addition, in EDSP232 (taken during the first semester of the program) uses the Handbook as a text. The Handbook is available for all candidates in the College of Ed. website at <https://www.csus.edu/college/education/teaching-credentials/current-students.html>.

Prior to the start of the first semester of their fieldwork, all candidates attend a mandatory orientation that is conducted by the placement coordinator with the support of program instructors, supervisors, coordinators, relevant staff, and the Department Chair). Cooperating teachers are invited and attend if their schedule permits. At this orientation, the placement coordinator provides an overview of the program, the semester, and key requirements, experiences, and expectations. The candidates also have an opportunity to meet in small groups with their own university field supervisors and CTs. The Placement Coordinator emails letters to all recipients 1 or 2 months before new semester begins so they have sufficient time to understand the content, seek clarification if needed, and prepare for their fieldwork. Clinical Experience related Syllabi (EDSP 420A/471, EDSP 420B/472 Course, EDSP 473 Course Syllabi and EDSP 233: Final Student Teaching Seminar course) are also sent to TCs 1 or 2 months before new semester begins and are available in the final seminar course.

### **Clinical Experience Assessment Instruments:**

The Mild/Moderate Credential Candidates, including interns, are evaluated during their field experience and during student teaching/intern teaching. These evaluation forms are available for all candidates and university supervisors in the College of Ed. website at <https://www.csus.edu/college/education/teaching-credentials/current-students.html>.

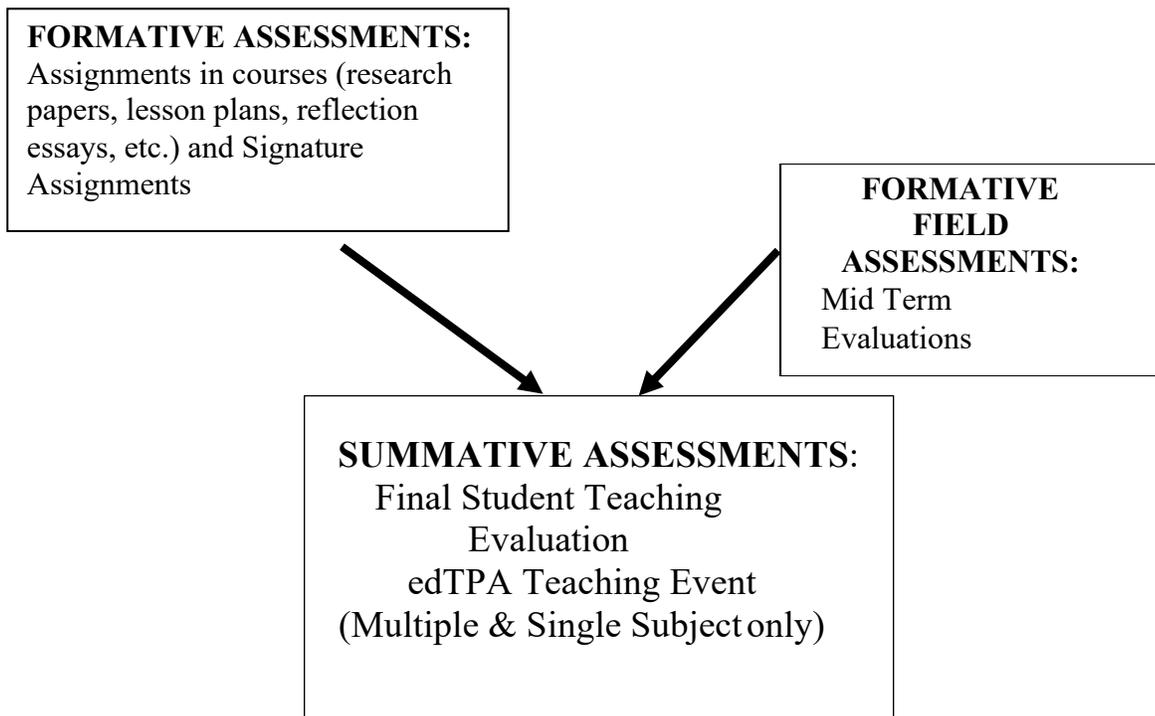
**The Evaluation of the Multiple Subject Credential Candidate Development (EDSP 420A and EDSP 420B)**

Candidates in Dual Credential Program 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 and 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

Overall, 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.



As the reader may note, there are many opportunities for candidates to demonstrate what they know and can do as a candidate. Correspondingly, they will be evaluated at many points as they complete the program requirements. While this may seem like 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 the credential requirements., they identify candidates who are struggling and together create interventions designed to provide 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. Those candidates seeking a Single Subject or **Multiple Subject in a Dual Credential Program** also complete the edTPA. Multiple Subject candidates must also complete the Reading Instruction Competence Assessment-RICA, but this is administered externally. General descriptions for these two assessments can be found below. Each program has a Field Placement Handbook with specific information about performance criteria for field-based activities. These Handbooks are also located on the Teaching Credentials website.

### **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.

Stanford University and the American Association of Colleges for Teacher Education (AACTE) formed a partnership to develop and share edTPA, formerly the Teacher Performance Assessment. edTPA is a multiple-measure assessment system aligned to state and national standards. The edTPA was designed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). They received substantive advice and feedback from teachers and teacher educators, and drew from experience gained over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers). More than 1,000 educators from 29 states and the District of Columbia and more than 450 institutions of higher learning helped develop, pilot, refine and field test edTPA. As demand for edTPA grew, Stanford University engaged Evaluation Systems, a group of Pearson, as an operational partner to help deliver it to a wide educational audience. edTPA is endorsed and promoted by AACTE. edTPA passed a major milestone in fall 2013 when it was declared fully operational and ready for use across the country. That followed 2 years of field testing with 12,000 teacher candidates. edTPA is the first standards-based assessment to become nationally available in the United States. The edTPA meets the CTC Program Standard 5 adopted in December 2015 and is designed as an authentic, summative performance assessment, administered to candidates in the final stage of their teacher preparation program.

*Multiple Subject and Single Subject candidates* complete edTPA at a cost of approximately \$300. 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.

The edTPA Teaching Event 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. For the Teaching Event, 15 detailed rubrics. The descriptors in the five-level rubrics address a wide range of performance, beginning with the knowledge and skills of a novice not ready to teach (Level 1) and extending to the advanced practices of a highly accomplished beginner (Level 5). are used with scores ranging from 1-5. Candidates will submit their edTPA to Pearson via Taskstream (our programs' online portfolio and evaluation platform).

The passing standard for the Teaching Event in California is a cumulative score of 41 points.

Candidates who score below the passing standard will have the opportunity to resubmit one or more individual edTPA tasks (for an additional cost). Candidates are only allowed two submissions total. The first submission includes all three tasks. The second submission, if necessary due to a cumulative score of less than 41 points, 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.

The following table identifies the artifacts and commentaries required for retake of the entire edTPA or selected tasks. See the edTPA handbook Evidence Chart for supported file types, response length, and other information.

Retake	What to Submit
Entire edTPA Retake	Submit all artifacts and commentaries required for all Tasks as described in the edTPA handbook

<b>THE THREE TASKS OF THE edTPA</b>		
Task 1: Planning for Instruction and Assessment	Task 2: Instructing and Engaging Students in Learning	Task 3: Assessment Student Learning
<ul style="list-style-type: none"> <li>• Context for learning information</li> <li>• Lesson plans for learning segment</li> <li>• Instruction materials</li> <li>• Assessment</li> <li>• Planning commentary</li> </ul>	<ul style="list-style-type: none"> <li>• Video clips</li> <li>• Instruction commentary</li> </ul>	<ul style="list-style-type: none"> <li>• Student work samples</li> <li>• Evidence of feedback</li> <li>• Assessment commentary</li> <li>• Evaluation criteria</li> </ul>
<b>Academic Language</b>		

Single-Task or Multiple-Task	To Retake This Task:	Submit the following:
	Task 1	<ul style="list-style-type: none"> <li>• Task 1 – All Parts per your edTPA handbook. This may include the same Context for Learning Information as the original edTPA submission IF the candidate is teaching the same students.</li> </ul>

Retakes	Task 2	<ul style="list-style-type: none"> <li>• Task 1 – Submit only Parts listed below: <ul style="list-style-type: none"> <li>➤ Part A: Complete Context for Learning Information5 (all fields)</li> <li>➤ Part B: Lesson Plans for Learning Segment <ul style="list-style-type: none"> <li>○ ONLY submit the lesson plan(s) associated with the video clip(s) in Task 2 (all fields)</li> </ul> </li> <li>➤ Part C: Instructional Materials <ul style="list-style-type: none"> <li>○ ONLY submit the instructional materials associated with the lesson plan(s) featured in the video clips in Task 2 (all fields)</li> </ul> </li> <li>➤ Part E: Planning Commentary <ul style="list-style-type: none"> <li>○ Prompt 1a-b (all fields except Special Education)</li> <li>○ Prompts 1a and 2 (Special Education)</li> </ul> </li> </ul> </li> <li>• Task 2 – Submit all Parts (artifacts and commentary) per your edTPA handbook</li> </ul>
	Task 3	<ul style="list-style-type: none"> <li>• Task 1 – Submit only Parts listed below: <ul style="list-style-type: none"> <li>➤ Part A: Context for Learning Information (for Special Education only)</li> <li>➤ Part E: Planning Commentary <ul style="list-style-type: none"> <li>○ For World Language and Classical Languages, Planning Commentary is not required</li> <li>○ For all other fields, Prompt 4</li> </ul> </li> </ul> </li> <li>• Task 3 – Submit all Parts (artifacts and commentary) per your edTPA handbook.</li> </ul>

Though there may be some variation, we anticipate that the timeline for submitting Teaching Events and for the scoring process will be as follows:

- Candidates, both multiple subject and single subject, will submit their Teaching Event at the beginning of the 11<sup>th</sup> week of instruction during their last semester of the teacher preparation program and while they are concurrently completing their final semester of student teaching.
- Teaching Events 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 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.

**RICA (Reading Instruction Competence Assessment) for All Candidates:**

The RICA is considered a summative assessment and is typically taken after specific components of the two required literacy methods courses (EDSP220 and EDSP221) have been completed. **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 your two required reading methodology courses. Unlike the PACT Teaching Event, 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.

## **Mid-term, Final Evaluations, and Grading for All Candidates:**

Again, two (2) formal evaluations are required of the Cooperating Teacher and University Supervisor during each semester of student teaching; a mid-term and final. Both mid-term and final evaluation are also required of the candidate, who uses this opportunity to reflect and self-evaluate. Typically, the University Supervisor schedules mid-term and final evaluation conferences. The mid-term evaluation is typically completed at approximately the 6<sup>th</sup> or 7<sup>th</sup> week of each semester and the final evaluation occurs during the 14<sup>th</sup> or 15<sup>th</sup> week of the semester. The mid-term evaluation form and conference should serve as a critical benchmark for providing specific feedback to the candidate and informing any special arrangements if the candidate is experiencing difficulty in meeting competencies. If there is concern that a teacher candidate is not meeting competencies in a timely fashion, an action plan- specifically identifying the timeline(s) for meeting the competencies- needs to be developed. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the candidate for that phase. **Early in the semester, the University Supervisor should inform and review these evaluation forms with the candidate and Cooperating Teacher (site administrator for an intern teacher) so that all parties have a concrete sense of performance goals for the semester.**

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

**NOTE: All evaluations by University Supervisors for EDSP420A, EDSP471 (field experience) , EDSP420B, EDSP472 (student teaching), and EDSP473 (intern teaching) are completed electronically in TaskStream.** All Cooperating Teachers and student/intern teachers will fill out paper evaluations. The Student Teaching Placement Coordinator will provide more information on how to obtain access to TaskStream. Additionally, **University Supervisors are responsible for assigning grades through an “online” system via My SacState.** The M/M Student Teaching Placement Coordinator can assist any supervisor who may need support in submitting grades “online.” If the candidate receives a no credit grade, it must then be determined by the coordinator and supervisor whether the candidate will be recommended to repeat or not repeat that student teaching phase. If it is recommended that the candidate repeat student teaching, the M/M coordinator will make arrangements for the following semester. If it is recommended that the candidate *not* repeat student teaching, then the candidate has the right to engage in the Credential Appeals process (See “Appeal Process” in this handbook).

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

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

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

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

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

## the following

1. Violation of any article of the university student conduct code.
2. Any action by the candidate that is deemed by the Cooperating Teacher and/or University Supervisor to be a threat to the safety and well-being of children/ adolescents at the school site.
3. Disruptive or unprofessional behavior including such actions as:
  - Repeated rejection of the authority of the Cooperating Teacher, school administrators, or University Supervisor; violations of student or teacher confidentiality; continued unprofessional dress, speech; continued unexcused absences (e.g. unrelated to excused absences cause by medical issues), tardiness, lack of preparation to teach, no lesson plans, lack of showing effort, etc.;
  - Breakdown in communication and mentoring relationship between the Cooperating Teacher and candidate and/or University Supervisor and candidate due to candidate rejection or inability of taking constructive criticism professionally, inability to implement suggestions in a timely and consistent manner, and/or unprofessional behavior.
  - Slow progress towards competencies such that the classroom environment is compromised, coupled with breakdown in mentoring relationship, or disruptive/ unprofessional behavior.
  - Check for more information about Sacramento State University's policy on disruptive behavior.

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

### Reassignment of Candidates:

Usually, candidates in the Phase I (Field Experience: **EDSP420A, EDSP 471**) and Phase III (Student/Intern Teaching: **EDSP472/473**) fieldwork **will not be reassigned to another school after six (6) weeks of the semester** have elapsed, except under extremely unusual and compelling circumstances that caused by school or CT, not caused by teacher candidates. Prior to six weeks, reassignment to another classroom may be arranged with strong justification. That request must be initiated through the University Supervisor with careful remediation effort with recorded evidence (Statement of Concerns and Action Plans; written notes) followed by the approval and replacement by the M/M and Dual Student Teaching Placement Coordinator. Sufficient and obvious evidences in a written form need to be submitted to the Coordinator by the University Supervisor.

Rarely, a placement can be terminated from a placed school site by its principal's request based on specific data that were collected by the principal and/or CT on teacher candidate's misconduct (i.g., not following through constructive feedback by CT and/or Supervisor, unusual sleeps during instructional time, breaking proper communication channel, not keeping confidential information, etc) and then the Placement Coordinator with the University Supervisor's support will find another placement at a different school (and/or district) if that happens before 6<sup>th</sup> weeks of the semester. After 6 weeks of the semester, the candidate will stop the fieldwork and receive a NC grade.

Candidates in the Phase II Multiple Subject (**EDSP420B**) student teaching will not be reassigned to another school **after two (2) weeks of the semester** have elapsed, except under extremely unusual and compelling circumstances. This is due to the edTPA requirements/Teaching Event timelines. Prior to two weeks, reassignment process to another classroom should be same as above.

### A No Credit Grade in Student Teaching

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

grades are not typically given for student teaching.

## INFORMATION FOR COOPERATING/MENTOR TEACHERS

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

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

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

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

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

1. Read this Handbook to familiarize you with our program.
2. Provide a supportive environment by preparing the class for the teacher candidate's arrival, and introduce the teacher candidate to other faculty, parents, and team members.
3. Share ideas with the teacher candidate about goals, unit and lesson planning, sheltering instruction, classroom management, and effective discipline programs.
4. Share resource and reference materials that have been effective for your class.
5. Allow the teacher candidate to apply what he/she is learning in University coursework; allow the use of different teaching strategies
6. Assist the student in both long-term and short-term planning of lessons and units.
7. Assist the teacher candidate in planning a schedule for gradual assumption of teaching responsibilities (during

Phase II–III).

8. Observe as many lessons as possible with written or verbal feedback. If possible, use of a video camera can allow the teacher candidate to self-evaluate their performances.
9. Give the teacher candidate opportunities to ask questions, observe you teach, model instructions, and to review the grade level curriculum continuums and state frameworks.
10. Maintain ongoing communication with the university supervisor and assist in solving field-related challenges, or individual needs.
11. Complete the mid-term and final evaluations on paper copy of the evaluation forms after you download them from the CoE website or given by your teacher candidate.
12. Communicate with the supervisor to arrange a final exit interview with the teacher candidate and the supervisors so that the Competency Evaluation Form can be finalized and signed off by all participants.

### **Supporting Your Teacher Candidate**

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

### **Suggestions When Your Teacher Candidate Observes Your Teaching**

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

### **Debriefing Together (Cooperating Teacher Lesson)**

1. Invite the teacher candidate to tell you what he/she saw and ask you questions about why you did what you did.
2. If the teacher candidate missed things that you did that you think are important, point these out to him/her.
3. Perhaps the teacher candidate would have done something quite different from what you did—what

might he/she have tried, and why?

4. Help your teacher candidate make arrangements to observe other classrooms in the school to gain exposure to a variety of teaching styles and approaches.

### **When You Observe the Teacher candidate**

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

### **Debriefing Together (Teacher candidate Lesson)**

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

### **Cooperating Teacher Absences**

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

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

1. Provide your teacher candidate the bell and subject schedule for your class and a district calendar as well as school campus map. This information will be useful in arranging observations and post-conference meetings.
2. Arrange observations when your teacher candidate is teaching a lesson, either whole or small group. Be certain to

observe teaching of varied subjects and encourage a variety of teaching strategies.

3. Be aware that your teacher candidate will have emotional as well as professional needs. Teacher candidates who are having difficulty may need more than the minimum number of observations. It may be necessary to issue an early warning. Please contact the Student Teaching Program Coordinator should you need guidance.
4. Ask your teacher candidate to discuss the schedule of observations with the Cooperating Teacher to be sure that the date and time are convenient and appropriate. Follow-up observations are usually best planned during an observation post-conference and/or by email.

## INFORMATION FOR UNIVERSITY SUPERVISORS

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

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

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

### Role and Responsibilities of the University Supervisor

1. Familiarize yourself with the Sac State Specialist Credential Preparation program. Please read this Handbook to familiarize you with our program.
2. Become familiar with the credentials we are offering; Concurrent Multiple Subject & Preliminary Mild/Moderate.
3. Act as liaison between teacher candidates, Cooperating Teachers, school administrators, and the university. This is very important to a successful placement.
4. As soon as you know the assignments, contact the administrators, Cooperating Teachers, and teacher candidates to arrange for introductions.
5. Work with the M/M and Dual Student/Intern Teaching Placement Coordinator (Dr. Cho, [eunmicho@csus.edu](mailto:eunmicho@csus.edu)) to adjust assignments, when necessary, to ensure that your teacher candidates have the best possible learning situations. All changes must be done in collaboration with the Student Teaching Placement Coordinator.
6. Formally observe the teacher candidates for the minimum number of required observations (usually 6 observations). It may be necessary and beneficial to perform more observations than the minimum required.
7. Record observation data during each observation and provide both written and/or oral feedback to the teacher candidate as soon as possible.
8. Keep observation hours recorded on Visitation Form. This form and your observation/participation forms will be turned in to MS and M/M Student Teaching Placement Coordinator.
9. Complete the mid-term and final evaluations online, TaskStream, based on your direct observations and interviews, as well as the inputs from CT(s) and teacher candidate(s).
10. Follow the early warning process by completing a Statement of Concern/Performance Contract for any candidate who is experiencing difficulties in making progress towards to the TPEs and/or EDSP program standards.
11. Maintain ongoing communication with the principal and Cooperating Teacher and assist in solving field-related problems.

12. Facilitate your teacher candidate's assumption of classroom responsibilities.
13. Encourage teacher candidates to discuss successes and/or concerns in their seminars provided by their seminar instructor (EDSP233). If further topics need to be explored, provide one-to-one sessions.

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

### **Progression of Work in Field**

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

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

Coursework and fieldwork are closely integrated so that the specialized knowledge and skills required to teach within the specific discipline are reflected in the field practice including specific pedagogy and research related to English language development, differentiated and sheltered instruction, and common core state standards.

University Supervisors, along with university faculty and school-based educators, provide professional guidance feedback, and evaluation consistent with the program performance standards and guidelines.

TCs will arrive at the school earlier than their cooperating teacher and students. The ending time will vary depending on your student teaching phase.

- **Phase I (Field Experience Course)\_EDS471 (special education) or EDS420A (general education):** You complete the field experience only a half day (at least 4 hours, mostly from 7:30am to noon or after lunch), Monday to Thursday.
- **Phase II (Student Teaching Course)\_EDS420B (general education) and Phase III \_EDS472 (special education):** You student teach a full day, Monday to Thursday, and you should identify a regular weekly meeting time with your cooperating teacher (usually after school) in the beginning of the semester so that you can complete any necessary planning and preparation together.

### **Phase I Field Experience (EDSP420A or EDSP471)**

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

The first semester of fieldwork may begin prior to the CSUS schedule with candidates attending an early orientation and being assigned to field placement beginning with public school's scheduled pre-service days. The schedule of

time at the school site for the first phase (EDSP420A or EDSP471) is four mornings per week, **half days (until approximately 12:00 noon)**. The focus of the Phase I field experience is on one-to-one, small group, and some large group instruction in the areas of (but not limited to) classroom organization and management, language and literacy, and math instruction. Their placement will need to provide them the opportunity to support, create, and demonstrate competency in these areas as well as opportunities to assess student learning. Any requirements for specific course assignments will be shared with the Cooperating Teacher before any implementation.

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

### **Phase II Student Teaching (EDSP420B) and Phase III (EDSP472):**

Phase II and III teacher candidates will student teach full time **Monday through Thursday, for 15 weeks**. **Phase II** teacher candidates are placed in an elementary **general education** classroom, whereas Phase III teacher candidates are placed in a **special education** field assignment (elementary, middle, or high school). **Both Phase II and Phase III student teaching involves a 2-week solo teaching period.**

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

### **What to Do When Your Teacher Candidate is Struggling**

Candidates who are having difficulty need to be informed in writing of their areas of weakness, and given specific suggestions and a timeline for improvement. A **Statement of Concern and Performance Contract** should be completed by the Cooperating Teacher, the supervisor, or in collaboration (if at all possible).

The Statement of Concern and Performance Contract must be discussed, dated, and signed by the candidate, the Cooperating Teacher, and the University Supervisor with copies provided to each party. It's very important to document concerns **early since** candidates need time to remediate and implement suggestions provided in the Statement of Concern and Performance Contract. At the first sign of concern for your teacher candidate, begin the documentation process using the following steps:

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

**Statement of Concern/Performance Contract** shall include:

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

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

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

The following resources are accessible for supervisors as professional development opportunities.

- WestEd publications <https://www.wested.org/resources/>
- CABE website <http://www.gocabe.org/>
- NABE website <http://www.nabe.org/>
- IRIS modules <https://iris.peabody.vanderbilt.edu/>

### INFORMATION FOR TEACHER CANDIDATES (TCs)

Your fieldwork experiences are intended to give you the opportunity to practice the theories and instructional strategies you have learned in your coursework. Your University Supervisor and Cooperating Teacher are there to offer advice and suggestions and to counsel you throughout the semester. Our main priorities are your personal and professional growth in education and success in your assigned classroom.

1. Familiarize yourself with your Sac State Specialist Credential program. Careful reading of this Handbook will help you to do so.
2. Meet with your supervisor and Cooperating Teacher to establish a schedule of assignments and observations. Be sure to provide your supervisor and Cooperating Teacher your current address and phone number.
3. Be sure to discuss any questions or concerns you have about the time, date, duration, and content of their formal observations. Be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as “Back to School Night” and “Open House.”
4. Be sure to advise your Cooperating Teacher and University Supervisor if and when an absence is unavoidable. If you are scheduled to teach that day, let your Cooperating Teacher know what you were planning to cover and provide the plans. You will likely have to make up the missed day(s) to complete student teaching (**four sick days** are usually awarded). Please review the absence policy in this handbook.
5. Keep up to date and accurate lesson plans while you are student teaching. Be sure to confer with your Cooperating Teacher on topics and curriculum that will be covered.
6. Keep your teaching plan book up-to-date (CoE lesson plan template) and follow the guide of your Cooperating Teacher’s plan book. Remember, they must be completed early and sufficient enough for someone else to step in and teach.
7. Develop and teach appropriate lessons as required by your university faculty and program design.
8. Become familiar with the California Frameworks and Grade Level/District Continuums and Curriculum Guides.
9. Be professional at all times. Maintain good rapport and appropriate professional interactions and relationships with all building staff, faculty, administration, students, and parents.
10. When attending IEP, SST, and parent conference meetings, listen attentively. Do not offer your own opinions unless asked for one by those in charge. Never offer advice or recommend services or materials for children as this may be interpreted as binding upon the district.
11. When you are student teaching full-time (EDSP420B, EDSP472/473), **adhere to your Cooperating Teacher’s contract hours**. Except when school events conflict with evening credential courses, be available to remain after school to plan, attend staff meetings, in-services, parent conferences, and other school functions such as “Back to School Night” or “Open House.” Make sure to arrange with course instructors early enough if you have to miss or late to class due to these special events at the student teaching school.

**NOTE:** If a candidate's University Supervisor and Cooperating Teacher determine that the teacher candidate needs more time in a general or special education field experience in order to demonstrate competencies, the student may be expected to extend the field experience for an agreed-upon period.

### **Key Points for Teacher Candidates (TCs):**

1. **Do not make any placement arrangements or changes on your own!** This is the very specific duty of the Student Teaching Placement Coordinator. It may appear that you are helping, but keep in mind we have over 50 placements to make in our area districts, and we have worked hard to make our contacts with the best schools and teachers in these districts. If you have special needs, communicate these first to your University Supervisor who will then contact the Student Teaching Placement Coordinator.
2. If you are experiencing any sort of difficulty in your placement, share this with your University Supervisor immediately. Your supervisor is there to serve as your advocate and liaison between you, the Cooperating Teacher, and the school site.
3. **Always be professional in dress, demeanor, and attitude.** Jeans, T-shirts, etc. are not permitted except for site fun-Fridays, or spirit days.  
**More on Appropriate Professional Appearance** - *In educational settings, a type of dress is often interpreted as being respectful or disrespectful to the profession, and to the students and their caregivers. Be mindful and purposeful about how you present yourself.*
  - a. Dress appropriately for the classroom. Check sweaters and tops for appropriate tightness and how much skin or undergarments are revealed (no midriffs or crop tops, low pants, jeans, or flip-flops are allowed). Discuss any questions regarding dress with supervisor. **The same holds true for virtual instruction with the exception of low pants, jeans, and flip-flops.**
  - b. Avoid facial jewelry and piercings, other than ear piercings, if they could be considered offensive to others or inappropriate for children.
  - c. Understand that the program recommends that **all** tattoos must be covered if the language or images (**of any kind - on skin or t-shirts**) that could be considered offensive to others or inappropriate for children.
  - d. Do not wear jeans or tennis shoes to your placement, even if wearing jeans or tennis shoes is part of the school's culture. **You may wear jeans or tennis shoes if you are teaching virtually.**
4. You may hear or see things in classrooms with which you do not agree, or you may learn confidential information about a student; keeping these issues confidential is essential.
5. Follow the school calendar, daily schedule, and Cooperating Teachers' contract hours.
6. Arrive at least ½ hour before students arrive to allow for joint planning, setting up your lesson, etc.  
**(during COVID-19, follow your CT's directions)**
7. Teacher candidates should identify specific or regular times every week to plan with their Cooperating Teacher and go over lessons they will be teaching, e.g., prep periods, after school, etc.
8. Check email frequently and respond in a timely manner. Keep communication lines between University Supervisor and Cooperating Teacher fluid.
9. Cell phones should not be used (including texting) in the classroom during school hours unless there is an emergency.
10. Refrain from speaking negatively about previous experiences, Cooperating Teacher, principal, or school/district.
11. Be willing to go the extra mile. Offer to assist with bulletin boards, and take on duties. Become known as a problem-solver not a problem-maker.
12. If you are a Phase I teacher candidate, you may submit a very specific and compelling validation and get approved by the Placement Coordinator and CT before the first day of the official fieldwork day to receive field experiences in two full days per week from Monday to Thursday, a half day, requirement as an option.
13. If you are a Phase II or Phase III teacher candidate and will be taking over full-time for two weeks, it may be beneficial to teach the two weeks **prior** to your last week to ensure a smooth transition for your Cooperating Teacher.
14. Teacher candidates should carefully review the teacher candidate evaluation form in advance as well as provide a copy for their Cooperating Teacher early in the semester. Having a clear understanding of the expected competencies will inform teacher candidates' growth, goal setting, and self-evaluation.

15. Enjoy your field experience. It will be short time in the long range of your teaching career. This is a challenging time and we are working hard to ensure that it is a positive, growth experience for you.
16. **Field Placement and Student Teaching During COVID-19: Candidates are expected to:**
- Follow the health and safety guidelines in place in the schools and districts where they are placed.
  - Self-monitor their own health and follow guidelines for being absent from school sites when sick (notifying both the school site and CSUS immediately).
  - Be prepared to shift between distance learning and transitional instruction (a combination of distance and part-time in-person instruction).

### **Observation Guidelines for TC:**

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

By focusing your attention on the many elements of the school setting, selectively, over time, you will develop a deeper understanding of this complex organizational system called, “school.” With this understanding, you will be better able to perform leadership roles with your learners and teaching peers which will result in individual success and an emotionally healthy climate for learning. Here are some tips for professional observation. Notice everything, defer judgment, make connections between coursework and the classroom, generate questions, and decide where the resources are and who you can ask, identify the ah-has, and take notes so that you have them to refer to. As often as you can, connect what you observe to concepts, theories, and frameworks presented in your university coursework. Much of teaching involves putting theory into practice or using reflection on practice to bolster theories. When you think at this metacognitive level, you make great strides as a reflective, purposeful teacher.

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

### **Procedures and Expectations:**

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

7. How and when are individual/group assignments announced? Are they written for all to see?
8. Does the teacher review assignments with the class?

### **One Lesson**

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

### **Student Characteristics:**

1. What are the abilities and achievement levels of students in the class?
2. How has the teacher adapted instruction and assignments to meet individual student needs?
3. Does the teacher follow the organization or sequence of the texts or workbooks? Are units planned which reorder concepts for individuals or small groups, based on student characteristics? Does the teacher prepare/use supplemental materials that reflect the many levels of student performance?
4. Is there a variety teaching methods, strategies, and daily activities to help compensate for the range of student abilities and interests?
5. Are special accommodations in time, length, and difficulty levels of homework, library, or in-class assignments differentiated for individuals or groups on the basis of need?

### **Classroom Management and Relationship Building:**

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

### **Overview of the Week and Lesson Planning:**

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

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

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

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

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

1. Objectives: (What should the pupils be able to do as a result of the lesson (stated in behavioral terms).
2. Materials to be used: (list)
3. Procedures:
  - a. Introduction to the lesson/key questions
  - b. Body of the lesson/key questions
  - c. Conclusion of the lesson/key questions
  - d. Follow-up activities (as appropriate)
4. Evaluation: Plans for determining if objectives have been achieved.

**Lesson plans should be kept in an orderly notebook, readily available in a designated place for the University Supervisor and the Cooperating Teacher.** You want to file your lesson plans in some large systematic way for future reference, such as a large 3-hole notebook. In this, you can also include records of your observations of your Cooperating Teacher, seating charts, grades, and records for your students, notes from your Cooperating Teacher and University Supervisor, records of your class visits, conferences and evaluations, useful teaching or bulletin board ideas, schedules and memos and other items. Be sure to organize the notebook into sections so you can make quick and easy use of it. More extensive lesson plan samples will be provided in your method and seminar classes for your reference; however, you will be mainly using the CoE Common Lesson Plan Template that is consistent throughout programs in our college. Other viable lesson plan formats will also be presented in your coursework.

**CoE Common Lesson Plan Template (2019-2020)**  
**(abbreviated) Multiple Subject Program Lesson Plan Template (can be updated as needed)**

**Section 1: Background Information and Context**

**A: The Basics**

Name		Grade level(s)	
Date(s) taught		Course/Subject	
Lesson Title		Time Frame	

**B: Essential Question**

	Big Ideas
Essential Question(s)	

**C: Specific Standards and Objectives**

Content Standard(s)		
ELD Standards		
Social Justice Standards and Domain		
	Objectives	Tools for Assessment and Evaluation Criteria (Multiple

		means of expressions)
Content Objective(s)		
Language Objective(s)		
Social Skills Objective(s)		

**D: Academic Language Demands and Supports**

	Identified Language Demands	Planned Language Supports
Language function, vocabulary, syntax, and/or Discourse		

**E: Using Knowledge about Students (and that students already have) to Inform Teaching and Learning**

	Relevant Student Information
Prior Knowledge and Learning Experiences	

**F: Supporting Varied Student Learning Needs**

Materials, Resources, Technology	Teacher Materials, Resource:	Students' Materials:
Considerations for the needs of EACH students (EL, IEP, gift/talented, etc.)	Student Information	How will you support and/or accommodate the student(s) in this lesson? Include any use of technology

**Section 2: Learning Task Implementation (UDL):**

Timing, materials, and other procedural notes including use of technology	Pacing (Approx. times)	Teacher does	Students Do
Launch			
Instruction/ Application			

Closure/reflection			
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**Section 3: Teacher Reflection (after the lesson- once a week)**

1. What specific examples of student learning do you have that showed students met or made progress toward the stated objectives? If you used technology was it an effective means for supporting your learning goals?
2. Looking at this evidence, what were your (the teacher’s) actions and/or strategies that contributed to and built on successful student learning?
3. What specific examples of student learning do you have that showed students struggled to meet or make progress toward the stated objectives?
4. Looking at this evidence, what were your (the teacher’s) actions and/or strategies that interfered with student learning? Describe any missed opportunities.
5. Using this evidence, what changes would you make to your instruction—for the whole class and/or for students who need greater support or challenge—to better support student learning of the central focus (e.g., missed opportunities)?
6. Why do you think these changes would improve student learning? Support your explanation with evidence of student learning.
7. Using the evidence of student learning described and observed, what will be your *next steps* in future instruction with the class, small groups, and/or individual students?

**Section 3: Teacher Reflection (after the lesson)**

1. What specific examples of student learning do you have that showed students met or made progress toward the stated objectives? If you used technology was it an effective means for supporting your learning goals?
  - a. Looking at this evidence, what were your (the teacher’s) actions and/or strategies that contributed to and built on successful student learning?
2. What specific examples of student learning do you have that showed students struggled to meet or make progress toward the stated objectives?
  - a. Looking at this evidence, what were your (the teacher’s) actions and/or strategies that interfered with student learning? Describe any missed opportunities.
3. Using the evidence of student learning described and observed, what will be your *next steps* in future instruction with the class, small groups, and/or individual students?
4. Considering student learning, if you were to teach this lesson again, what would you do *differently*?

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

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

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

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

**STUDENT TEACHING EXPECTATION: PACING GUIDE**

**Phase I Field Experience Course: EDSP 420A in GE or EDSP 471 in SE:**

As the Phase I teacher candidate begins the experience, the candidate should have one or two days to become

acquainted with the school and the students within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the schedule day.

Week	Expected Outcomes
1	<ul style="list-style-type: none"> <li>• Introduction of teacher candidate (candidate) to students.</li> <li>• Orientation to school and classroom: teacher candidate should learn schedule, class rules, and behavior management systems. It is time for the Cooperating Teacher, teacher candidate, and students to get acquainted.</li> <li>• The teacher candidate works under the direction of the Cooperating Teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). The University Supervisor will observe and confer with the student and Cooperating Teacher regarding program guidelines and expectations. When the teacher candidate is observing, the candidate will be responsible for taking notes on the operation of the class</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• Perform general classroom duties and provide instructional assistance as requested by the Cooperating Teacher.</li> <li>• Initial Interactions: The emphasis during this week should focus on preparing the teacher candidate to start functioning as an instructional team member. Steps toward this goal will be made as the teacher candidate begins assisting the Cooperating Teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the teacher candidate may assist individuals or small groups as they are completing assignments.</li> <li>• Using plans of Cooperating Teacher and working directly under the teacher's supervision, begins assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week Two student begins assuming responsibility for one subject area; in Week Three student adds a second subject area.</li> <li>• A great deal of cooperative planning should precede this step, since the teacher candidate will be carrying out the plans of the Cooperating Teacher.</li> </ul>
4-5	<ul style="list-style-type: none"> <li>• Continue as Weeks two and three, assisting the Cooperating Teacher during instruction</li> <li>• Beginning Planning and Implementation by the Teacher candidate: Now the teacher candidate can repeat some of the same activities of last week, but also use some of his/her own lesson plans. The Cooperating Teacher must have the opportunity to review plans for each day and approve each segment of the proposed plans and activities.</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• Sharing instructional responsibility. The teacher candidate continues to assume more and more responsibility for instruction on a regular basis. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the teacher candidate and the judgment of the Cooperating Teacher.</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• During these weeks the teacher candidate should continue as noted during Weeks four–eight, with the teacher candidate gradually assuming responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the morning instruction.</li> <li>• Some teacher candidates will be ready to assume additional responsibility more rapidly than others</li> <li>• because of their specific background of experience. Neither the student nor the Cooperating Teacher should be concerned about using this process, if the teacher candidate demonstrates the competencies.</li> </ul>

10-12	<ul style="list-style-type: none"> <li>• These weeks represent a gradual extension and expansion of supporting the teaching and learning environ</li> <li>• <b>By the end of this period, the teacher candidate should be responsible for about 70% of the morning (approximately three hours).</b></li> </ul>
13-14	<ul style="list-style-type: none"> <li>• <b>These weeks represent a time for the teacher candidate to engage in large (whole group) instruction.</b> This will allow the Phase I teacher candidate to practice both their instructional delivery and classroom management skills. <b>The teacher candidate can “take over” for 50–70% of morning activities, if appropriate.</b></li> </ul>
15 <b>Final</b>	<ul style="list-style-type: none"> <li>• During the final week, the teacher candidate should continue to support the learning environment as the Cooperating Teacher transitions back to the role of the primary instructor. This is also a time for the teacher candidate to observe and visit other exemplary teachers on the school campus.</li> </ul>

### Student Teaching Courses: Phase II-EDSP 420B in GE and Phase III-EDSP 472 in SE:

As the Phase II or III teacher candidate begins the experience, the candidate should have one or two days to become acquainted with the rules within the classroom. During this initial week, interaction with students should be allowed to occur naturally during the course of the scheduled day.

Week	Expected Outcomes
1	<ul style="list-style-type: none"> <li>• Introduction of teacher candidate (candidate) to students.</li> <li>• Orientation to school and classroom: teacher candidate should learn schedule, class rules, and behavior management systems. It is time for the Cooperating Teacher, teacher candidate, and students to get acquainted.</li> <li>• The teacher candidate works under the direction of the Cooperating Teacher in performing general duties, assisting in routine tasks (e.g., setting up classroom, lunch count). The University Supervisor will observe and confer with the student and Cooperating Teacher regarding program guidelines and expectations. When the teacher candidate is observing, the candidate will be responsible for taking notes on the operation of the class.</li> </ul>
2-3	<ul style="list-style-type: none"> <li>• Perform general classroom duties and provide instructional assistance as requested by the Cooperating Teacher.</li> <li>• Initial Interactions: The emphasis during this week should focus on preparing the teacher candidate to start functioning as an instructional team member. Steps toward this goal will made as the teacher candidate begins assisting the Cooperating Teacher in some manner during the various instructional activities and starts completing routine activities in the classroom. As opportunities arise, the teacher candidate may assist individuals or small groups as they are completing assignments.</li> <li>• Using plans of Cooperating Teacher and working directly under the teacher’s supervision, begin assisting with specific instruction activities (e.g., reading, language arts, math, spelling, handwriting, social studies, science, community-based instruction, self-help activities, leisure activities, domestic activities). For example, in Week two student begins assuming responsibility for one subject area; in Week three student adds a second subject area.</li> <li>• A great deal of cooperative planning should precede this step, since the teacher candidate will be carrying out the plans of the Cooperating Teacher. In addition, the teacher candidate will develop</li> <li>• a general unit of motivational strategies that could be used to increase student performance</li> </ul>

	levels
4-5	<ul style="list-style-type: none"> <li>• Continue as Weeks two and three, adding a third subject area, assisting the Cooperating Teacher during instruction and throughout the school day.</li> <li>• Beginning Planning and Implementation by the Teacher candidate: Now the teacher candidate will repeat some of the same activities of last week, but using his/her own plans. The Cooperating Teacher must have the opportunity to review plans for each day and approve each segment of the plans and activities. The teacher candidate should begin to assume primary responsibility for both planning and instruction.</li> </ul>
6-7	<ul style="list-style-type: none"> <li>• Sharing instructional responsibility: The teacher candidate continues to assume more and more responsibility for instruction on a regular basis. Exactly how much and how quickly responsibility is assumed must be based on the readiness of the teacher candidate and the judgment of the Cooperating Teacher.</li> </ul>
8-9	<ul style="list-style-type: none"> <li>• During these weeks the teacher candidate should continue as noted during Weeks Five and Six, with the teacher candidate gradually assuming more responsibility for planning and instruction until she/he is planning and implementing 50 to 70% of the instruction by the end of the last two weeks.</li> <li>• Some teacher candidates will ready to assume additional responsibility more rapidly than others because of their specific background of experience. Neither the student nor the Cooperating Teacher should be concerned about using this process, if the teacher candidate demonstrates the competencies.</li> </ul>
10-12	<ul style="list-style-type: none"> <li>• These weeks represent a gradual extension and expansion of all training, but especially that of the previous four weeks. At this point the teacher candidate should assume responsibility for scheduling use of any other personnel in the program (under the direct guidance of the Cooperating Teacher) and also ensuring that students get to appointments at their assigned times, go to inclusion classes, etc.</li> <li>• By the end of this period, the teacher candidate should be responsible for 80–90% of the instructional day.</li> </ul>
13-14	<ul style="list-style-type: none"> <li>• To the degree possible, the teacher candidate should be the primary instructor and manager for the total time they are in class. This includes responsibility for all aspects of planning and implementation of instruction, duties, meetings, scheduling aspects, testing, etc. In the final two weeks, the teacher candidate should experience management of the program without the Cooperating Teacher’s presence. (<b>This 2-week solo teaching period</b> can be changed based on the site needs as long as it takes place before the final week. If needed, the CT may stay in the classroom with very limited involvement in the lesson and classroom management.)</li> </ul>
15 Final	<ul style="list-style-type: none"> <li>• During the final week(s) of student teaching, the teacher candidate should transition back into the role of the team/support teacher. The candidate can support the daily activities as directed by the Cooperating Teacher. This is also a time for the teacher candidate to observe other exemplary teachers on the school campus.</li> </ul>

### STUDENT TEACHING ON AN INTERN CREDENTIAL (EDSP473)

Under special circumstances, candidates who have not yet completed the teacher preparation program may be hired by an employer to work as the teacher-of-record, assuming all of the duties of a full-time certificated teacher while also completing remaining credential program requirements. The ability to recommend a candidate for an intern credential is granted to Sacramento State by the Commission on Teacher Credentialing. **In order to obtain CTC approval to recommend candidates for intern credentials, our programs must submit detailed documents and execute specific legal agreements (Memorandum of Understanding - MOU) between**

**Sacramento State and the employer.** We are currently approved by the CTC to recommend candidates in the Education Specialist programs for intern credentials. Candidates interested in this possibility should first seek advising from their faculty advisor, who can then determine eligibility for the intern credential. More information about the intern credential process can be found on the Teaching Credentials webpage under “Forms.”

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

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

Again, candidates interested in an intern position must meet with their faculty advisor **prior to engaging in any discussions with an employer about an intern position.** The faculty advisor will work with the Credential Analyst (Elizabeth Christian, [echristian@csus.edu](mailto:echristian@csus.edu)) to review the candidate’s record and make a determination about intern eligibility. Once eligibility has been established, the faculty advisor will confirm that an MOU is active with the employer (Kimberly Ross, [elaine66@csus.edu](mailto:elaine66@csus.edu)). After the internship request is approved, candidates will get an intern eligibility letter by Ms. Christian to take it to a district. Finally, the faculty advisor will meet with the candidate and/or the University Supervisor to discuss guidelines for the internship.

Follow ups:

1. The faculty advisor will add the internship approvals each time to EDSP faculty meeting canvas course - Collaboration section- for candidates with names and approval dates.
2. An approved intern will submit the school name/address, principal's name/email address, and the support provider's name/email address to Dr. Cho (Placement Coordinator) as soon as the information will be available, but no later than the intern begins teaching.

The University Supervisor will obtain information about the site support plan and will use it to produce a joint intern support plan which will be in effect for the duration of the internship. **Again, verification of eligibility and active MOU status and a written joint support plan must be completed before an intern credential recommendation can be issued. More information on the Internship requirements are available in the **APPENDIX G: Guidelines for Ed Specialist (EDSP) Intern Credentials** in this handbook.** All interns must develop, implement, and submit the monthly calendar (Refer to Appendix G) to the CoE Credential Analyst office.

## FOR ALL TEACHER CANDIDATES AND INTERN TEACHERS

### 1. Public School Attendance and Emergency Absences

During student teaching, teacher candidates are expected to arrive **prior to class time** (about 30 min earlier) and, when possible, **remain after class** for conferences with the Cooperating Teacher and/or University Supervisor. Teacher candidates should always let the school's main office know when they are in the building. (Some schools have a sign-in procedure.) In the event of absence, it is the responsibility of the teacher candidate to inform the school office AND Cooperating Teacher (and University Supervisor, when applicable) in sufficient time for instruction to be continued effectively. **ILLNESS AND EMERGENCIES ARE ONLY ACCEPTABLE EXCUSES.** Teacher candidates are only permitted four "sick or emergency days" during the student teaching semester. Absences of more than 4 days may result in the teacher candidate being awarded a grade of No Credit. With permission from the University Supervisor, Cooperating Teacher, and Student Teaching Program Coordinator, a teacher candidate may be permitted to make up absences that exceed 4 days during "finals week" of the university semester or Fridays. If unannounced or unexcused absences occur, the Cooperating Teacher will notify the University Supervisor immediately.

### 2. Dress Code

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

### 3. Outside Work Commitments

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

### 4. Substituting During Student Teaching Assignment:

- Once a final phase teacher candidate has a firm grasp of the "student teaching situation", have completely phased into teaching the full day, have approval from their supervisor, and have a 30-day emergency permit, teacher candidates may substitute for **only their Cooperating Teacher** if their Cooperating Teacher is absent. **While earning extra income is a bonus, teacher candidates are not to miss any of their student teaching or program courses in order to substitute. (See the Policy Handbook on the College of Education website for further guidance on substitute teaching while completing student teaching.)**
- Teacher candidates may substitute for their Cooperating Teacher in case of his/her absence for a **reasonable number** of days in the semester (no more than five days), provided the student holds an emergency permit AND **prior approval has been given by the University Supervisor and the Cooperating Teacher.** Candidates who hold a 30-day substitute permit may be allowed to substitute and count that time as student teaching only under the following conditions:
- **Prior positive recommendations** must be given by the University Supervisor and Student Teaching Program Coordinator to insure that the teacher candidate has demonstrated throughout the program an **outstanding level of competence** in all coursework and fieldwork leading up to the final semester. If for any reason the Supervisor or Student Teaching Placement Coordinator believes that substituting will put in jeopardy the teacher candidate's progress toward meeting the competencies required of a Phase II or III teacher candidate, they may deny the request.
- **Substituting must be done for the Cooperating Teacher(s) in the classroom** in which the candidate has been assigned. In other words, teacher candidates cannot leave their assigned student teaching placement to substitute for another teacher on campus.
- Substituting must **not exceed five days** unless the teacher candidate is hired to serve in a long-term position. In this case, the teacher candidate must have an approval by the placement coordinator, University Supervisor, school principal.
- The district/school site must agree to provide extra support on site to the substitute/teacher candidate

by assigning a school site mentor in the same subject/credential area who will meet regularly with the teacher candidate to provide feedback and support.

- Teacher candidate must meet all other basic requirements (as required already by law – e.g. subject matter competency, CBEST, etc).
- The line of communication for requesting that a teacher candidate be hired as a long-term substitute will be between the classroom teacher, school administrator, University Supervisor (during student teaching), and the student teaching placement coordinator. The coordinator is responsible for notifying the AERO Office about each teacher candidate that is approved to substitute, including information about when subbing will occur, and verifying that site-level support is in place.

## 5 Student Teaching and Field Experiences During Emergencies - From the Office of General Counsel for California State Universities

- “It shall be the policy of this university that whenever normal operational procedures in a public or private agency are disrupted and/or halted by emergencies such as civil disturbances, natural disasters, and strikes all contractual obligations between the university and the agency, involving students in teaching and/or field experiences, shall be suspended during the period of the emergency.” Interpretation: includes sanctioned and unsanctioned job action.
- “Students and staff are advised that their physical entrance into such emergency situations may involve physical risks for which the university cannot accept any sort of liability. Should a university staff member or student decide to enter such a situation, such entrance is entirely at the individual’s personal initiative and risk.” Interpretation: Any student who crosses a picket line does so at his/her own risk; CSUS will not accept any liability. “Consequently, student emergency situations shall be completely disregarded by university instructors in their assignment of grades or the making of evaluations.” Interpretation: Student teaching during the period of the strike will be completely disregarded in faculty evaluations and final grades.
- “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.” Interpretation: If the strike lasts more than two (2) weeks, CSUS will provide alternative instructional experiences.
- *If a strike occurs, the student is required to notify the school office of his/her intended absence and then should contact the Teaching Credentials Department Office – Eureka Hall 401, (916) 278-5399 for instructions.*
- All credential candidates are strongly urged to join the **Student California Teachers’ Association (SCTA)**. Membership in the SCTA provides a one million dollar liability insurance policy. This will provide legal coverage when candidates are working in schools to fulfill a program requirement since neither CSUS nor districts provide protection in the event teacher 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. subbing. To find out more about benefits and join SCTA go online at <https://www.cta.org/en/About-CTA/Who-We-Are/SCTA/Join-SCTA.aspx>

### University Resources:

#### 1. Financial Aid

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

2. **The College of Education Scholarship Program:** The College of Education is privileged to award over 60 scholarships to deserving and meritorious students each year. Behind each of these scholarships is a unique and individual story. For any questions about the College of Education scholarship program, contact Debbie Santiago: (916) 278-3618 or [santiago@csus.edu](mailto:santiago@csus.edu) and for application information, go to <https://www.csus.edu/college/education/student-support/scholarships.html>

### 3. **Serving students with Disabilities**

California State University does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus and off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges. If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the [SSWD website](http://www.csus.edu/sswd/) (<http://www.csus.edu/sswd/>). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at [sswd@csus.edu](mailto:sswd@csus.edu). Once you have met with staff in the SSWD, please share any documentation with me and discuss your accommodation needs with me after class or during my office hours early in the semester.

### 4. **Sac State Library**

As Sac State students, TCs have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the [Sac State Library](http://library.csus.edu/) website (<http://library.csus.edu/>).

**5. Information about accessing databases and articles on campus:** Both full text articles and the research databases used to find them are subscription products. CSUS Library subscribes on behalf of our students, faculty, and staff. When on campus, these resources can be used from any computer or laptop. You will be prompted for your Saclink ID and password (the same ones you use to access My SacState) when accessing an article or database. Here is a page that you can link to for article searching information:  
<https://library.csus.edu/start-your-research>

**6. Information about accessing databases and articles from off campus:** In order to use Library databases from off campus, go to the Library Home page at <http://library.csus.edu>. It is also listed under "Quick Links" at the top right of the campus home page [www.csus.edu](http://www.csus.edu). Then click on the link "Database and Article Searching" in the upper left of the screen. Your three choices are:  
"Basic Search" -- do not use this one  
"Databases by Title" --use this one if you know the name of the database you want  
"Databases by Subject" --click on Education to see a list of the best databases to use for education-related topics. As soon as you click on a database, you will be prompted for your Saclink ID and password. Then the search form will appear.

**7. Student Computing Labs.** Students can use any of the IRT managed student computer labs on campus. Visit the <https://www.csus.edu/information-resources-technology/teaching-learning/computer-labs.html> for information about locations, hours, and resources available.

**8. Canvas.** Canvas is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on Canvas, you must login from the [Canvas Login Page](https://canvas.csus.edu) (<https://canvas.csus.edu>). To learn more about Canvas visit the [Student Resources](http://www.csus.edu/canvas/students.html) webpage (<http://www.csus.edu/canvas/students.html>) where you can view online Tutorials, FAQ's and other help resources.

**9. Writing Center.** The University Reading and Writing Center is an excellent resource for Sacramento State students who would like assistance from peer tutors with reading and writing tasks. For free, one-on-one help with reading or writing in any class, visit the University Reading and Writing Center (URWC) in Calaveras 128. The URWC can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. Students can sign up for up to an hour a week with a tutor by visiting the URWC in CLV 128—visit the URWC during week two of the semester to sign up for regular weekly tutoring. Students may

drop in at any time, but the best time to drop in is during “drop-in only” hours, Monday-Thursday 2:00pm-4:00pm. We also offer tutoring for one unit of academic credit through ENGL 121. See the link below for more information about how to access reading and writing support: <https://www.csus.edu/undergraduate-studies/writing-program/reading-writing-center.html>.

10. **Basic Needs Support.** If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available. [www.csus.edu/basicneeds/](http://www.csus.edu/basicneeds/)

## POLICES AND PROCEDURES REGARDING CONTINUATION IN THE MILD TO MODERATE CREDENTIAL PROGRAM

### 1. Grades

- **Keep the Minimum GPA:** It is necessary to maintain a **3.0 grade point average** in professional education courses and a **“C” or better** in each of those courses.
- **An Incomplete Grade:** An incomplete grade (I) received in a professional education program course must be completed prior to beginning the next phase. It is the responsibility of the candidate to request the Incomplete from the instructor, to file the Petition for “I” grade in the appropriate department office and provide a copy of the petition to the Teaching Credentials Department Office – Eureka Hall 401. The Incomplete must be completed no later than one week before the start of the next semester.
- **A No Credit Grade in Student Teaching:** A “No Credit” in Phase I, Phase II, or Phase III student teaching means a candidate may not continue with any portion of the Specialist Credential Program unless recommended for continuation by the instructor of record and the Student Teaching and/or Program Coordinator. Details of the “Student Teaching Discontinuation Process” are available from the Eureka Hall 401.
- **Grade Appeals:** If a candidate feels he/she can show that the assigned grade for the course was not based on their graded performance in the course, they may appeal the grade. In such a case they will need to provide evidence that the instructor assigned the grade “arbitrarily, capriciously and/or because of prejudice.” Copies of the procedure are available in each academic department office, in the Office of the Provost and Vice President for Academic Affairs and the Office of the Vice President for Student Affairs. Information in its entirety about the grade appeal process can be accessed on the Sacramento State Web site at <https://www.csus.edu/academic-affairs/internal/grade-appeals.html>.

### 2. Withdrawals

- **Withdrawals from Individual Courses in the Program:** If a candidate finds it necessary to withdraw from any individual course in the program, he/she should contact the instructor and refer to the instructions in the current class schedule. It is the candidate’s responsibility to inform the AERO, relevant department office, his or her academic program advisor immediately. Withdrawing from a professional preparation course is likely to extend the time in the program and, possibly, delay the credential candidate’s entry into the next phase.
- **Withdrawal from and Re-entry to the Program:** If for some reason a candidate needs to withdraw from the program during or at the end of a semester, he/she should fill out the “Statement of Intent to Delay or Withdraw from the Professional Education Program” form (located in Eureka Hall 401). **The opportunity to return to the program will be on a space available basis.** The initial step to re-enter the program is to fill out **by the ninth week of the semester** the “Request to Re-enter Phase Program Approval Form.” If one’s application for re-entry exceeds two (2) continuous semesters of absences, the applicant must meet all current admission and program requirements and present an in-person appeal to the Credential Appeals

### 3. **Program Change**

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

- 4 **Academic Honesty.** Students are expected to be familiar with the University's Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the [University Policy Manual](http://www.csus.edu/umanual/index.htm) (<http://www.csus.edu/umanual/index.htm>). For plagiarism specifically, view this link to the [Library's Plagiarism Website](http://library.csus.edu/content2.asp?pageID=353) (<http://library.csus.edu/content2.asp?pageID=353>).

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

6. **Credential Recommendation Profess.** California State University, Sacramento employs a Credential Analyst II who processes all credential applications and makes recommendations to the CTC. The Credential Analyst II is a formal job classification with the CSU system and entails in-depth knowledge of CTC programs, standards, requirements, processes and the Education Code. In order to ensure that appropriate credential recommendations are made, the Credential Analyst II obtains a current advising protocol from each program annually (or when programmatic changes or CTC standards' changes occur). The categories from this checklist are loaded into our Common Management System, creating an electronic checklist for each program. Having the information available centrally allows for advising staff, department chairs, program coordinators, and the credential analyst to monitor candidate progress over time. Each of these roles also has an assigned reminder function to ensure that candidates are completing requirements in a timely manner and/or providing appropriate documentation. When the candidate has completed his/her program, the Credential Analyst then confirms the candidate's status using the electronic checklist and compares this information to the information provided by the candidate in a complete credential application. If the Credential Analyst (Elizabeth Christian at [echristian@csus.edu](mailto:echristian@csus.edu)) confirms that all appropriate requirements have been met, then the credential application is processed.

### 7. **Appeal Process**

A candidate has the right to address an appeal to the Credential Appeals Committee (CAC) about policies related to status and continuation in the Teacher Preparation Program. Most appeals are made solely "in writing," while some may be more appropriate to an "in-person" appeal accompanied by the written appeal. Candidates going through the appeal process are responsible for contacting the AERO Office on the day that their appeal is acted upon to find out the decision of the appeal committee. A letter will also be mailed to the appellant stating the outcome of his/her appeal. The voting members of the CAC are faculty members from the College of Education and other colleges involved in basic credential programs. The committee meets regularly at the beginning and the close of each semester. Appeals petitions and information about the appeal process is available in Eureka Hall 437.

**It is the candidate's responsibility to obtain and submit a Credential Appeal Petition or Program Change form from and to the Teacher Preparation Program Office (Eureka 401) by the deadline.**

## 8. Non-Appealable Polices

- **Satisfying Subject Matter Competency by Examination** - TCs must provide evidence that they have passed the California Subject Examination for Teachers (CSET) prior to their full time student teaching (EDS 420B, EDS 472, EDS 473) semesters of the program.
- **Basic Skills Requirement (BSR)** - Exams taken to meet the BSR (i.e., CBEST, CSET Writing Skills, etc.) must be passed and verification provided to the Teaching Credentials Department Office – Eureka Hall 401, (916) 278-5399, prior to the final semester of student teaching. Candidates, who do not pass all these BSR tests prior to the final semester, will not be allowed to continue in taking fieldwork course.
- **Certificate of Clearance (COC)** - Candidates will not be allowed to credential program unless they have been issued a COC by the CA Commission on Teacher Credentialing (CCTC). Also whenever they take any fieldwork course, they must be cleared by the placed school district (fingerprinting).

### **Golden Rules of Professionalism:**

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

- If you are experiencing difficulty, address your concern to the person most directly related to the specific difficulty first. Though these conversations can be uncomfortable to initiate, your ability to do so in a professional and straightforward manner will serve you well in myriad settings throughout your career.
- Student teaching issues should be addressed with Cooperating Teachers and University Supervisors first.
- If a 'good faith effort' with the person most directly involved does not result in a satisfactory resolution, then you may begin to involve others in the 'chain of command.' The MM Student Teaching Program Coordinator would be consulted after good faith efforts to engage these individuals do not produce satisfactory results.
- The Department Chair, Student Success Center faculty and staff, and/or Lead or Credential Advisor should not be consulted until all options have been exhausted. Again first with the CT and University Supervisor followed by the Student Teaching Placement Coordinator.
- Difficulties should NOT be discussed with anyone but the parties mentioned above (and in the order mentioned). Gossip never brings any solution in the professional world.
- Care should be taken as to when and where these conversations are initiated (e.g., the privacy of the classroom is more appropriate than in the teachers' lounge; the 5 minute walk from recess is less conducive to productive dialogue than a before or after school appointment).
- Self-reflection is critical. Be sure to identify areas where you can make improvements and adjustments, in addition to any requests that you may consider making of other parties.

**HAVE A WONDERFUL  
FIELD EXPERIENCE,  
STUDENT TEACHING, OR  
INTERN TEACHING  
SEMESTER!**

# APPENDICES



## 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)):**

<b>Teacher Performance Expectation</b>	<b>DESCRIPTION of CONCERNS RELATED TO CANDIDATE PERFORMANCE</b>
<b>TPE #:</b>	
<b>TPE #:</b>	
<b>TPE #:</b>	

(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.*

<b>Teacher Performance Expectation ADDRESSED</b>	<b>PERFORMANCE BENCHMARK</b> The Candidate will.....	<b>TIMELINE</b> By.....
TPE/STANDARD		
TPE/STANDARD		
TPE/STANDARD		

**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: \_\_\_\_\_



**Candidate Work Release Form**

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.

- 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.
  
- 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: \_\_\_\_\_

**Please submit to your course instructor or Eureka Hall, room 401 by the end of the second week of instruction.**

**[EVALUATION FORMS](#) are available at the following links in our college website.**

1. **EDSP471 (Field Experience) in Special Education**
2. **EDSP420A (Field Experience) and EDSP 420B (Student Teaching) in General Education - same form**
3. **EDSP 472 (Student Teaching) and EDSP473 (Student Teaching) in Special Education - same form**

1. **Mild/Moderate Phase I Evaluation: EDS 471 (will continue to update)**

[https://www.csus.edu/college/education/teaching-credentials/\\_internal/\\_documents/eval-mild-mod-phase-1-20171017.pdf](https://www.csus.edu/college/education/teaching-credentials/_internal/_documents/eval-mild-mod-phase-1-20171017.pdf)

2. **Multiple Subject Phase I Evaluation: EDS 420A and EDSP 420B (will continue to update)**

[https://www.csus.edu/college/education/teaching-credentials/\\_internal/\\_documents/ms-assessment-candidate-fe-st-20160929.pdf](https://www.csus.edu/college/education/teaching-credentials/_internal/_documents/ms-assessment-candidate-fe-st-20160929.pdf)

3. **Mild/Moderate Phase III Evaluation: EDS 472/473 (will continue to update)**

[https://www.csus.edu/college/education/teaching-credentials/\\_internal/\\_documents/eval-mild-mod-phase-3-20130927.pdf](https://www.csus.edu/college/education/teaching-credentials/_internal/_documents/eval-mild-mod-phase-3-20130927.pdf)

APPENDIX F

CSUS Teacher Candidate Evaluation- Signature Page

NOTE: Attach this completed Signature Page to the Visitation Log for each teacher candidate supervised, and submit to the Chair of the Teaching Credentials Dept. (EUR 401) at the end of the semester.

First semester/initial field experience:  414  420A  434A  471  474A

Culminating student teaching experience:  415  420B  421  434B  472  473  474B

474 475 Date: \_\_\_\_\_

Candidate's Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_ Candidate's ID: \_\_\_\_\_  
School/District: \_\_\_\_\_

Candidate's Previous Name(s): (for the purpose of locating credential file) \_\_\_\_\_

Public School Evaluator: \_\_\_\_\_ Subject(s)/Grade: \_\_\_\_\_

University Evaluator: \_\_\_\_\_

Program (MS, SS, Mild/Moderate, Mild/Mod & MS, Moderate/Severe, Mod/Sev & MS, or ECSE): \_\_\_\_\_

Sources of Evidence (check all items that apply):  Portfolio  Observations

Written reflections  Interview/Discussions  Other (please identify) \_\_\_\_\_

**Evaluator, please complete the following:**

***For the first semester/initial field experience:***

- Recommend Candidate to subsequent semester of student teaching, based on majority scores of "2". \*\*
- Recommend Candidate repeat current semester of field experience.
- DO NOT recommend Candidate repeat field experience.

\*\* In general, a score of 2 "meets requirements." However, Candidates are expected to score 3s on all items related to professionalism (36-43), with no 0s or 1s. If there are a majority of 0s or 1s in any of the 9 sections of the evaluation (i.e., Preparation; Instruction- Building background; Instruction-Strategies; Assessment; Professionalism, etc.) then Candidates "do not meet requirements." (Majority means more than 50% of the items in that category. Thus, if the category has two items and one item is a score of 1 and the other is assessed as a 2, the candidate would meet requirements for that category.)

***For the culminating student teaching experience:***

- Recommend Candidate for Preliminary Credential based on majority scores of "4", generally with no "1s" or "2s" on the final evaluation.
- Recommend Candidate repeat culminating student teaching experience.
- DO NOT recommend Candidate repeat culminating student teaching experience.

\_\_\_\_\_  
Teacher Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Public School Evaluator's Signature

\_\_\_\_\_  
University Evaluator's Signature

## APPENDIX G

### Guidelines for Education Specialist (EDSP) Intern Credentials

*Criteria for Approval of and Guidelines for the Intern Credential for Candidates in the following traditional Education Specialist Teacher Preparation Programs at Sacramento State University:]*

**Mild to Moderate Education Specialist  
Moderate to Severe Education  
Specialist Early Childhood Special  
Education Specialist**

Sacramento State, in agreement with the California Commission on Teacher Credentialing (CTC), offers an intern credential that allows education specialist candidates enrolled in a traditional credential program (e.g., not an Intern Program) to be employed as the teacher of record while completing the relevant education specialist credential program. Candidates complete the intern credential in lieu of a traditional student teaching experience when the candidate is able to secure full time employment in the district as an intern while enrolled in courses within their credential program.

During the semester(s) the candidate is enrolled as an intern, two assigned mentors provide weekly supervision support and guidance: a District Support Provider and a University Supervisor. Upon receiving an offer of an intern position or when interested in seeking a full-time teaching position in the district or program, candidates should review the eligibility requirements below as well as follow the application procedures for an intern credential on page 2 of this document.

Once the candidate has been approved for the intern credential, the guidelines during the internship must be followed (see page 3) to remain in good standing and to ensure receipt of the credential at the end of the program. For more information about the CTC intern credential guidelines, click [here](#).

#### ELIGIBILITY REQUIREMENTS FOR CANDIDATES SEEKING AN INTERN CREDENTIAL RECOMMENDATION

Program	Requirements
<i>Candidates must meet requirements for all programs AND their specific program</i>	*Required courses listed below must be completed prior to or taken concurrently during the first semester enrolled as an intern (they cannot be taken during later semesters) *Candidate must earn a grade of "B" or better in all required courses
<b>All Programs</b> <i>Must be completed prior to beginning intern credential</i>	<ul style="list-style-type: none"> <li>• <a href="#">Basics skills requirements met</a> (for example, CBEST)</li> <li>• <a href="#">Valid Certificate of Clearance</a> (through CCTC)</li> <li>• <a href="#">U.S. Constitution Requirement met</a> (for example, test or course)</li> </ul> <p style="text-align: center;"><i>Note: Subject Matter competency requirement does not need to be met for intern eligibility</i></p>
<b>Mild-Moderate</b> <i>No MS-ELA or SS-ELA credential held</i>	<b>EDUC 170, EDUC 100A/B, EDSP 119, EDSP 220, EDSP 229, EDSP 232, EDSP 221, successful completion of university supervision on a Field Experience: EDSP 471 (or 420A or equivalent- PLA must be on file) with exemplary ratings from university supervisor</b>
<b>Moderate-Severe</b> <i>No MS-ELA or SS-ELA credential held</i>	EDUC 170, 100A/B, EDSP 119, EDSP 216, EDSP 206, EDSP 209, EDSP 220, EDSP 221, EDSP 235, EDSP 414 (or equivalent- PLA must be on file)
<b>ECSE</b> <i>No MS-ELA or SS-ELA credential held</i>	CHDV 30, EDUC 170, 100A/B, EDSP 216, EDSP 119, EDSP 201, EDSP 209, and CHDV 150A/B (for candidates beginning the program Fall 2019 and after)

#### Resources:

CSUS Teacher Credential program forms: <https://www.csus.edu/college/education/teaching-credentials/> CTC District Intern Credentials: [www.ctc.ca.gov/docs/default-source/leaflets/cl707b.pdf?sfvrsn=e0d3a84d\\_2](http://www.ctc.ca.gov/docs/default-source/leaflets/cl707b.pdf?sfvrsn=e0d3a84d_2) US Constitution Requirement:

[www.csus.edu/coe/apply/assets/credentials/us-const-options-20170516.pdf](http://www.csus.edu/coe/apply/assets/credentials/us-const-options-20170516.pdf) CTC Basic Skills Requirement: [www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60\\_32](http://www.ctc.ca.gov/docs/default-source/leaflets/cl667.pdf?sfvrsn=91a6cf60_32)

CTC Valid Certificate of Clearance: [www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52\\_2](http://www.ctc.ca.gov/docs/default-source/leaflets/cl900.pdf?sfvrsn=b6bd8b52_2)

## APPLICATION PROCEDURES FOR CANDIDATES APPLYING FOR AN INTERN CREDENTIAL

*The following steps must be followed by the teacher candidate seeking an intern credential (to replace the student teaching experience). This should occur ideally the semester before the candidate is interested in being an intern (before faculty leave for winter or summer break).*

1. Candidate interested in an intern position or approached by the district about an intern position contacts his/her Faculty Advisor (same as Academic Program Advisor) to arrange a meeting to review eligibility prior to engaging in any discussions with an employer about an intern position or to consult about the intern opportunity presented by the district. The Faculty Advisor works with the Credential Analyst to review the candidate's record to determine intern eligibility based on requirements indicated in the table above.
2. If eligibility requirements are met, the Faculty Advisor presents the candidate's case to the special education program faculty at the upcoming area group meeting for program-level approval. Once eligibility is established and the candidate has been approved by the special education faculty, the Program Coordinator will inform the Credential Analyst of the candidate's approval.
3. The Credential Analyst will confirm or establish an active MOU with the employer.
4. *Intern Eligibility Letter and Application Process.* The Credential Analyst emails the candidate (the Program Coordinator is cc'd) the *Intern Eligibility letter* and Intern Application materials. The *Intern Eligibility Letter* can be used when seeking a district position. The candidate completes the application and submits to the Credential Analyst (and Program Coordinator) as soon as possible.

The Intern Application materials include the following documents:

- a. *Intern Position Information Form* (see Appendix for sample form). The candidate will contact the district representative (e.g., Human Resources) to identify the District Support Provider for the relevant information needed to complete the form.
- b. *Intern Advisement Program Plan* (revised program specific Advisement Program Plan to reflect Intern Credential). The candidate meets with his/her Faculty Advisor, if necessary, to revise his/her advisement program plan and complete the intern application forms including making any necessary changes to: number of courses taken each semester and university supervision schedule (if applicable).
5. *CTC Recommendation for Intern Credential.* Once the application has been received and approved by the Credential Analyst, the Credential Analyst submits the candidate's recommendation to CTC for the Intern Permit Credential. The candidate will receive an email from the CTC confirming the application and guidelines for paying the appropriate CTC Intern Credential fee (good for up to 2 years). Once paid, it takes 5-10 business days for the CTC to approve the candidate's Intern Credential and post on the CTC website. The candidate may contact the Credential Analyst with questions about this process.

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

- |   |   |
|---|---|
| <ol style="list-style-type: none"><li>1. <i>Eligibility requirements met</i></li><li>2. <i>Special education faculty approval of the candidate for internship and Credential Analyst notified of approval</i></li><li>3. <i>Active MOU status with the school district is confirmed by the Credential Analyst</i></li></ol> | <ol style="list-style-type: none"><li>4. <i>Candidate's submission of all Intern Application materials</i></li><li>5. <i>Credential Analyst emails candidate's recommendation for Intern Credential to CTC. Candidate receives CTC email &amp; follows guidelines for fee payment</i></li></ol> |
|---|---|

## INTERN GUIDELINES FOR CANDIDATES COMPLETING THE PROGRAM WITH AN INTERN CREDENTIAL

### Guidelines for the Internship are as follows:

1. **Program Coursework.** Candidate continues to take coursework in the Sac State credential program.
2. **Monthly Intern Supervision and Support Calendar.** At the beginning of each month in the semester as an intern, the candidate communicates with both the University Supervisor from Sacramento State and the District Support Provider to agree on a weekly supervision schedule for the month. The calendar is updated throughout the month to reflect any changes to the supervision plan. To maintain status as an intern, the candidate is responsible at the end of each month in the semester (5 times) for emailing a copy of the MONTHLY Intern Supervision and Support Calendar to the Credential Analyst (cc'ing the program coordinator). The Credential Analyst will upload it to the candidate's eFile. See the template and sample in the Appendix (also available on the <https://www.csus.edu/college/education/teaching-credentials> under the relevant program).
3. **Supervision.** Implementation of the existing requirements for intern supervision by University Supervisor and District Support Provider as follows:
  - a. weekly contact with the intern AND
  - b. a minimum of 12 formal observations within the 15-week semester
  - c. on-going communication and support to the intern through email, phone calls, online (e.g. Zoom) and face to face meetings to provide: feedback on lesson plans, assistance with problem solving and troubleshooting, access to resources and other supports.
  - d. When concerns about the candidate's performance and/or professionalism warrant, additional meetings, communications, and written *Statement of Concern/Performance Contract* (see document on the <https://www.csus.edu/college/education/teaching-credentials/> under Forms-General).
4. **Meetings and Evaluations.** University Supervisor in collaboration with District Support Provider (when possible) and candidate meet 3 times (could be combined with observation visits) at the beginning, mid- point, and end of the semester to complete plans and evaluations. University Supervisor uses feedback from candidate and District Support Provider to formally submit in TaskStream one mid-term evaluation and one final evaluation per semester (NOTE: candidate must have an up to date subscription to TaskStream during all semesters enrolled as an intern).
  - a. **Initial meeting:** discuss the candidate's goals for the semester and create an informal action plan and calendar for the semester.
  - b. **Mid-term meeting:** discuss progress and submit mid-term evaluation in TaskStream.
  - c. **Final meeting:** discuss progress and submit final evaluation in TaskStream.
5. **Additional requirements.**
  - a. District Support Provider provides evaluative information to school administrator as required.
  - b. Sac State Field Placement/Program Coordinator consults with the Faculty Advisor, University Supervisor and candidate to maintain open lines of communication and support.
  - c. At the end of the semester, University Supervisor submits completed *Teacher Candidate Evaluation Signature Page* and *Visitation/Observation Log* to Eureka 401 (see the documents on the <https://www.csus.edu/college/education/teaching-credentials/> under the relevant program).

***INTERN POSITION INFORMATION***

\*Intern Application Document

**NOTE:** Completed form must be submitted to the Credential Analyst and Program Coordinator with the candidate's Intern Advisement Program Plan. Documents may be submitted in person, mailed, faxed, or emailed. All documents will be uploaded to the candidate's eFile.

**NAME:** \_\_\_\_\_

**TITLE OF POSITION YOU WILL BE SERVING IN:** \_\_\_\_\_

**NAME OF EMPLOYING DISTRICT OR AGENCY:** \_\_\_\_\_

**COUNTY OF EMPLOYING DISTRICT OR AGENCY:** \_\_\_\_\_

***ASSIGNED DISTRICT MENTOR (Support Provider) Name/Signature:*** \_\_\_\_\_ ***(to be completed by employer)***

- The Mentor holds a Clear/Life Credential –  YES  NO
- The Mentor has 3 years or more teaching experience –  YES  NO
- The Mentor holds an EL Authorization –  YES  NO
- The Mentor is available to provide at least one hour of weekly mentoring and supervision to intern teacher and to communicate on a regular basis with program sponsor faculty –  YES  NO

**BEGINNING DATE OF SERVICE IN THIS POSITION:** \_\_\_\_\_

**Signature of Employer:** \_\_\_\_\_

**Title:** \_\_\_\_\_

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

## MONTHLY Supervision and Support Calendar for Sacramento State Interns

*\*Intern Guidelines Document*

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

Intern Name: \_\_\_\_\_ Start & Finish Dates: \_\_\_\_\_  
 District: \_\_\_\_\_ School: \_\_\_\_\_  
*University Supervisor*                      *District Support Provider*                      *University Advisor*  
 Name: \_\_\_\_\_ Name: \_\_\_\_\_ Name: \_\_\_\_\_  
 Email: \_\_\_\_\_ Email: \_\_\_\_\_ Email: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

Month: \_\_\_\_\_

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

Week	Monday	Tuesday	Wednesday	Thursday	Friday
One					
Two					
Three					
Four					

- \_\_\_ Check here to confirm that the supervision/mentoring/support hours for this month conform to CTC regulations:
- Full academic year schedule: 144 hours scheduled, with at least 2 hours per week for general support, mentoring, and supervision. Less than a full academic year: total number of hours of support must equal 4 hours X the number of instructional weeks remaining in the year with at least 2 hours of support/supervision provided every 5 days. FOR THIS CANDIDATE, TOTAL HOURS = \_\_\_\_\_ x \_\_\_\_\_ = \_\_\_\_\_ hours
  - Additional support for teaching English learners: 45 hours for a full academic year OR 5 hours X the number of months remaining in the school year. FOR THIS CANDIDATE, TOTAL HOURS = \_\_\_\_\_ X \_\_\_\_\_ = \_\_\_\_\_ hours

# SAMPLE

MONTHLY Supervision and Support Calendar for Sacramento State Interns  
*\*Intern Guidelines Document*

Intern Name: Ima Teacher                      Start & Finish Dates: 1/22 – 5/7/14/19  
 District: City USD                      School: Red School  
*University Supervisor*                      *District Support Provider*                      *University Advisor*  
 Name: \_\_\_\_\_ Name: \_\_\_\_\_ Name: \_\_\_\_\_  
 Email: \_\_\_\_\_ Email: \_\_\_\_\_ Email: \_\_\_\_\_  
 Phone: \_\_\_\_\_ Phone: \_\_\_\_\_ Phone: \_\_\_\_\_

## Month: February 2019

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

Week	Monday	Tuesday	Wednesday	Thursday	Friday
One	<i>DS &amp; US observe ELD time (12:30-1 p)</i> DS & US observe Math block (1-1:55 p) <b>Support/debrief with DS &amp; US F2F (3:10-4:10 p)</b>		EDSP339: Seminar (4:00 – 6:00 pm) <b>6:00 – 7:00 pm: Support session with US – review upcoming lessons, issues, questions</b>		<b>Standing weekly phone conference with US and DS to plan for next week, will address general and EL questions</b>
Two		<i>DS observes Literacy (10:30 – 11:30 am)</i> DS observes Math block (1:00 – 1:55 p) <b>Support/debrief with DS F2F (3:10-4:10 p)</b>	<i>US observes Literacy (10:30 – 11:30 am) and Math block (1:00 – 1:55 pm)</i> <b>Support/debrief with US F2F (3:10 – 4:10 p)</b>		<b>Standing weekly phone conference (see above)</b>
Three			EDSP339: Seminar (4:00 – 6:00 pm) & US support session, repeats each Wednesday	DS & US observe Literacy (10:30-11:30 a) <i>DS &amp; US observe Math block (1:00 – 1:55 pm)</i> <b>Support/debrief with DS &amp; US F2F (3:10-4:10 p)</b>	<b>Standing weekly phone conference with US and DS, include program advisor</b>
Four	<i>DS &amp; US observe ELD time (12:30-1 p)</i> DS & US observe Math block (1-1:55 p) <b>Support/debrief with DS &amp; US F2F (3:10-4:10 p)</b>		EDSP339: Seminar (4:00 – 6:00 pm) <b>6-7 p: Support session with US- review upcoming lessons, issues, questions</b>		<b>Standing weekly phone conference with US and DS to plan for next week, will address general and EL questions</b>

**XX** Check here to confirm that the supervision/mentoring/support hours for this month conform to CTC regulations:

- Full academic year schedule: 144 hours scheduled, with at least 2 hours per week for general support, mentoring, and supervision. Less than a full academic year: total number of hours of support must equal 4 hours X the number of instructional weeks remaining in the year with at least 2 hours of support/supervision provided every 5 days. **FOR THIS CANDIDATE, TOTAL HOURS = 16 x 4 = 64 hours**

Additional support for teaching English learners: 45 hours for a full academic year OR 5 hours X the number of months remaining in the school year. **FOR THIS CANDIDATE, TOTAL HOURS = 5 X 5 = 25 hours.**

## APPENDIX H

### Mild/Moderate Program Sample Schedules



#### Special Education blended Credential + MAT program

Cohort: 2019-2021-Credential, 2021-2022-MAT (updated Dec. 2019)

#### Mild/Moderate program or Dual (M/M+MS)

*(some courses count toward MAT)*

Program & Field Placement Coordinator: Dr. EunMi Cho, [eunmicho@csus.edu](mailto:eunmicho@csus.edu), 916.278.7547, Eureka 403

	Field work expectation	Monday	Tuesday	Wednesday	Thursday
<b>Year 1, Fall: credential/MAT</b>	<i>Field Assignment Completion – supervision by course instructors</i>	4-6:50p EDSP 119 (SpEd Law & Inclusion)  7:30-9:20 EDSP 232 (Comm/Collab)	4:30-7:20p EDSP 229 (Inst/Curri) 4-6:50p	4:30-7:20p EDSP 220 (ELA)	
<b>Year 1, Spring : credential/MAT</b>	4 half days/week Observation & Participation - supervision by Univer. Supervisor	4-6:50p EDSP 221 (ELA) 7-9:50p EDMS 316 (Science)	4:30-7:20p EDSP 293 (Inclusive strat)	4:30-7:20p EDSP 293 (Inclusive strat)	4:30-7:20p EDMS 314 (Math)
<b>Year 2, Fall: credential/MAT</b>	4 full days/week STing in GE - supervision by Univer. Supervisor	4:30p EDSP 292 (ELD)	4-6:50p EDMS 232 (edTPA) 7-9:50p EDMS 315 (H-SS)	4-6:50p EDSP 230	
<b>Year 2, Spring : credential/MAT</b>	4 full days/week STing in SE - supervision by Univer. Supervisor			7-9:50p EDSP 225 (Assess)	4:30-7:20p EDSP 237 (Transition) 7:30-8:20 EDSP 233 (Seminar)

Note: During the 1<sup>st</sup> or 4<sup>th</sup> semester, Mild to Mod Dual Credential students must take EDMS 317 (1 unit, VAPA).

#### Master of Arts in Special Education Teaching (MASET) only coursework

MASET coordinator: Dr. Jean Gonsier-Gerdin, [jgonsier@csus.edu](mailto:jgonsier@csus.edu), 916-278-4619

<b>Year 3, Summer: MASET only</b>	Learn about critical issues, research methods & design	EDSP 281: Critical issues in Special Education Research and Practice (6 units) <i>Meets twice a week for 12 weeks: one session face-to-face, one session online.</i>
<b>Year 3, Fall: MASET only</b>	Action research in teaching position: design study	EDSP 282: Methods in Research Design and Practice with Diverse Children, Youth, and Families (3 units). <i>Meets once a week for 16 weeks, 5-7pm.</i>
<b>Year 3, Spring: MASET only</b>	Action research in teaching position: complete study	EDSP 283: Critical analysis and Interpretation of Data with Diverse School and Community Contexts (3 units). <i>Meets once a week for 16 weeks, 5-7pm.</i>  EDSP 500: Master of Arts Thesis- Special Education (3 units). <i>Meet with Faculty Sponsor individually throughout the semester to complete MASET thesis.</i>