



SACRAMENTO
STATE

July 30, 2026

9:00am –

4:00pm

Supporting Candidate Success in the Field: The 2026 Multiple Subject Teaching Credentials Field Orientation

Redefine the Possible™

Check in! Please pick up your name tag



SACRAMENTO
STATE



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!



Got Questions? Ask using this QR Code





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.



Today's Flow

9:00am – 4:00pm

- 9:00am - Welcome, Intros, Our Mission
- 9:30am – Professionalism
- 9:45am – Ed Equity Office
- 10:00am – Meeting Subject Matter Competency
- 10:30pm – Schools First Presentation
- 11:00 – Financial support info session, Dr. Deidre Sessoms
- 12:00 – Lunch
- 1:00pm – Pacing Guide, the Program
- 1:15 – The Field Handbook and Group Activity
- 3:30pm - Remaining Questions
- 4:00pm - Conclusion

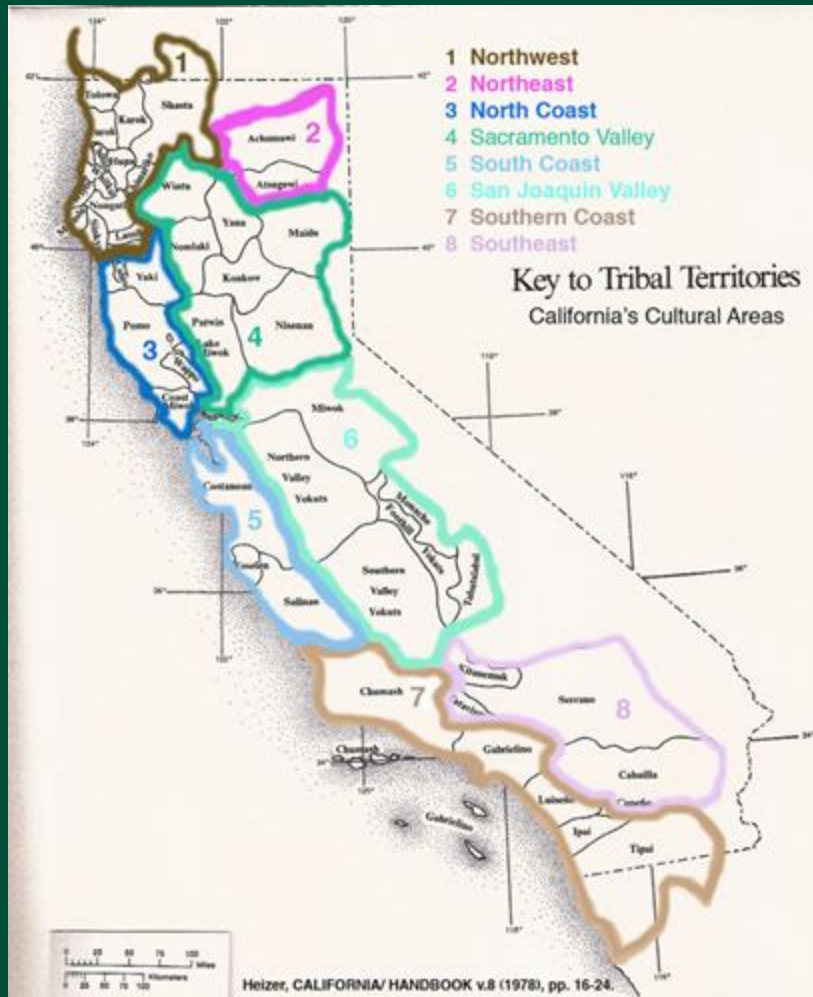
Please introduce yourself to those around you and share:

Why do you want to be a teacher? Were inspired by one of your former teachers—if so, who and why?

Be prepared to share out.



Land Acknowledgement



Labor Acknowledgement



Our Community Norms

- **Be present** – stowe electronics, avoid distractions; we want everyone's attention
- **Take notes** – actively taking notes, especially by hand promotes retention and engagement
- **Commit To Developing Self-awareness** – please 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

We are here to Support you!

Our Multiple Subject Team



**Department
Chair,**
Dr. Brian Lim



**Program
Coordinator,**
**Dr. Hanadi
Shatara**



**Bilingual
Authorization
Coordinator,**
**Dr. Juan José
Bueno Holle**



**Field
Coordinator,**
**Dr. Pete
Benitti**

Chair of Teaching Credentials Welcome



Department Chair,

Dr. Brian Lim

MEET OUR STAFF

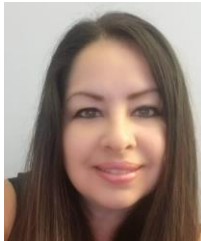
Teaching Credentials

Application &
Monitoring
Coordinator



Mercedes
Hipolito

Registration
Support



Linda Lugea

Administrative
Support



Andrew Hanzlik

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, Ed
Equity Program Coordinator, Advisor

Student Success Center Advisors



Ashley Ciraulo-
Stuart
Lead Advisor



Gabriel Delgado,
Advisor

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)

Turn & Talk:

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.



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?**



Turn & Talk:

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
- All candidates should **familiarize themselves with their district/school calendar**



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)



Feedback

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
- Now consider:

The reasons why you will be expected to uphold high expectations for your performance during your time in this program

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, Education Week Teacher



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

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

Educational Equity Program (Ed Eq)



Dr. Karina Figueroa-Ramírez
Program Coordinator, Advisor
Eureka Hall 437
(916) 278-4324
Figueroaramirez@csus.edu



@edeq.sacstate

Services

- Academic advising for all TCRED programs
- Peer mentoring, meet with students already in our TCRED programs
- Advising and evaluations for the Spanish Bilingual Authorization
- Career options in education, exploring a major and selecting a major **Get the Facts Out is teaching for me?**
- Evals for the Hmong and Spanish Bilingual Authorizations
- Evals for Basic Skills Requirement (BSR)- might be required** to substitute teach with 90 units
- Evals for Subject Matter Competency (SMC) in multiple subjects
- Referrals for candidates in need of further field work experiences
- **Assistance with financial support applications: visit our website for list**
- Peer Mentors available for CSET preparation and tutoring: edeq@csus.edu
- Assistance with the CSU Apply application
- Assistance for DACA and Undocu-status financial aid application



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Lunch on your own
12-1pm

3 semester candidates
meet in 1010 Del Norte
at 1pm

Redefine the Possible™

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
- NOT Every assignment will be on the pacing guide

Pacing Guide at a Glance

Pacing Guide at a Glance

[Detailed Pacing Guide Below](#)

 Week	Formal Lessons to be Taught	HLP Focus 	Observations (Indicates the weeks during which each of the 6 minimum required classroom observations and drop-ins can be conducted by the supervisor throughout semester; only fill out observation protocol for observations 2-6)
See Sac State's Fall 2026 Academic Calendar for university deadlines, holidays, and similar details			
Week 0 (before 8/31/26)	0	BRR	None
Week 1 (8/31/26)	0	BRR	Drop-in - Possible
Week 2 (9/7/26)	0	BRR	Drop-in - Possible
Week 3 (9/14/26)	0 or 1	BRR	Observation 1 - Possible (only complete part A and section 2 of short lesson plan; do not fill out observation protocol) 
 Week 4 (9/21/26)	0 or 1 	BRR	Observation 1 - Possible (only complete part A and section 2 of short lesson plan; do not fill out observation protocol)

Detailed Pacing Guide

Week 2 (9/7/26)	Formal Lessons to be taught this week - 0 Drop-in - Possible
Candidate Responsibility: ☐ No Field Experience on Monday - Labor Day ☐ Review the Explanation of Elements and lesson plan templates ☐ 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. ☐ Review teacher reflection questions at the end of each short lesson plan template ☐ Begin leading Canned Routines (e.g. morning meeting, calendar, routines, procedures, etc.) and ask CT for feedback. Use the One Teach, One Observe Model from Co-teaching Models while your CT leads the canned routines ☐ Reflect on your classroom management skills (e.g. teacher presence, affect, etc.) ☐ Continue Building Respectful Relationships (BRR)	
Growth and Planning Meeting: ☐ Review feedback from CT about canned routines and classroom management skills ☐ Discuss and prepare for Repeated Teaching #1	
Coursework: <u>EDMS 334C/234AB Principles of Teaching:</u> • Social Justice Standards • Observation Protocol • 5 minute lesson plan • Learning Objectives <u>EDMS 316 Science:</u> • Standards - NGSS • Leading a Group Discussion - Introduce (Discussion Enabling & Starting) • LGD Reflection Protocol <u>EDMS 314 Math:</u> • Standards	Not all assignments for all classes will be on the pacing guide!
• Funds of Knowledge	
Looking Ahead: ☐ Repeated Teaching #1 ☐ Launch & Close ☐ Essential Questions ☐ Analyzing student work ☐ Number Talks ☐ Diagnostic Assessment	

Coursework – Fall 2026

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
		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
*EDUC 175: Bilingual Ed (3.0 units) 4:30 – 7:20pm	OPEN	OPEN	EDMS 272: ELD/SDAIE Methods (3.0 units) 3:00 – 5:50pm	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.*

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 28, 2026.**
- ❖ 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 26, 2026.** Make sure to give permission to view slideshow!

First Days in the Classroom Observation Tool Assignment

*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.

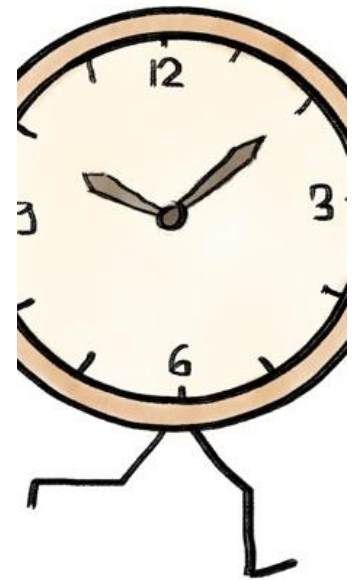
Add a paragraph underneath each prompt. Provide concrete evidence (e.g., teacher greeted parents on the playground, chatted with each parent briefly) as opposed to evaluative language (e.g., teacher did a good job of making parents feel welcome.)

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 28 from 8:00am - 4:00pm

- In-person on campus
- Location details will be in the email
- Program overview, campus resources, meet staff and faculty including supervisors
- There will be an assignment; details to follow in the email
- **READ THE EMAIL!** Mercedes will send the email on Monday August 2



Get to Know your Field Handbook!

Activity Steps:

(Activity Time: 20 minutes)

1. Stand up and form groups of about 8-10
2. Next, each group choose 1 scenario (from the next slide) that they will search for the response in the field handbook
3. Then, each group will move to one of the nearby blank posters
4. Group members will then write the scenario number, the correct response, and where (page number) in the field handbook that addresses their scenario
5. If finished early, discuss at 2 more scenarios
6. Last, we will do a gallery walk to see all scenarios

Scenarios for Field Handbook Activity

- 1) Loli wants to know if they could sub for their CT when they're out for 1 month?
- 2) Shaq asks after the first day of school, when do I go to my placement during the semester?
- 3) Stef, a candidate in the 2-Semester Program, wants to know what do they need to do at their placement during their Sac State winter break?
- 4) Marcus wants to know what do candidates need to complete for each observation?
- 5) Amor will have an unavoidable absence at their placement. What do they need to do?
- 6) Adelle wants to know what an eBinder is and which class will it be shared?

Candidate Support: **How do we take a moment to pause?**





Talk & Turn: Why do you suppose that “break the stigma” appears? Are there any individuals or groups in particular that this may apply to? Why?



Student Health & Counseling Services

www.csus.edu/shcs/

Walk up to the clinic at the WELL (or call) to seek a variety of student services:

- Health
- Wellness Education
- Pharmacy
- Counseling
- Sexual Violence Support

New Resources:

- COVID-19 Health & Counseling
- Care for Coronavirus Anxiety

Contact Us

The WELL

Call: 916-278-6461

Website: www.csus.edu/student-life/health-counseling/



CARES Team

(Crisis Assistance & Resource Education Support)

Division of Student Affairs

- Contact Us
- University Union, 1st Floor, Room 1260
- Call: 916-278-5138
Email: cares@csus.edu
- Any faculty can also put you in touch with the CARES team.
- Visit CARES's website at www.csus.edu/student-affairs/crisis-assistance-resource-education-support/
- Help is just a phone call or email away!
- The Sacramento State CARES office provides support to students who are in crisis or experiencing unique challenges to their education. We coordinate referrals to campus and community resources and offer follow-up support to address a variety of issues including, but not limited to:
- Transportation Barriers
- Mental Health & Wellness
- Physical Health & Wellness

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?

Opportunities for Practice

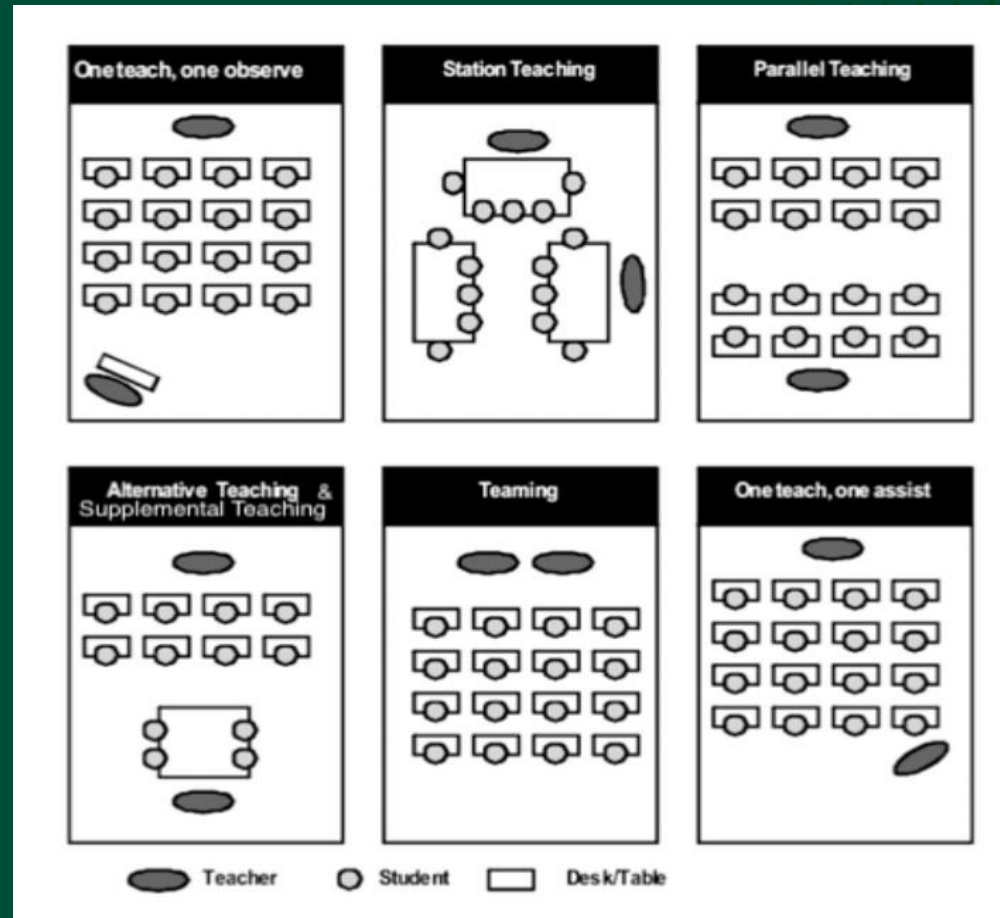
CO-TEACHING MODELS:

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?



High Leverage Practices/Course

Build respectful relationships with students (PT)
(PT = Principles of Teaching)

Launching a lesson and 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



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
Before you start writing your lesson plan If you had a previous observation, look back at the notes. What were the "next steps" (Part III) that you set for yourself?	My goal(s) for myself after my last observation was... In my last lesson, I was successful and plan on continuing to ...
What do you hope to get better at through the process of planning, enacting, and reflecting on this lesson?	I want to get better at...
Identify which HLP you will focus on for this lesson. Fill in the evidence of your meeting of that HLP in the chart below. ☐ Building Respectful Relationships ☐ Listening and Interpreting Student Thinking ☐ Learning to Grow Discussion ☐ Modeling and Explaining ☐ Launching a Lesson	The HLP I'm focusing on is (e.g., BRR, EIST, etc.).

1

Midterm/Final Evaluation Form

Multiple Subject Program
College of Education, CSU Sacramento

Candidate Name		Date	
Supervisor Name		Class/Grade	
Cooperating Teacher Name		School	
☐ Fall Semester Year _____		☐ Spring Semester Year _____	
☐ Mid Term Evaluation		☐ 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
1. Building Respectful Relationships with Students				
1a. Establish Rapport & Demonstrate Trustworthiness				
1b. Establish & Enact Relationship-Building Routines				

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	
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Lesson Plans

Short, Medium, and Long 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



- Ø What went well?
- Ø What could be refined?
- Ø What 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	



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.

