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STATE

**August 7,  
2025**

# Supporting Candidate Success in the Field: The 2025 Multiple Subject Teaching Credentials Field Orientation

*Redefine the Possible™*

Check in! Please pick up a name tag, a notepad, and pen/pencil



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**Thank you!**

# Public Disclosure

Your photograph may be taken during the course of this event for use in Sacramento State publicity and program materials. Please alert the photographer if you do not wish to be photographed!



# TODAY'S FLOW

## 8:00am – 1:00pm

- Welcome, Purpose and Objectives, Introductions
- Our Mission, Land and Labor acknowledgment
- Placements
- Professionalism
- Break 10:00 – 10:20am
- The Field Handbook and Activity
- Lesson Plans, Pacing Guides, Observation Protocol
- Mini Pecha Kucha – 3 semester candidates go with Professor Ross to 1010 Del Norte 12:00pm
- Supervisor presentation (Uzma): 12:00 – 12:20pm
- Meet a Supervisor



# Purpose and Objectives

The purpose of this orientation is two-fold:

To support candidates to be successful in their placements by ensuring they understand and practice professionalism, understand and follow placement expectations, and satisfy their district requirements.

To connect with peers, faculty and staff

So that by the end of this orientation, candidates will:

understand and practice professionalism, understand and follow placement expectations, and satisfy their district requirements.

Have opportunities to connect with peers, faculty and staff



teachers—if so, who and why? Be prepared to share out.



# Our Community Norms

- **Stowe electronics** – be present; avoid distractions; we want everyone's attention
- **Take notes** – Actively taking notes by hand promotes retention and engagement
- **Commit To Developing Self-awareness** – Be willing to interrogate your implicit biases that impact your actions, as well as the impact of those actions on others
- **Support each other** – We're all in this together to help each other become the best teachers we can be





## **Parking Lot Questions**

**If you have a general question, please write it down on a post-it note and leave it on the parking lot.**

**If you have a specific question of a more personal nature, please see me after the orientation or email me**

# We are here to Support you!

## Our Multiple Subject Team



**Department  
Chair,  
Dr. Brian  
Lim**



**Program  
Coordinator,  
Dr. Hanadi  
Shatara**



**Bilingual  
Authorization  
Coordinator,  
Dr. Leslie  
Banès**



**Field  
Coordinator,  
Dr. Pete  
Benitti**



# MEET OUR STAFF

## Teaching Credentials

Application &  
Monitoring  
Coordinator



Mercedes  
Hipolito

Administrative  
Support



Andrew Hanzlik

Registration  
Support



Linda Lugea

Placement  
Coordinator



Jennifer Clark

## Credential Analysts

Grants Teaching Credentials and  
Internships



Elizabeth  
Christian



Jessa  
Jimenez-Estrada

## Student Success Center

Educational Equity Program



Dr. Karina Figueroa-Ramírez,  
Coordinator, Advisor

Student Success Center Advisors



Ashley  
Ciraulo-Stuart  
Lead Advisor

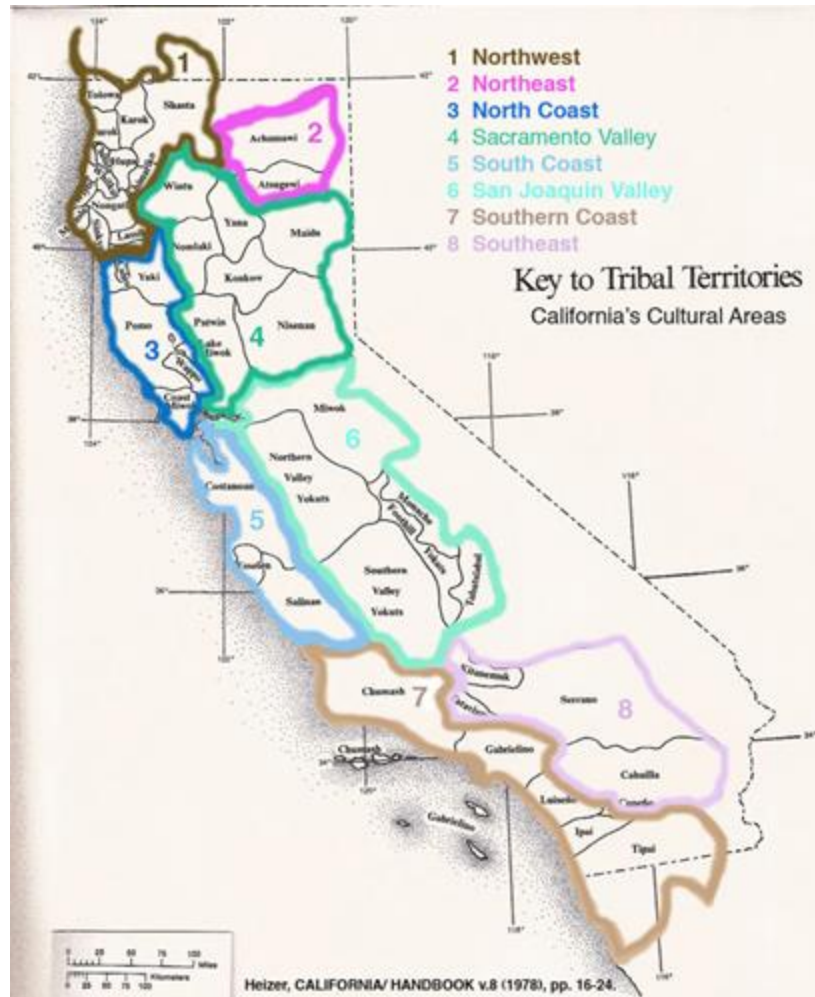


Gabriel Delgado,  
Advisor



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# Land Acknowledgement





# Labor Acknowledgement

# Our 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.

# Social Justice Defined

## **California Teachers Association (CTA) Social Justice Definition**

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

**Talk & turn: what term stands out to you and why? Please discuss with a neighbor and be prepared to share out.**



## **A FRAMEWORK FOR ANTI-BIAS EDUCATION**

The Social Justice Standards are a road map for anti-bias education at every stage of K-12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

Divided into four domains—identity, diversity, justice and action (IDJA)—the standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice-reduction and collective action. Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education. The IDJA domains are based on Louise Derman-Sparks' four goals for anti-bias education in early childhood.



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# Guiding Questions

Based on our discussion on social justice:

How do you want your students to feel in your classroom?

What do you envision for your own classroom in the future?

Talk & turn:

Briefly share your thoughts with your neighbor and be prepared to share out



# Multiple Subject Field Handbook

## Policies & Procedures

### Access on TCRED Website

- Current Students
- Handbooks

### Handbooks

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

# Placements

Where candidates practice and apply what they learn in their university courses

# District Clearance: An Important Placement Aspect

- All candidates must complete their district requirements including obtaining their Certificate of Clearance (COC), TB test, and any other requirements before attending their placement





# The First Days of School

- Candidates must attend the first day of school at their placement classroom to meet students, learn about the school, and observe—no teaching. Attend the full school day and at least two additional days each week at minimum before the Sac State semester begins
- Candidates cannot attend their placement until all district clearance requirements have been met
- Make contact with your Cooperating Teacher (CT) prior to going to the school; establish communication preferences
- Establish the time and duration that they would like you to be at the school, including if you should attend any pre-service days/training before the first day of school

# The first days of school cont'd

During your time at the site:

- Observe only – it is not the time to teach any lessons
- Carefully watch and take notes about:
  - How your CT builds classroom community and culture
  - What your CT says and does to: initiate activities, engage students, monitor and redirect student behavior
  - How your CT moves about the class space
  - How your CT teaches students procedures and processes for class policies and routines
  - Level of engagement of students in the class based on what the CT is doing, passage of time, tasks that students are completing

# School and District Policies: Lockdown/Fire/Earthquake/Active Shooter Drills

- It is the responsibility of candidates to know and follow their school and district policies, protocol and procedures
- General Tips:
  - Ensure the safety of you and your students
  - Prepare how you will help your students process a drill or event

# Placement Support

The Placement Team

The Field Coordinator

The Cooperating Teacher (CT)

- The cooperating teacher(s) who collaborates, co-teaches with and mentors the candidate
- The cooperating teacher along with the supervisor will evaluate candidates regularly by completing observations, as well as a final evaluation during field experience, and a midterm and final evaluation during student teaching.

# Placement Support Cont'd

## University Supervisor (US)

- The faculty member who acts as a liaison between the university and the school and evaluates the candidate's performance in the classroom.
- The US plays a key communication role between the candidate, the school and the CTs, and the program faculty/staff in support of the candidate, in effect forming a triad of communication.
- Candidates must keep in regular contact with their US about any updates that include absences, changes, issues, etc.
- At the beginning of the fall 2025 semester, university supervisors are assigned to two-semester candidates for their field experience

# What is Observation and Participation?

- Takes place during the first semester, or Phase I, of the 3-semester pathway.
- Candidates observe their classroom teacher;
- A supervisor is not assigned.
- Candidates are in their placement classroom one full school day/week on Tuesday, observing the classroom teacher, generally and with specific areas of focus, and participate in helping classroom students one on one or in small groups during instruction.
- Candidates also learn how to lesson plan during their Principles of Teaching (PT) course and will co-plan and co-teach some lessons in their placement classrooms during the semester to implement what they are learning in their university coursework.



# What is Field Experience?

# What is Student Teaching?

## Field Experience EDMS 434A

- The focus of field experience is on one-on-one, small group, and large group instruction.
- A university supervisor is assigned and serves as course instructor.

## Student Teaching EDMS 434B

- University supervisor is assigned and serves as course instructor.
- The focus of student teaching is still co-teaching, and in the second semester it includes a gradual takeover (if the cooperating teacher and supervisor deem that the candidate is ready) with the goal of solo teaching for two weeks at the end of the semester.



# Field Experience and Student Teaching Cont'd

## Field Experience

- Field Experience occurs in the first semester of the 2-semester pathway and the second semester of the 3-semester pathway during Mondays (full placement school day) and Tuesdays (full placement school day)
- Candidates will use and follow the current Pacing Guide to help monitor the scope and sequence of candidates' teaching during field experience.

## Student Teaching

During the second semester of the two-semester pathway, candidates teach Monday-Wednesday for the first 12 weeks and then all day, every day beginning week 13.

Candidates in the three-semester pathway teach four days/week, Monday-Thursday, during their final semester (Phase III) and five days/week beginning week 13.

The focus is still co-teaching; in second semester it includes a gradual takeover (if the CT and US deem the candidate is ready) with the goal of solo teaching for two weeks at the end of the semester.

# Both Field Experience and Student Teaching provide:

- During both field experience and student teaching, the CT will provide the candidate with the opportunity to demonstrate competency in teaching all subject areas as well as opportunities to assess student learning.
- Candidates share any requirements for specific course assignments with the CT at the beginning of each semester or when they are first assigned.
- The US and CT will evaluate candidates regularly by completing observations, as well as a final evaluation during field experience, and a midterm and final evaluation during student teaching

**(Approximate) Calendar of observations by your supervisor - a minimum of 6 observations per semester**

**Observation 1 – weeks 3 and 4**

**Observation 2 – weeks 5 and 6**

**Observation 3 – weeks 7 and 8**

**Observation 4 – weeks 9 and 10**

**Observation 5 – weeks 11 and 12**

**Observation 6 – weeks 14 and 15**

**Week 16** Final Evaluation  
(Finals Week)



# Professionalism

Consider:

- How “professionalism” relates to a career in teaching
- The implications for students when teachers and administrators do not hold themselves up to high standards of professionalism
- How you can demonstrate professionalism with:
  - Your students
  - Your CT
  - Your university supervisor (US) and other faculty
  - Site administrators and other school staff
  - Caregivers (Parents/Guardians)
  - Your peers



# Professionalism cont'd

- You are representing our CSUS Teaching Credentials program specifically and the teaching profession in general
  - It is as if you are on a job interview every day you are at your school site – from the first email/phone call to your entrance on to the school/class.
  - In all interactions with program faculty (as well as CT, administrators, and other school staff), please keep in mind that they will be the ones writing letters of recommendation for you for your job search!
  - Seek to contribute positively to any situation, at all times!
- Attitude, Effort, Effective communication, Integrity and Attire

# What will you include in your resume?



Consider your resume as one reflection of professionalism as you prepare for a career as a teacher

- What should be included?
- Will these reflect your actions in your placement?

# Professionalism & Attitude

1. Presumption of Competence- Believe that all students can learn
2. Open to feedback; it can help you improve
3. Attendance (absences need to be made up)
4. Preparedness (planning and teaching)
5. Practice legal and ethical behavior. Candidates will not disclose information, including fotos, about students obtained during professional service.

# Attitude and Integrity

- Seek to make a positive contribution to any situation
- Approach this experience with a growth mindset – seek to understand, not judge
- Act with integrity – be reliable, genuine, honest, and honorable
- Act with discretion – no gossiping/sensationalizing/sharing confidential information that is of a personal/professional nature (in-person, online, social media)

# Professionalism: Attire

"It's important to maintain a professional presence as educators and one of the ways we can do that is through what we wear to work."

Rebecca Mieliwocki in Education Week  
Teacher



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# Professionalism: Effective Communication

- Asking for feedback (tactfully and specifically)
  - **Do this:** **To CT** - “I’m struggling with transitioning students from one activity to the next. During my next lesson could you please use the One Teach, One Observe Co-teaching Strategy and observe my transitions?” (focus on getting your needs met)
  - **Instead of this:** “The Field Handbook says you have to give me feedback and you haven’t written anything for me.” (focus on the CT and what they are or are not doing)
- Accept constructive feedback- one of the Teaching Performance Expectations
  - Listen with an open mind and display a growth mindset
  - Identify what you will do differently instead of being defensive or offer excuses

# Effective Communication: Email

## Effective

"Dear supervisor,

I hope you are doing well. I am writing to you because my CT would like me to attend a professional development day with her instead of staying in her classroom with a substitute. Would that be OK?

Thank you,

\_\_\_\_\_  
"

## Ineffective

"I am SO OVERWHELMED!!!!!! You never told me when to give you the lesson plan. Now I don't know what to do."

You are probably writing to a generation/s of people before you-

Do not use "text" language

Be careful not to come across as terse or disrespectful.

Tips: Caps imply YELLING, use a salutation (Dear... Hi....), be clear why you are writing the email, reread emails before sending



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# Email Etiquette

Respond to emails as soon as possible within 48 hours at the latest

Emails often set a first impression– make it a good one!

Remember that you are sending an email instead of a text

Format your email:

- Greeting – Good morning/Dear/Hello
- Body – Short introduction (e.g., your name and role), your request/question
- Closing – Sincerely, Patti P. Perfect

Proofread:

- Only address the person by their first name if you have already been given permission to do so
- Use titles (e.g., Dr., Mrs., Mr., Mx., Principal)  
Hint: Email signatures usually include this information
- Check spelling and abbreviations

Tone

- Should be formal and polite

# If issues arise....

- In the field

CT/Mentor  University Supervisor  Field Coordinator

- In courses

Instructor  Program Coordinator  Department Chair

- With candidate performance

Statement of Concern and Contract/Action Plan



**Break: please take a break and return promptly within 20 minutes**

# What's in the Field Handbook?

## An Introduction

Activity Steps:

(Activity Time: 20 minutes)

1. Group yourselves of about 6-8 candidates
2. Each group is assigned a scenario that they will search for the response in the field handbook. Designate a group member to pick up a scenario card
3. Each group will have a nearby blank poster where designee/s will then write the correct response and the policy or guideline including page # from the field handbook that addresses their scenario
4. Once everyone is finished, each group will then circulate to see each group's poster spending approximately 3-4 minutes on each



# Scenarios for Field Handbook Gallery Walk by number:

- 1) Amor will have an unavoidable absence at their placement. What do they need to do?
- 2) Loli wants to know if they can sub for their CT and if so, when?
- 3) Stef, a two-semester candidate, wants to know what do they need to do at their placement during their Sac State winter break?
- 4) Miriam wants to know what are the tips for professional observation?

## Scenarios Cont'd

5) Marcus wants to know what do candidates need to complete for each observation?

6) Jamie wants to know what they should do when experiencing difficulties with the CT?

7) Adelle wants to know how eBinders are used and which class/es will info on them be shared?

8) Shaq asks what and when is the edTPA?



### **What is the edTPA?**

- Professional Exam for Educators (like the Bar, etc)
- A written Portfolio Assessment by Pearson
- 4 Tasks: Design 3-5 lessons, Teach Lessons, Assess Students, Reflect, Analyze in both Literacy and Math
- \$300

### **Why?**

- Required by law, CCTC (I know...)

### **When?**

- Spring 2026, 10 weeks, Feb - April

### **It's Going to be OK...**

- Support is built into edTPA Support Class
- So....Just work on becoming a good teacher!



## Become a CTA Aspiring Educator

CTA Aspiring Educators membership brings together like-minded people who share a passion for education. Membership offers opportunities to engage in personal and professional development, increase your voice and have a medium for social change – the ability to fight for what you believe in.

**Join CTA AE!**

**Renew Your Membership**



**Download Application**

<https://www.cta.org/for-educators/meet-cta/ctae>

# Opportunities for Practice

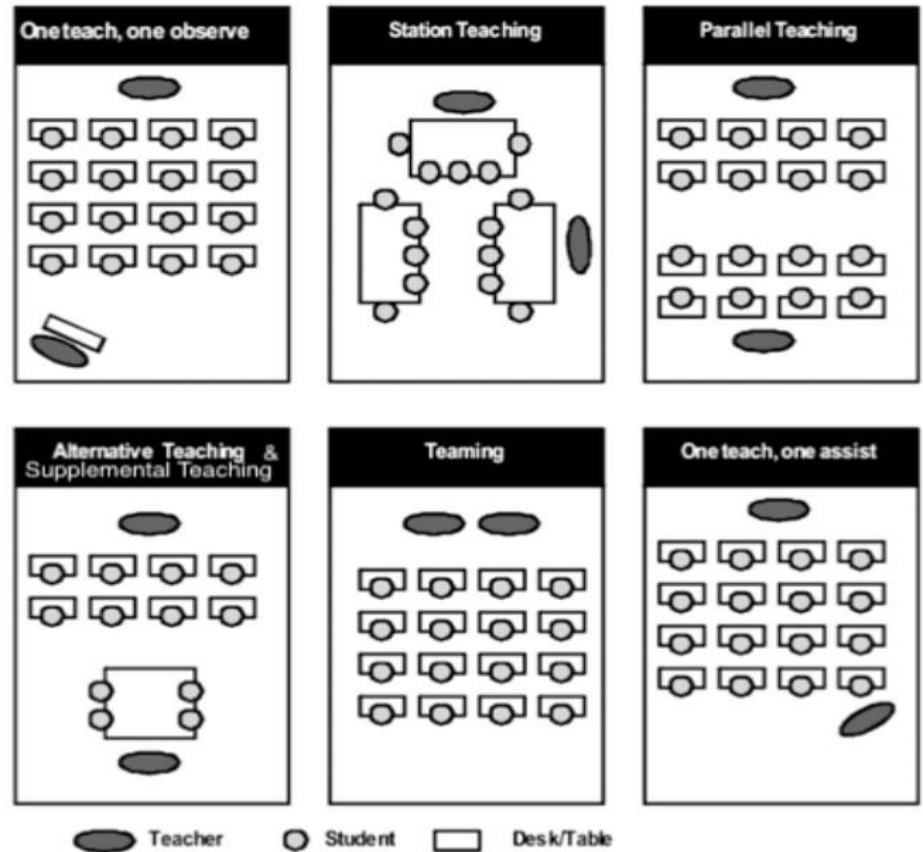
## CO-TEACHING MODELS:

Read over the co-teaching  
section in your Field  
Handbook

Turn and talk:

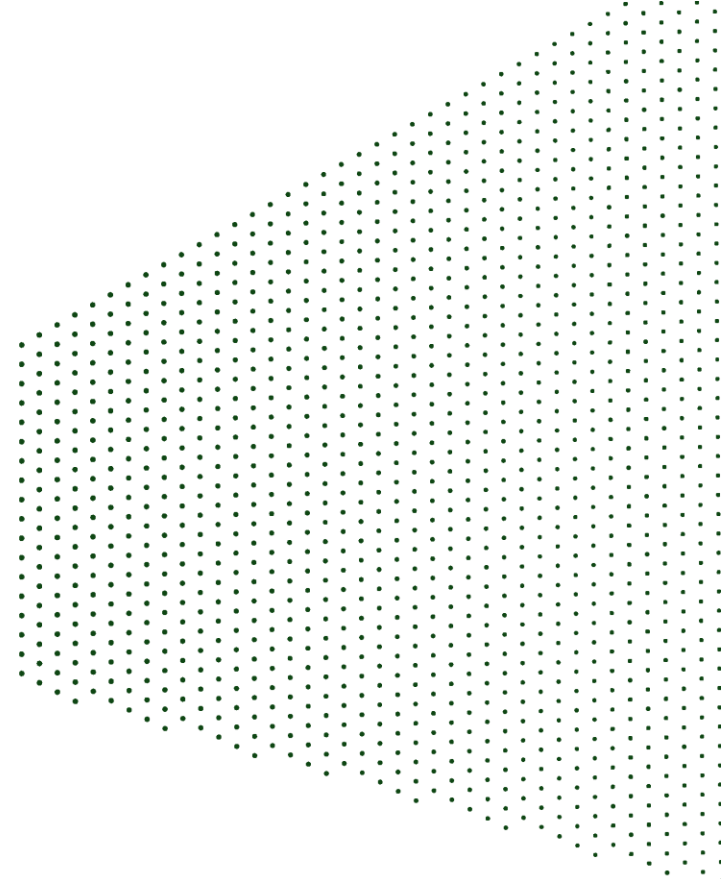
- Which strategy are you  
looking forward to using,  
and why?

- Which strategy are you a  
little nervous about using,  
and why?



# In teaching you how to teach, we look at “High Leverage Practices”

- Teachers need many skills, but which are the skills that are needed to be a socially just teacher?
- What practices will you carry out, day in and day out, no matter what content you are teaching?
- 
- 





# **High Leverage Practices/Course**

**Build respectful relationships with students (PT)**

**Launching a lesson (PT)**

**Closing a lesson (PT)**

**Leading a group discussion (Science)**

**Elicit and interpret student thinking (Math)**

**Modeling and explaining (Literacy)**

**Analyzing and adapting instructional materials  
(Social Studies)**

# Teaching Performance Expectations

**TPE 1 Engaging and Supporting All Students in Learning**

**TPE 2 Creating and Maintaining Effective Environments for Student Learning**

**TPE 3 Understanding and Organizing Subject Matter for Student Learning**

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

**TPE 5 Assessing Student Learning**

**TPE 6 Developing as a Professional Educator**

**TPE 7 Effective Literacy Instructions for All Students**



# Pacing Guide: An Overview

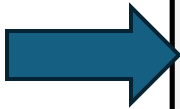
- A semester-specific week-by-week guide to inform and support candidate development and progress with respect to the timing of specific events, activities, and requirements through the semester
- Used by candidates, CTs and faculty
- No two placements are the same; it is meant to guide and be flexible
- Field experience and student teaching will each have their own specific pacing guide

# Pacing Guide at a Glance

Pacing Guide at a Glance



Week	Formal Lessons to be Taught	HLP Focus	Observations (Indicates the weeks during which each of the 6 required classroom observations and drop-in can be conducted throughout semester; only fill out <u>observation</u> protocol for observations 2-6)
<a href="#">Week 0 (before 8/25/25)</a>	0	BRR	None
<a href="#">Week 1 (8/25/25)</a>	0	BRR	Drop-in - Possible
<a href="#">Week 2 (9/1/25)</a>	0	BRR	Drop-in - Possible
<a href="#">Week 3 (9/8/25)</a>	0 or 1	BRR	Observation 1 - Possible



# Detailed Pacing Guide

Week 2 (9/1/25)	Formal Lessons to be taught this week - 0 Drop-in - Possible
<b>Candidate Responsibility:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> No Field Experience on Monday - Labor Day</li><li><input type="checkbox"/> Review the <a href="#">Explanation of Elements</a> and <a href="#">lesson plan templates</a></li><li><input type="checkbox"/> Observe CT - look for content standards and objectives, the launch and close of lessons, and supports for students with IEPs, 504s, ELs, and students who need more support.</li><li><input type="checkbox"/> Review teacher reflection questions at the end of each short lesson plan template</li><li><input type="checkbox"/> Begin leading <a href="#">Canned Routines</a> (e.g. morning meeting, calendar, routines, procedures, etc.) and ask CT for feedback. Use the One Teach, One Observe Model from <a href="#">Co-teaching Models</a> while your CT leads the canned routines</li><li><input type="checkbox"/> Reflect on your <a href="#">classroom management skills</a> (e.g. teacher presence, affect, etc.)</li><li><input type="checkbox"/> Continue <a href="#">Building Respectful Relationships (BRR)</a></li></ul>	
<b>Growth and Planning Meeting:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Review feedback from CT about canned routines and classroom management skills</li><li><input type="checkbox"/> Discuss and prepare for <a href="#">Repeated Teaching #1</a></li></ul>	
<b>Coursework:</b> <b><u>EDMS 334C/234AB Principles of Teaching:</u></b> <ul style="list-style-type: none"><li>• <a href="#">Social Justice Standards</a></li><li>• Observation Protocol</li><li>• 5 minute lesson plan</li><li>• Learning Objectives</li></ul> <b><u>EDMS 316 Science:</u></b> <ul style="list-style-type: none"><li>• Standards - <a href="#">NGSS</a></li><li>• <a href="#">Leading a Group Discussion</a> - Introduce (Discussion Enabling &amp; Starting)</li><li>• LGD <a href="#">Reflection Protocol</a></li></ul> <b><u>EDMS 314 Math:</u></b> <ul style="list-style-type: none"><li>• Standards</li><li>• Funds of Knowledge</li></ul>	
<b>Looking Ahead:</b> <ul style="list-style-type: none"><li><input type="checkbox"/> <a href="#">Repeated Teaching #1</a></li><li><input type="checkbox"/> <a href="#">Launch &amp; Close</a></li><li><input type="checkbox"/> Essential Questions</li><li><input type="checkbox"/> Analyzing student work</li><li><input type="checkbox"/> Number Talks</li></ul>	

# Growth & Planning Meeting

What: a meeting focused on lesson planning, actionable feedback on most recent teaching, analyzing student work, planning next steps, student and caregiver needs, candidate needs, CT needs, etc.

**Check Pacing Guide with specific topics you will discuss with CT during meeting**

Who: the candidate and cooperating teacher

When: weekly on a regular basis and as often as possible; can happen in “chunks” of time, minimum of 1 hour per week

2023-24 Multiple Subject Program Lesson Plan Template (Full)

[Explanation of Elements](#)

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(s)**

Essential Question(s)	

**C: Specific Standards and Objectives**

Content Standard(s): Content objectives, tools for assessment	
--	--

# Lesson Plans

## Short, Medium, and Full Lesson Plan Template

See the Pacing Guide for the official lesson plan template.

You will need your Sac State Email to Access



# Reflection: A Key Aspect of Lesson Planning









ØWhat went well?

ØWhat could be refined?

ØWhat would you do differently next time?

# E-binder: Keep up-to-date, complete by Thursday at 9:30 if being observed, weekly

**Get a Google account - help you with storage and keeping organized**

Shared with me > MS Fall 2022 eBinder Template > Week 1 ▾	
Name ↑	Owner
 English Lessons	Claire Chung
 Math Lessons	Claire Chung
 Science Lessons	Claire Chung
 Social Studies Lessons	Claire Chung
 Overview- Sample & Template	Claire Chung
 Weekly eBinder Checklist	

# OBSERVATION PROTOCOL TEMPLATE

See Pacing Guide For Official  
Documents

# MID-TERM & FINAL TEMPLATE

## Classroom Observation Protocol

Teacher Candidate:	Date of Lesson:
Supervisor:	Subject:

Please note: **Candidate** will complete yellow-shaded areas. **Supervisor** will complete blue-shaded areas.

### BEFORE LESSON PLANNING

#### Part II: Debrief Conversation

What	Write Here
<p><b>Before you start writing your lesson plan</b></p> <p>If you had a previous observation, look back at the notes. What were the "next steps" (Part II) that you set for yourself?</p>	<p>My goal(s) for myself after my last observation was...</p> <p>In my last lesson, I was successful and plan on continuing to ...</p>
<p>What do you hope to get better at through the process of planning, enacting, and reflecting on this lesson?</p>	<p>I want to get better at...</p>
<p>Identify which HLP you will focus on for this lesson. Fill in the evidence of your meeting of that HLP in the chart below.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Building Respectful Relationships</li> <li><input type="checkbox"/> Encouraging and Interpreting Student Thinking</li> <li><input type="checkbox"/> Learning to Grow Discussion</li> <li><input type="checkbox"/> Modeling and Explaining</li> <li><input type="checkbox"/> Launching a Lesson</li> </ul>	<p>The HLP I'm focusing on is (e.g., BRR, EIST, etc.).</p>

1

## Midterm/Final Evaluation Form

Multiple Subject Program  
College of Education, CSU Sacramento

Candidate Name	Date
Supervisor Name	Class/Grade
Cooperating Teacher Name	School
<input type="checkbox"/> Fall Semester Year _____	<input type="checkbox"/> Spring Semester Year _____
<input type="checkbox"/> Mid Term Evaluation	<input type="checkbox"/> Final Evaluation

Evaluate on the following scale: 4 = Distinguished; 3 = Proficient; 2 = Developing; 1 = Beginning

#### Guidance on Using the Rating Scale: Descriptions of each item on the first page are below:

- Granting a 4 (distinguished) on an item means that you have evidence that the candidate **can & often does engage flexibly, appropriately, and independently** in most or all of the subcategories for this item **at the highest quality**.
- Granting a 3 (proficient) means that you have evidence that the candidate **can & sometimes does engage flexibly, appropriately, and/or independently** in most of the subcategories for this item **at a satisfactory quality**.
- Granting a 2 (developing) means that you have evidence that the candidate **has attempted some** of the subcategories & **is able to do these things at times, but may not do so flexibly, appropriately, or independently**.
- Receiving a 1 (beginning) means that you have **limited evidence** that the candidate has attempted any of the subcategories and/or the evidence you do have suggests that the candidate **has struggled to do these things well**.

	TC	CT	US	Comments
<b>1. Building Respectful Relationships with Students</b>				
1a. Establish Rapport & Demonstrate Trustworthiness				
1b. Establish & Enact Relationship-Building Routines				

# Why is the Bilingual Authorization Important?

We offer the Bilingual Authorization in Spanish or Hmong at Sac State.

- Bilingual education programs are growing rapidly – **great demand** for teachers!
- Bilingual Authorization Teachers advocate for bilingual learners and families
- Bilingual education programs, more than any other program, have the ability to close the gap between English learners and their peers
- Students in bilingual programs outperform their peers in traditional programs
- Bilingual learners deserve teachers who understand their experiences
- Leverages the unique skills of bilingual teachers-- Celebrates the diversity that is California's strength!
- Supports students to become fully bilingual and biliterate and develop strong bilingual identities
- Develops the future bilingual professionals that California needs!

# What will you gain?

- In-depth preparation to work with bilingual students and families
- Practice and experience teaching in Spanish or Hmong in your student teaching placements
- Emphasis on increasing social justice and educational equity for low income and culturally linguistically diverse groups.
- A network of support from bilingual colleagues, faculty, and supervisors, our *familia bilingüe, tsev neeg ob hom lus*.
- Ability to teach in bilingual/Dual Immersion programs where content is taught in Spanish/Hmong
- Ability to help start a new dual immersion program in your school or district
- Makes you stand out on the job market!
- Official demonstration of your bilingual competence, knowledge of bilingual teaching, and understanding of Hmong and Spanish-speaking groups in CA schools.
- Many school districts offer additional stipend for teachers with a bilingual authorization
- Greater job security (by law)

# Next Steps

- Review the information on the BiA in the field handbook.
- See this [BiA flyer](#) for more info and requirements.
- **If you think you may be interested in the BiA but didn't let us know during admissions, please contact Dr. Banes right away!**
- See Dr. Karina Figueroa-Ramirez to schedule an advising appointment.
- More info will be shared at the program orientation Aug. 22.

Questions? Reach out to...

Dr. Karina Figueroa-Ramírez  
Educational Equity Coordinator  
Eureka Hall 436  
(916) 278-4324  
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# Coursework – Fall 2025

## 2 Semester Candidates

### MULTIPLE SUBJECT – **TWO** SEMESTER PROGRAM

#### **FALL SCHEDULE – SEMESTER ONE (25-28 units)**

Monday	Tuesday	Wednesday	Thursday	Friday
EDMS 434A: Field Exp (6.0 units) Full school day	EDMS 434A: Field Exp (6.0 units) Full school day	EDMS 314: Math Methods (3.0 units) 9:00 – 11:50am	EDMS 319A: Lang & Lit, I (3.0 units) 9:00 – 11:50am	EDMS 316: Science Methods (3.0 units) 9:00 – 11:50am <i>(section 04 Thursdays 3:00-5:50pm)</i>
		EDMS 334C: Principles of Teaching – <i>FUNDAMENTALS</i> (2.0 units) 1:00 – 3:20pm	OPEN 12:00pm – 3:00pm	EDMS 234A/B: Principles of Teaching – <i>FOUNDATIONS</i> (3.0 units) 1:00 – 4:50pm
<b>*EDUC 175: Bilingual Ed</b> <b>(3.0 units)</b> 4:30 – 7:20pm	OPEN	OPEN	EDMS 272: ELD/SDAIE Methods (3.0 units) 3:00 – 5:50pm <i>(section 04 Friday 9:00-11:50am)</i>	EDMS 330A: Ed Technology (1.0 unit) Web Online

**\*For Spanish Bilingual Authorization students only. EDMS 317 – VAPA (1.0 unit) will have 3-4 meeting dates in the Fall semester.**



# Coursework – Fall 2025

## 3 Semester Candidates

### MULTIPLE SUBJECT – **THREE** SEMESTER PROGRAM

#### FALL SCHEDULE – SEMESTER ONE (12-15 units)

Monday	Tuesday	Wednesday	Thursday	Friday
OPEN	EDMS 401: Observation & Participation (O&P) (2.0 units) Full school day	EDMS 234A/B: Principals of Teaching – <i>FOUNDATIONS</i> (3.0 units) 9:00 – 11:50am EDMS 272: ELD/SDAIE Methods (3.0 units) 1:30 – 4:20pm	EDMS 315: Hist/Soc Studies (3.0 units) 9:00 – 11:50am	OPEN
*EDUC 175: Bilingual Education (3.0 units) 4:30 – 7:20pm	OPEN	OPEN	OPEN	EDMS 330A: Ed Tech (1.0 unit) Web Online

*\*For Spanish Bilingual Authorization students only.*

# Mini Pecha Kucha: Who Am I?

- ❖ **Overview:** to establish a community in our cohort, you will be asked to introduce yourself to your peers at the **Program Orientation on Friday, August 22, 2025.**
- ❖ In describing yourself and your background, you will be responding to four prompts that touch upon your past lived experiences, who you are today, and who you plan to become as a racial/social justice teacher in the near future.
- ❖ You will use 10 slides to present this information in 5 minutes.
- ❖ Fill out the Submission Form on the assignment instructions with the link to your mini pecha kucha. This is due **Wednesday, August 20, 2025.** Make sure to give permission to view slideshow!

# First Days in the Classroom Observation Tool Assignment (2 semester Candidates)

*First Days in Placement Observation Tool -  
Due in EDMS 334C Principles of Teaching/Fundamentals Course:*

*Please respond to the following prompts and upload to Principles of Teaching (PT) Fundamentals Canvas site and send a copy to your supervisor (via email) TBD by PT Course. Also, place a copy in your e-Binder in the “School Information” folder.*

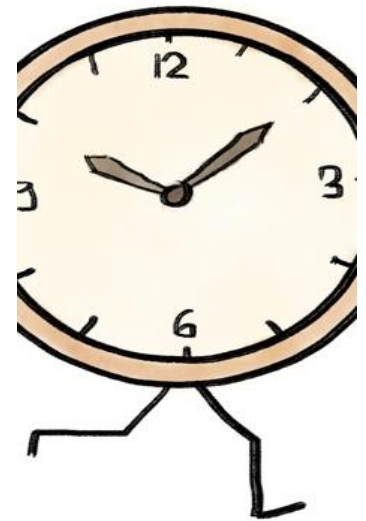
*Be detailed in your observations. Remember: next year you will be setting up your own classroom, greeting your students on the first day, building community with them and setting norms and routines. If you take detailed notes this year about your first day experience, you will have a rich resource that will help you set up your first days in your own classroom next year, as the teacher of record.*

*Add a paragraph underneath each prompt. Provide concrete evidence (e.g., teacher greeted parents on the playground, chatted with each parent briefly) as opposed to evaluative language (e.g., teacher did a good job of making parents feel welcome.)*

1. Describe the ways in which the faculty and staff promoted a welcoming and positive experience for students and families before the first day of school—e.g. “meet and greet”

# Reminder: Teaching Credentials Program Orientation Friday August 22, 2025

- Program overview
- Campus resources
- Connect with candidates, staff, faculty
  - Meet University Supervisors #2
  - Introduction to Ed Tech Course and PE/Health and VAPA
- There will be an assignment; details to follow in the email
- 3-semester candidates will only need to attend the first half of the program





## **Parking Lot Questions**

**If you have a general question, please write it down on the parking lot.**

**If you have a specific question of a more personal nature, please ask me after the orientation or email me**

# Mini Pecha Kucha

All 3 semester candidates go with  
Professor Ross to 1010 Del Norte  
12:00pm

# Supervisor Presentation

1. Welcome/Introduction
2. Tips for Success During Observations:
  - Clear Communication
  - Take Risks
3. Think-Pair-Share: What questions do you have about the supervision process?
  - Share out with whole group if time



# Meet Supervisors #1

12:30 – 1:00pm

- Candidates, please use this remaining time to meet and ask questions of supervisors--one might be your supervisor!