

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

A decorative horizontal band featuring a wavy line. The area above the line is white, and the area below is a solid tan color. A pattern of small, light-colored dots is scattered across the white area, following the curve of the wave.

Single Subject Teaching Credentials

COLLEGE of EDUCATION

Revised May 1, 2025



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Greetings!

This handbook is designed for a diverse audience: our teacher candidates, our supervisors, and our partners in classrooms, school sites, and district offices. It provides practical information and outlines expectations related to our candidates' field experience and student teaching. It should be used in conjunction with the [Teaching Credential Programs Policies and Procedures Handbook](#) which contains general program policies and procedures.

We feel honored to have such a diverse and robust community to work with; we truly value the expertise, time, and effort our many partners and collaborators devote to our candidates and our program. We know that high quality teacher preparation happens when many education stakeholders work together. We hope that this Field Handbook provides a clear roadmap for our collaborative work so that together we can support optimal growth and professional development for our candidates. For answers to specific questions about our Single Subject Field Handbook, please contact our Single Subject **Field Coordinator, Dr. Pete Benitti** at petebenitti@csus.edu. The Teaching Credentials Branch will follow this vision in implementing all aspects of its programs and achieving the Mission:

Mission: The Teaching Credentials Branch prepares teachers and leaders to be agents of change, committed to social justice, equity and inclusion in culturally and linguistically diverse schools and communities.

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

Our vision emerges from the belief that the uniqueness of every child and adolescent 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-18 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-18 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.

In the midst of these challenging times, Sacramento State recognizes the need to commit to transformative change and create and implement a [University Antiracism and Inclusive Campus Plan](#). This plan guides both our vision and mission and is a key part of the university's ongoing work to fight racism, bias, and social injustice on campus. It addresses the various ways a truly antiracist and inclusive campus must engage and operate.

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

Best wishes – the Faculty and Staff of the Teaching Credentials Branch

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All forms included in the Handbook are for reference only. Editable/fillable versions of these forms are available on the [Teaching Credentials Current Students website](#)

GLOSSARY

Backward Design: An approach to instructional design that begins with the end in mind: (1) identify desired results, (2) determine evidence of learning, and then (3) develop curriculum and lessons (Wiggins & McTighe, 1998).

Bilingual Authorization (BilA): Candidates who are interested in teaching in bilingual settings may earn a Bilingual Authorization (formerly known as the BCLAD) to provide instruction in another language. Sacramento State can offer this authorization in either Spanish or Hmong.

Cooperating or Co-Teacher (CT): Also known as the mentor or master teacher, they serve as the in-service public-school teacher who willingly collaborates with and mentors a teacher candidate (TC).

Co-Teaching Model: “two teachers (Co-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 & Heck, 2011).

EdTPA: a state-required subject-specific performance assessment of beginning teaching. It provides actionable evidence of beginning teaching quality and feedback to teaching candidates to support ongoing professional learning. EdTPA informs programs and states that candidates are ready to teach. Further details on edTPA can be found [here](#).

Gradual Takeover: A deliberate, collaborative process in which the Teacher Candidate gradually assumes more responsibility for the planning, teaching, and assessing of the students in the class. The TC initially observes the CT modeling effective planning, teaching, and assessment strategies. Then, when agreed upon by both parties, the TC begins to gradually assume more responsibilities.

Linked Learning: A Career Pathways Certificate for TCs interested in being prepared to teach in Linked Learning settings. The TCs are cohorted and their coursework includes support for understanding and integrating linked learning into their disciplines. They also take a work-based learning course and upon completion of the credential program, they get a certificate so that employers know they are prepared for teaching in Career Pathways schools.

Solo Teaching: solo teaching or the equivalent includes those activities in which the candidate plans the lessons, delivers the lessons, and assesses student work. Candidates conduct solo teaching for at least 4 weeks during the student teaching semester, where they are expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being the teacher of record.

Teacher Candidate (TC): A teacher candidate enrolled in the university credential program, who concurrently works in the field as a co-teacher (also known as teaching candidate or credential candidate).

Teaching Performance Expectations (TPEs): A description of the set of knowledge, skills, and

abilities that the state of California expects of each candidate recommended for a preliminary Single Subject Teaching Credential.

University Supervisor (US): The faculty member and course instructor for the EDSS 474 series courses who evaluates the TC's performance in the host class and acts as a liaison between the university and public school. The US plays a key communication role between public school administrators, CTs, and the program faculty/staff in support of the TC.

TEACHING CREDENTIALS BRANCH AND THE STUDENT SUCCESS CENTER (SSC) OFFICE

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

Teaching Credentials Branch Office – Eureka Hall 401, (916) 278-6639
SSC Office – Eureka Hall 401, (916) 278-6403
Ed Equity Program- Eureka Hall 437, (916) 437, 278-4324
Credential Analyst's Office – Eureka Hall 414, (916) 278-4567

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

Please see the [SSC website](#) to schedule an in-person or Zoom appointment for advising, or the [Teaching Credentials website](#) for more information about Zoom or drop-in hours with staff from Eureka Hall 401.

Please contact Dr. Figueroa-Ramirez for any advising, BSR, SMC or BilA evaluations, test requirement support, questions or concerns at figueroaramirez@csus.edu

General Academic and Program Services:

- The Academic and Program Services is the one-stop shop for all student services.
(916) 278-6639 | Eureka Hall 401 | coe-cred@csus.edu

Contacts for Program Specific Services:

- **Dr. Jenna Porter, Teaching Credentials Branch Chair**
jimporter@csus.edu, Eureka Hall 401, (916) 278-6639
- **Dr. Sarah Ives, Single Subject Program Coordinator**
sarah.ives@csus.edu, Eureka Hall 218, (916) 278-3552
- **Dr. Leslie Baner, Bilingual Authorization Coordinator**
l.baner@csus.edu, Eureka Hall 304, (916) 278-3496
- **Dr. Pete Benitti, Single Subject Field Coordinator**
petebenitti@csus.edu, Eureka Hall 303, (916) 278-4298
- **Jennifer Clark, Teaching Credentials Placement Coordinator**
coe-credp@csus.edu, Eureka Hall 403, (916) 278-6639
- **Andrew Hanzlik, Placement Support Coordinator**
andrew.hanzlik@csus.edu, Eureka 401, (916) 278-3935
- **Dr. Karina Figueroa-Ramirez, COE, Educational Equity Coordinator**
figueroaramirez@csus.edu, Eureka Hall 437, (916) 278-4324
 - Peer Mentor and program information can be found at Educational Equity Program Website email them here: Edeq@csus.edu check out the latest [Instagram](#)

- **Linda Lugea, Branch Administrative Analyst**
llugea@csus.edu, Eureka Hall 401, (916) 278-5399
- **Mercedes Hipolito, Applications and Admissions Administrative Support Coordinator**
m.dawal@cus.edu, Eureka Hall 401, (916) 278-4081
- **Elizabeth Christian, Credential Analyst**
credentials@csus.edu, Eureka Hall 414, (916) 278-6403
- **Jessa Jimenez-Estrada, Credential Analyst**
credentials@csus.edu, Eureka Hall 414, (916) 278-6403
- **Ashley Ciraulo-Stuart, Student Success Center Coordinator**
aciraulo@csus.edu, Eureka Hall 437, (916) 278-6403

IMPORTANT TEACHER CANDIDATE PLACEMENT CHECKLIST

Certificate of Clearance: Teacher Candidates (TCs) must have their **Certificate of Clearance (CoC)** in order to start in the field. These can be submitted by emailing coe-cred@csus.edu. TCs cannot start in their placements until all necessary documentation that they have been cleared by the district has been submitted in Canvas. **TCs should be cleared by week 6 of the Sac State semester before starting their placement.** Teacher Candidates could have to extend the program if they are not cleared by this time.

Tuberculosis (TB) requirement: The TB requirement is part of the district clearance; TCs must be cleared by the district AND the state (CoC).

Subject Matter Competency (SMC): Per the [CA Commission on Teacher Credentialing](#) (CTC) standards and regulations, TCs must have met the SMC requirement prior to beginning student teaching. All TCs will not be able to advance into their final semester of student teaching without having demonstrated this competence. TCs will have to extend the program if they do not meet SMC by this time.

Communication: TCs should check their CSUS email daily - especially junk mail and SPAM folders – and respond promptly.

IMPORTANT DATES

Fall 2024

- **Orientation.** Teacher candidates (TCs) must attend two orientations: (1) a mandatory field orientation on Zoom on Wednesday, July 24 from 10:00 am – 12:00 pm, and (2) a mandatory program orientation held in-person on campus on Friday, August 23 from 9:00 am – 5:00 pm.
- **Field Experience.** TCs are required to attend the equivalent of up to three periods daily from Monday through Thursday at their placement. Prior to August 26th, candidates are highly encouraged to observe at least two days at their placement.
- **University Coursework.** Begins August 26, 2023 – ending dates of coursework vary (More information about the Sacramento State academic calendar can be found [here](#)). Please note: TCs follow their placement schedule for their school.
- **Fall 2024 Course Schedule.** The course schedule for Fall 2024 can be found [here](#).

Spring 2025

- **Coursework.** Begins January 21, 2025 – ending dates of coursework vary. Note: TCs follow their placement schedule for their school. The Spring 2025 Schedule will be available November 2024.
- **Student Teaching Placement.** All TCs are required to be at their placement Monday to Thursday when Sac State is on Winter Break to prepare for Student Teaching. Sacramento State and District Winter Breaks may or may not align. During the spring semester, TCs will be in their placement Monday through Thursday 30 minutes before their first assigned period begins until 12:00 pm on Monday and Wednesday and until 2:00 pm on Tuesday and Thursday.
- **IEP Simulation Event. Saturday, March (TBD) 2025;** TCs are required to attend the entire event.
- **Sacramento State Spring Break.** March 18 – March 24 – No Sac State classes but all TCs are required to be in their placement. Sacramento State and District Spring Breaks may or may not align (if it is a District Spring Break then TCs are required to attend Sac State classes if in session).
- **Education & Social Impact Career Fair.** The Education & Social Impact Career Fair will be held in March or early April 2025. Please check the [Career Center website](#) for more information (if this is a placement day, TCs are excused from their placement to attend).
- **Multicultural Education Conference. Friday-Saturday, April (TBD) 2025;** TCs required to attend the entire conference.

FIELD PLACEMENT REQUIREMENTS: FALL TERM (August – School District Winter Break)

***All placements are made in Sacramento region Title 1 schools (or in schools where at least 50% of students qualify for free/reduced lunch) and are made by our Teaching Credentials Placement Coordinator. Placements are for the entire 2024-2025 year. Placements need to allow TCs to be on time for courses on Sacramento State campus and online.**

All TCs should be at their class before their first assigned period begins by at least 30 minutes. While at their school, TCs may have some periods that are “assigned” for their field experience and others that may be “unassigned.” During any “unassigned” periods, TCs should stay on campus to observe other teachers and become familiar with students, teachers, staff, school/district programs and to complete field tasks and assignments from their Sac State courses.

Placement Schedule for the entire year: minimum times

Monday, Wednesday: 8:00am - 12:00pm minimum*

Tuesday, Thursday: 8:00am - 2:00pm minimum*

Friday open: candidates can opt to be at their placement to gain additional field hours or recoup any lost field hours (due to illness, for example). On Fridays, candidates can substitute teach unlimited days for their CT or another teacher or work, study, take a mental health day, etc. (please see Substitute Teaching Policy on page for further details).

Field Experience Time commitment: 2-3 class periods as follows:

1-2 Periods: Same subject area as credential area, TC gradually assumes lead teacher responsibilities for planning and will continue teaching (and co-teaching) this class or classes through the second (spring) semester. This period or periods must be in the same subject area as the credential subject area the TC is pursuing (e.g., English TCs must teach in an English Language Arts class).

1 Period: Observation/Participation in (a) a class where content is taught primarily to English Learners where TC will gradually assume greater teaching responsibilities in the second (spring) semester, and (b) in a different class within or outside the candidate’s subject area 2-3 times/week.*

*depending upon if traditional or block schedule (block schedules vary from site to site); actual TC schedules can be worked out collaboratively between the TC, the CT, and the US with input from the Field Coordinator as needed.

FIELD PLACEMENT REQUIREMENTS: SPRING TERM

January – Last day of university class instruction or end of school district year*

Note: Candidates are encouraged to remain teaching at their placement until the end of their school's year to gain as much experience as possible, ensure a smooth conclusion to the year, and if necessary, regain any missing hours due to illness.

Placement Schedule for the entire year: minimum times

Monday, Wednesday: 8:00am - 12:00pm minimum*

Tuesday, Thursday: 8:00am - 2:00pm minimum*

Friday open: candidates could opt to be at their placement to gain additional field hours or recoup any lost field hours due to illness, substitute teach, study, to take a mental health day, etc.

Placement schedules need to allow TCs to be on time for courses on Sacramento State campus.

Time commitment: 3-4 class periods as follows:

2-3 Periods: Same subject area as credential, candidate assumes lead teacher responsibilities and will continue teaching (and co-teaching) this class(es) from the fall 2-4 times/week depending upon if traditional or block schedule (block schedules vary from site to site); actual TC schedules can be worked out collaboratively between the TC, the CT, and the US with input from the Field Coordinator as needed. Candidate gradually assumes primary teacher planning, teaching, and assessing responsibilities (see Gradual Takeover Guidelines below). These periods must be in the same subject area as the credential subject area the candidate is pursuing (e.g., English candidates must teach in an English Language Arts class). At least one period should be in a different level class within the same content area.

1 Period: Observation/Participation in (a) a class where content is taught primarily to English Learners where candidate will gradually assume greater teacher responsibilities, and (b) in a different class within/outside the candidate's subject area 2-4 times/week depending upon if traditional or block schedule (block schedules vary from site to site); actual TC schedules can be worked out collaboratively with the TC, the CT, and the US with input from the Field Coordinator as needed. For this different class during the first eight weeks, the TC observes and participates with CT, then both Teacher Candidate and CT collaboratively plan and instruct. Toward the end of the university semester, the TC will teach a 1-2 week mini-unit of study.

Note: During student teaching, the candidate is required to complete at least 4 weeks of **solo teaching** or the equivalent. The candidate should fully participate within the school environment and experience and understand the full range of activities and responsibilities of being the teacher of record.

* Teacher Candidates are required to complete a summative performance assessment, the [edTPA](#), in a class that is of the same subject area as the credential subject area the candidate is pursuing (e.g., English candidates must complete their edTPA in an English Language Arts class.)

Teacher Candidates will make arrangements to fulfill university course assignments by observing in different classes.

GRADUAL TAKEOVER GUIDELINES

Teacher Candidate development is the top priority for our credential program, but we are also committed to supporting optimal pupil learning. In order to address both priorities, **it is important that the teacher candidates not be placed in a “sink or swim” situation and that they assume teaching responsibilities after specific strategies have been discussed and modeled and once their ability to plan and engage students has been adequately demonstrated.** Please consult the “Green Light” checklist below for indicators of readiness for increased responsibility. The guidelines present a typical trajectory for the developmental phases of learning to teach, moving from focused observation to heavily supported practice to co-teaching and independent practice.

Week 1:

- Teacher Candidate is introduced as an additional classroom teacher and works alongside the CT so the students view them as a team from beginning.
- Teacher Candidate completes targeted observations of the classroom including any other teachers in the same subject area, taking notes on teacher “moves” and student responses and interactions.

Weeks 2 – 3: (approx. 20 – 45 minutes of period)

- Teacher Candidate has a basic role in the class, e.g., takes attendance, creates seating chart, can teach parts of the lesson which the CT has planned, and shared with the Teacher Candidate, prior to the class period, so the Teacher Candidate can thoroughly prepare.

Weeks 4 – 12: (approx. 40 – 90 min of period)

- Teacher Candidate teaches with the CT, using the CT’s plans.
- CT and Teacher Candidate do the daily planning together in advance of instruction.
- Teacher Candidate writes and teaches pieces of the lessons (activity plans), as agreed upon by CT and Teacher Candidate. (Example: Teacher Candidate may teach the warmup, develop discussion questions during lecture, and/or teach the closure activity).
- Teacher Candidate teaches using collaboratively developed lesson plans.

Weeks 13 – 16: (60 – 90 min of period)

- Teacher Candidate teaches using collaboratively developed lesson plans but the Teacher Candidate acts as the “lead” teacher, taking primary responsibility for planning, instruction, and assessment with ongoing co-teaching, support, and guidance from CT. Teacher Candidate has comprehensive planning, teaching, and assessing responsibilities.

*TCs are highly encouraged to remain in the host class until the end of the public school academic year for curricular and instructional consistency. However, if the TC is not remaining in the host class until the end of the public-school academic year, then, beginning the first week in May, the TC and the CT should discuss transition plans so that by the TC’s final day in the classroom, all necessary information, instructional materials, etc. have been appropriately transferred and/or conveyed to the CT. The TC should initiate this conversation and ensure that there is no disruption to student learning as a result of their early exit from the placement.

****NOTE:** The CT does NOT need to exit the class when the TC is teaching. Implementation of the co-teaching strategies (see below) allows the CT to remain an important part of the instructional team, thus maximizing student learning.

*** Use professional judgment, supported by evidence of effective teaching, when making decisions about when to transfer responsibility to the TC.** If the CT feels the TC is capable of moving faster than the above timeline or needs more time, then this might be followed. This decision should be made in consultation with the University Supervisor.

GREEN LIGHT FOR PROGRESSIVE TEACHING RESPONSIBILITIES

NOTE: These guidelines are “approximate” and should be used to engage in a discussion from a common understanding of “readiness” for whole class instruction. *Ideally, candidates will be at the “green light” stage by about week 8 of their first semester of the Sacramento State calendar.*

Essential background knowledge

- ✓ Student behavior expectations/policies
- ✓ School emergency procedures
- ✓ School bell schedule
- ✓ Names and contact procedure for communicating with front office, administrators, campus safety
- ✓ Names and seating assignments of all students in the class
- ✓ At least 3 effective strategies and basic instructional requirements for any students with special needs
- ✓ At least 3 effective strategies and basic instructional requirements for any students identified as English language learners
- ✓ 2 to 3 strategies for maintaining student engagement and classroom routines including:
 - ☐ Calling students’ attention
 - ☐ Redirecting off-task behavior
 - ☐ Transitioning between activities
 - ☐ Scanning the room
- ✓ Cooperating co-teacher’s processes and routines (candidate has completed at least 2 scripted observations with reflective commentary)

Essential foundational behaviors (as observed by CT and school administrators):

- ✓ Has established positive, respectful rapport with students
- ✓ Exhibits enthusiasm
- ✓ Takes initiative, commits to tasks with 100% effort
- ✓ Is reflective, is open to feedback and implements it
- ✓ Uses flexible and critical thinking

Adequate preparation indicators (for small group and whole class instruction)

- ✓ A lesson plan is presented in advance with clearly articulated:
 - ☐ Student learning objectives, with links to previous lessons as appropriate
 - ☐ Task and activity directions
 - ☐ Explanations of concepts and/or procedures
 - ☐ Scripted questions to check for understanding and probe student thinking
 - ☐ Plans for anticipating student difficulties
 - ☐ Strategies for engaging students with special needs or interests
 - ☐ Strategies for engaging students identified as Emergent Bilingual
 - ☐ One-stage contingency plan if 2, 3, or 4 are unsuccessful as planned
 - ☐ Mostly realistic pacing (this is developed over time but it should not be wildly incorrect)
 - ☐ Instructional materials have been identified

CO-TEACHING FOR CTs AND TCs: AN OVERVIEW

The co-teaching model originated to facilitate collaborative teaching between general education and special education teachers. This model has been adapted to support student learning in a general education classroom, when a cooperating teacher and teacher candidate are teaching together. Co-teaching is defined as: “two teachers (cooperating teacher and teacher candidate) working together with groups of students – sharing the planning, organization, delivery and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction” (Bacharach & Heck, 2011).

As a result of research conducted by St. Cloud University, our own experiences with successful informal co-teaching arrangements (Wong & Glass, 2009), and a recent NCATE Blue Ribbon Panel Report, **our programs are committed to implementing co-teaching as the primary model guiding the work of cooperating teachers and teacher candidates.**

Successful co-teaching BUILDS on:

- (a) An attitude: of sharing the classroom and the students. Co-teachers must always be thinking: we are both teaching!
- (b) A commitment: to developing a successful collaboration between the cooperating teacher and the teacher candidate. This involves self-awareness, flexibility, communication skills, and an open mind.
- (c) Use of co-teaching strategies including one teach/one observe; one teach/one assist; station teaching; parallel teaching; supplemental teaching; alternative teaching; and team teaching.

Successful co-teaching RESULTS in:

- (a) Improved student outcomes due to a reduced student/teacher ratio and an enhanced ability to meet diverse student needs.
- (b) Opportunities for greater student participation and engagement, more diversified teaching strategies, and increased instructional options for all students.
- (c) Enhanced skills for CT and ST, especially planning, assessment and collaboration.

Additional support for CTs with co-teaching will be provided by supervisors over the course of the academic year.

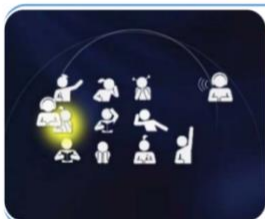
Sources:

Bacharach, N. and Heck, T. (2011) “Mentoring teacher candidates through co-teaching. Train the trainer Workshop.” Minneapolis, MN: St. Cloud University

National Council for Accreditation of Teacher Education (2010) *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, D.C.: NCATE

Wong, P. and Glass, R. (2009) *Prioritizing urban children, teachers and schools through professional development schools*. Albany, NY: State University of New York Press.

Six Co-Teaching Strategies



One Teach, One Assist

One teacher acts as the primary teacher while the other assists and supports the learners. The co-teacher assists by monitoring student work, addressing behavior issues, answering student questions, distributing materials, or asking the lead teacher to clarify any developing student misconceptions.



One Teach, One Observe

One teacher acts as the primary teacher while the other gathers specific observational information on student learning such as students' academic, behavioral, and social skills while in the classroom. Roles can switch depending on the topic or interests of the teacher, however this strategy is only meant to be used occasionally.



Station Teaching

Co-teachers divide their class into small groups to provide instruction at separate stations. Activities should be designed to function independently of each other and require approximately the same amount of time with student groups rotating stations. This approach reduces the student-teacher ratio, increasing student participation and effective monitoring of the students.



Parallel Teaching

Co-teachers divide the class in half and instruct them on the same material; groups don't rotate. Parallel teaching allows the co-teachers to maximize participation and minimize behavior problems. This approach reduces the student-teacher ratio and increases instructional intensity. Co-teachers will need to be cognizant of timing and pacing when using this strategy.



Alternative (Differentiated) Teaching

One teacher manages a large group of students while the other takes a small group for a specific instructional purpose. This approach provides instructional flexibility and can be used for enrichment, remediation, assessment, or pre-teaching, as well as for using alternative methods of providing lesson input.



Team Teaching

Both teachers are often in the front of the classroom, sharing the responsibilities of lead instruction, with equally active, but possibly different, roles in a lesson. This approach can enhance teacher creativity, encourage collaboration, and energize students. This strategy should be used occasionally as more subtle student needs can be missed when grouping is not being used.

TEACHER CANDIDATE RESPONSIBILITIES

- Be on time and prepared (lesson plans should be submitted and approved by the CT and supervisor at least one day prior to teaching using the Lesson Plan Template).
- Communicate clearly and in a timely manner. Communications – written, in person, using phone – should use appropriate greetings and closings, grammar, professional vocabulary, and be courteous in tone. Teacher Candidates are required to use their Sacramento State email for all email communication pertaining to the program. **Emails should be checked on a daily basis** with responses taking no more than 48 hours; if emails are marked urgent, responses should be sent as soon as possible.
- Learn and follow all school rules, including any policies related to attendance, a positive COVID-19 test result, use of technology, and related policies and practices.
- Attend department meetings and school events such as Back-to-School Night, Open House, parent/guardian teacher conferences, IEP meetings, professional development, etc., to the extent possible so that they DO NOT interfere with TC's university class start times.
- Learn and carefully follow guidelines in the [Teaching Credential Programs Policies and Procedures Handbook](#)
- Dress and act professionally: maintain confidentiality, treat colleagues, staff, students, parents with respect and courtesy, maintain professional standards for dress, language and media use, meet deadlines and timelines, take responsibility, maintain high standards of personal accountability and integrity, maintain open lines of communication, anticipate challenges and address them, be cognizant that you are representing Sacramento State specifically and the teaching profession in general – act in ways that will engender pride.
- Maintain a “growth” mindset: be confident that purposeful and diligent effort brings results – therefore, be open-minded and intellectually curious, engage in activities that will deepen and/or broaden your perspective and knowledge base, seek out feedback, receive it with grace and objectivity, and then implement/apply it thoughtfully.
- Maintain all school items (keys, books, etc.) on loan from the school and promptly at the end of the placement.
- Maintain a class Ebinder or similar organizer requested by your supervisor to include:
 - School Rules/Policies
 - Class syllabi
 - Seating charts for each class (avoid using student last names or other personal info)
 - Unit/Daily lesson plans
 - Daily/Weekly written reflections (confirm your supervisor's preference)
 - Observation notes/feedback from supervisor and CT
 - Write weekly high/low reflections to communicate with your supervisor (see Lesson Plan template further below).

Ebinders or similar organizers need to be accessible and shared with your supervisor on a regular basis; consult with your supervisor regarding their preferences

Speak with your CT if:

- You have any general concerns or need clarification about school or classroom policies, procedures, expectations or norms.
- A concern arises with students in your class;
- A concern arises with a parent/guardian of a student in your class;
- A concern arises between yourself and your CT. Remember to use “I” messages to communicate your concerns, e.g., “I feel I need more time to discuss my lesson ideas with you.” Other concerns as appropriate (these may involve colleagues at your site or in your classes; use the utmost discretion when discussing these situations.)

Speak with your Supervisor if:

- You have any general concerns or need clarification about school or classroom policies, procedures, expectations, or norms that are unresolved after communicating them to your CT.
- A problem/concern arises with students in your classroom and is unresolved even after talking with your CT;
- A problem/concern arises with a parent of a student in your classroom and is unresolved even after talking with your CT;
- A problem/concern arises between yourself and your CT and is unresolved even after talking with your CT;
- A problem/concern arises between yourself and your supervisor. Remember to use “I” messages to communicate your concerns, e.g., “I feel that I need you to offer concrete reasons why you rated my professionalism as a level “1” on evaluation form.”
- Other concerns as needed.

Speak with the Single Subject Field Coordinator if:

- You have any general concerns or need clarification about school or classroom policies, procedures, expectations, or norms that are unresolved by communicating these issues to your CT and supervisor;
- A problem/concern arises between you and your CT or supervisor that remains unresolved after direct attempts to communicate.

Speak with the Teaching Credentials Department Chair if the steps above do not resolve the issue.

*****Policy for Absence, arriving late or leaving early**

Illness and emergencies are the only acceptable excuses for absence. In the event of absence, it is the responsibility of the Teacher Candidate to inform the school (the CT or school office, as directed) and your university supervisor in sufficient time for instruction to be continued effectively. In most cases, absences will need to be made up. Certainly, there are occasions when it is impossible to be on time or when a candidate needs to leave the class/site earlier than the normal schedule dictates.

These instances should be actively minimized. Early in the semester, be sure to clarify the preferred means of communicating an absence, early exit, or late arrival with your CT, the school administration, and your supervisor. **If the mandated schedule is violated repeatedly (typically more than 4 instances), this will be cause for a Statement of Concern/Performance Contract and could lead to a grade of “No Credit” in the field experience or student teaching course.** In some cases, violation of the mandated schedule may be cause for dismissal from the program. For any unannounced absence, the CT should notify the university supervisor immediately.

*****Bilingual Authorization: Teaching in the Target Language**

Setting: There are several settings in which the Single Subject Bilingual Authorization candidates may gain experience teaching in Spanish or Hmong in fulfillment of the Bilingual Authorization Standards. These are listed in preference order below. You will discuss the settings below with your CT and Supervisor to choose the best setting for your situation. **See more instructions in the Bilingual Authorization Canvas site, where you will upload your signature page.**

Note: When the target language setting is a class the candidate is not familiar with, they should spend at least one week observing before taking over.

1. Long term (full year or semester) placement in a classroom in where Spanish or Hmong is the language of instruction in the appropriate content area, such as a bilingual high school or middle school class with a bilingual credentialed teacher.
2. Short term placement (3 weeks) in a bilingual or native speakers (heritage language) class where candidates can teach a short unit in in the target language in the appropriate content, with support from a bilingual teacher.
3. In classrooms in which English is the language of instruction, planning and teaching a unit (~3 weeks) in the target language to a small group of Spanish- or Hmong-speaking students for AND observe for 20 hours in a bilingual middle or upper elementary classroom where content is taught in Spanish or Hmong.
4. Student teachers may regularly provide home-language support to Spanish- and Hmong-speaking students in their regular student teaching placements AND observe for 20 hours in a bilingual middle or upper elementary classroom where content is taught in Spanish or Hmong (completed in EDUC 175B).

***For English Language Arts candidates**, the appropriate Spanish content can be Spanish language arts, Spanish language development, or Spanish for native speakers.

Bilingual Authorization Requirements for teaching candidates:

- Follow and complete all requirements for student teaching as outlined by regular content area supervisors, such as lesson plan requirements, reflections, etc.
- Prepare and teach lessons in Spanish or Hmong.
- Communicate with parents and the Spanish or Hmong speaking community as needed (guided by cooperating teacher), including sending home an introduction letter explaining your role in the classroom, goals for students' language use, etc.
- Provide a written lesson plan in Spanish or Hmong to the University Supervisor for each scheduled observation.

***** Policy for progressing from fall semester to spring semester**

All fall courses must be passed in order to move to spring semester. Upon accepting our offer of admission, TCs signed a policy statement that carefully outlined expectations about course grades (including courses related to field experience and student teaching), overall and cumulative GPA minimums, and state requirements for a credential (e.g., demonstration of subject matter competence, e.g., passing the CSET, etc.). We expect that **TCs will carefully monitor their own progress in courses (including paying attention to grades in courses at the conclusion of the 8-week modules), field experience/student teaching, and in meeting all state requirements.** This program is carefully sequenced and TCs risk timely completion of the program if all program policies are not met, especially those related to minimum grade requirements and subject matter competence. If a TC is in danger of violating a program policy, they will be sent reminders by department staff. Teacher Candidates are strongly advised to **PAY ATTENTION** to email communications from program staff. Please familiarize yourselves with the grading policy for MAT courses for those who want to continue with the MAT.

***** Substitute Teaching Policy**

For Mondays through Thursdays, Teacher Candidates may substitute teach for either their CT or another teacher in their department for no more than 5 full days per semester. A candidate's CT and supervisor must approve of subbing in advance; this substitute teaching must be at the candidate's placement and cannot interfere with their university course times.

On Fridays, there is no limit to the number of substitution days that occur per semester; substitute teaching can occur outside of the candidate's placement on Fridays as long as it does not interfere with a candidate's university course times.

***** Internships:** Teaching Candidates may serve as interns in their second semester; interns are arranged between the Single Subject Field Coordinator and the school and must be approved by the Teaching Candidates' university faculty. The [Guidelines for Intern Credentials](#) should be consulted for further details and requirements.

COOPERATING TEACHER RESPONSIBILITIES

- Become familiar with all Sacramento State policies and procedures articulated in this Handbook
- Model effective management and instructional strategies
- Consult regularly with Teacher Candidate (provide feedback, advice, curriculum, etc.)
- Meet weekly (face to face, virtually, via telephone) to co-plan, prepare for teaching, provide general feedback
- Review and provide feedback on Teacher Candidate lesson plans at least 1 day prior to allowing them to teach
- Observe Teacher Candidate on regular basis and provide oral and written feedback
- Support Teacher Candidates in their implementation of Culturally Responsive/Antiracist/Social Justice strategies and curriculum
- Communicate regularly with the University Supervisor (US)
- Assist Teacher Candidate in accessing any necessary school materials/curriculum, grading/attendance systems, technology, keys, etc.
- Contribute feedback for evaluation of Teacher Candidate (see section below on Teacher Candidate Evaluation)
- Maintain a professional relationship with Teacher Candidate at all times: withhold sensitive/personal information; refrain from inappropriate interaction and conversations; refrain from inappropriate requests (such as requesting meeting outside of school grounds, requesting driving students to school events, or similar requests)
- Maintain appropriate expectations of Teacher Candidate (Inappropriate expectations include: grading and planning for non-related classes; busy-work such as organizing, cleaning, or photocopying; extra work beyond the parameters of expected TC responsibilities) or otherwise treating the Teacher Candidate like an assistant
- Supporting and/or assisting the Teacher Candidate in the recording (for example, distribution and collection of parent/guardian permission slips to record) for their mandated summative evaluation: The Performance Assessment for California Teachers ([edTPA](#)) Teaching Event
- **If a Teacher Candidate is struggling**, concerns should be documented and shared with the University Supervisor *as soon as they become evident*. The CT and US can implement the Statement of Concern/Performance Contract process detailed below, as warranted.
- The CA [Commission on Teacher Credentialing](#) (CTC) enacted a requirement in 2016 that all cooperating teachers have completed 10 hours of initial orientation and ongoing support. The first is an initial orientation (minimum of 10 hours) with respect to: (1) Program curriculum, (2) Effective supervision approaches such as (but not limited to) cognitive coaching and adult learning theory, and (3) Current content specific pedagogy and instructional practices. The second is ongoing support to ensure that CTs stay current with respect to: (1) Knowledge and skills for supervision, and (2) Program expectations.
 - All CTs/Mentors must complete this orientation, which can be accessed online [here](#). Two hours of the orientation is Sac State Credential program-focused and the other eight hours can be completed by participating in district, Sac State or other relevant organization professional learning.

UNIVERSITY SUPERVISOR RESPONSIBILITIES

- Supervisorial faculty should become thoroughly familiarized with items in this Handbook as well as the [Policies and Procedures Handbook](#) for College of Education Teacher Preparation Programs
- Conduct initial meetings with the TC and CT (prior to first observation)
- Communicate regularly with the TC **and CT**
- Actively elicit feedback from the CT regularly about the TC's development
- Communicate regularly with the instructional faculty, specifically through participation in monthly program meetings
- Provide clarifications and reinforcement of content in the Field Handbook, especially as this pertains to the use of the lesson plan template and implementation of other policies
- Regularly check and provide feedback to the TC on materials collected in their Ebinder or similar organizational tool
- Complete and monitor Statements of Concern/Performance Contracts when appropriate (including collecting signatures from TC, CT, and university personnel and providing copies to Candidate and CT)
- Observe each TC a minimum of 6 times in both Fall and Spring semesters. Observations should be conducted in-person; they must be scheduled with the scheduled dates and times communicated to TCs and CTs in advance of the observation; a maximum of 1-2 virtual observations per semester are permissible
- Complete a midterm (spring only) and final evaluation (fall and spring) for each TC in [Taskstream](#) each semester; university supervisors should actively solicit feedback from CTs to inform the TC's evaluations
- Complete and submit Observation Logs and Signature Pages for each TC at the conclusion of the semester; logs and forms are found online under Fieldwork Forms under [Teaching Credentials](#)
- Submit grades online for each TC at the end of each semester using their faculty center
- **If a Teacher Candidate is struggling** (for example: inconsistent attendance, lack of preparation), inform the Field Coordinator promptly and arrange a meeting as soon as possible; the Statement of Concern/Performance Contract process may need to be pursued (detailed further below), if needed
- Ensure the TC has returned any loaned items from the school/CT such as keys or curriculum by the end of the school year or upon request

Single Subject Program Anti-Racism/Social Justice Lesson Plan Template

COLLEGE of EDUCATION

Each of the Lesson Plan Templates (available below in English, Spanish, and Hmong) are designed to guide candidates in planning their lessons. They allow and encourage TCs to clearly identify key elements of their lessons and is a critical aspect of preparation and a key component necessary for successfully completing the credential program.

Candidate development as a professional educator and effective teacher is our primary focus. The Lesson Plan Templates are used for this purpose. It is expected that candidates will be completing a Lesson Plan Template for each lesson taught.

All forms included in the Handbook are for reference only. Editable/fillable versions of these forms are available on the [Teaching Credentials Current Students website](#)

Single Subject Program Lesson Plan Template

Section 1: Background Information and Context

A: The Basics

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

B: Central Focus

	Big Ideas
Essential questions for the Unit	
Essential Question for Today's Lesson	

C: Specific Standards

Content Standard(s)	
Common Core Literacy Standards	
ELD Standards	
Social Justice Standards	

D: Objectives

	Objectives	Assessment	
		Tools for Assessment	Evaluation Criteria
Content Objective(s)			
Language and			

Literacy Objective(s)			
Racial and Social Justice Objective(s) (see ABF Outcomes)			

E: Academic Language Demands and Supports

	Identified Language Demands	Planned Language Supports
Content Specific Vocabulary		
Language Function		
Syntax		
Discourse		

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

	Relevant Student Information	How will you use this information in this lesson plan?
Prior Knowledge and Learning Experiences		
Funds of Knowledge: Family/ Community/ Cultural Assets		
Common Mistakes and/or Misunderstandings		
Social / Emotional Consideration (5 CASEL Core Competencies)		

G: Supporting Varied Student Learning Needs

Materials, Resources, Technology	Teacher Materials, Resource:	Students' Materials:
	Student Information	How will you support and/or accommodate the student(s) in this lesson? Include any use of technology
Students with IEP or 504 plans		
Struggling / underperforming Students		
English Language Learners		
Gifted and Talented Students		
Other		

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Section 2: Learning Task Implementation:

Timing, materials, and other procedural notes including use of technology	Pacing (Approx. times)	TEACHER DOES: Indicate instructional strategies that address individual learning needs addressing the needs (Refer to Section 1.F)	STUDENTS DO: Indicate performance expectations (Refer to Section 1.F)
Launch (Multiple means of engagement)		I will	Students will
Instruction/ Application (Multiple means of representation)		I will	Students will
Assessment, closure, reflection (Multiple means of expression)		I will	Students will

Section 3: Teacher Reflection (after the lesson)

1. What specific examples of student learning do you have that have shown 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?
 - b. 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***?

CSUS, Single Subject Program Anti-Racism Racial/Social Justice

Lesson Plan Template/ Plantilla de planificación de clase

Bilingual Authorization (BiA) Candidates

Sección 1: Información general y contexto

A: Lo básico

Nombre		Grado(s)/nivel(es)	
Fecha de lección		Curso/Materia	
Título de la lección		Hora y duración	

B: Tema(s) & estrategias S&G

	Grandes ideas
Tema(s) de la lección	
Preguntas esenciales	

C: Estándares específicos

Cuando enseñes en español, usa los estándares en español ([SLA](#) y [SLD](#) en lugar de los estándares ELA y ELD). Cuando disponibles, usa los estándares de contenido en español (p.ej., matemáticas K-9 [Math Español](#))

Estándar(es) del Contenido	
Estándar(es) de lecto-escritura Common Core en español (SLA)	
Estándar(es) del desarrollo del lenguaje en español (SLD)	
<i>Learning for Justice</i> Estándar(es) de justicia social	

D: Objetivos

	Objetivos (EVAP) <i>Estudiantes van a poder...</i>	Evaluación	
		Herramientas para evaluación	Criterios de evaluación
Objetivo(s) de contenido			
Objetivo(s) de lenguaje y lecto-escritura			

Objetivo(s) anti-racismo(s) y de justicia social (vea estrategias de Sleeter & Grant: HR, SGS, MCE, MCSJE)			
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E: Exigencias y apoyos lingüísticos

	Exigencias de idioma identificadas en español	Apoyos de lenguaje planificados
Vocabulario específico del contenido		
Función del idioma		
Sintaxis		
Discurso		
Conexiones entre las exigencias que identificaste en español y las de inglés Ejemplos y recursos	Similitudes y diferencias entre idiomas	¿Cómo harás explícitas las conexiones entre idiomas, brindar oportunidades para explorar las similitudes y diferencias, y/o reducir interferencia entre idiomas?

F: Usar tu conocimiento sobre los estudiantes para informar la enseñanza y el aprendizaje

	Información relevante acerca de los estudiantes	¿Cómo utilizarás esta información en esta lección?
Conocimientos previos y experiencias de aprendizaje		
Fondos de conocimiento: recursos familiares/ comunitarios/ culturales (EB, LGBTQ+, etc.)		
Errores y/o malentendidos comunes		
Consideraciones sociales/emocionales		

G: Apoyo a la variedad de necesidades de aprendizaje de los estudiantes

Materiales, recursos, y tecnología	Materiales y recursos del maestro/a:	Materiales para los estudiantes:
	Información acerca de los estudiantes	¿Cómo apoyarás y/o te acomodarás a los estudiantes en esta lección? Incluir cualquier uso de la tecnología.
Estudiantes con IEP o plan 504		
Estudiantes con dificultades/bajo rendimiento		
Estudiantes que están aprendiendo inglés/español		
Estudiantes dotados y talentosos		
Otro(s)		

Sección 2: Implementación de actividades de aprendizaje:

Ritmo (pacing), materiales y otras notas de procedimiento, incluyendo el uso de tecnología	Ritmo (horas aproximadas)	LO QUE HACE EL/LA MAESTRO/A: Indica estrategias de instrucción que abordan las necesidades de aprendizaje individuales (consulta la Sección 1.F)	LO QUE HACEN LOS ESTUDIANTES: Indica las expectativas de desempeño (consulta la Sección 1.F)
Inicio de la lección (Launch) (múltiples medios de involucrar a los estudiantes)		Yo...	Los estudiantes van a poder (EVAP)...
Instrucción/ Aplicación (múltiples medios de representación)		Yo...	EVAP...
Evaluación, cierre, reflexión (múltiples medios de expresión)		Yo...	EVAP...

Sección 3: Reflexión del maestro/a (después de la lección)

1. ¿Qué ejemplos específicos de aprendizaje de los estudiantes tienes que muestren que los estudiantes lograron o progresaron hacia los objetivos establecidos? Si utilizaste la tecnología, ¿fue un medio eficaz para respaldar sus objetivos de aprendizaje?
 - a. Al observar esta evidencia, ¿cuáles fueron las acciones y/o estrategias (del maestro) que contribuyeron al aprendizaje exitoso de los estudiantes?
2. ¿Qué ejemplos específicos de aprendizaje de los estudiantes tienes que muestren que los estudiantes tuvieron dificultades para cumplir o progresar hacia los objetivos establecidos?
 - a. Al observar esta evidencia, ¿cuáles fueron las acciones y/o estrategias (del maestro) que interfirieron con el aprendizaje de los estudiantes? Describe las oportunidades perdidas.
3. **¿Qué ejemplos específicos tienes del uso/desarrollo del español por parte de los estudiantes?**
 - a. **¿Qué conexiones hicieron los estudiantes entre los diferentes dominios del lenguaje (escuchar, hablar, leer y / o escribir)?**
 - b. **¿Qué ejemplos notaste de las conexiones que hicieron los estudiantes entre español e inglés?**
 - c. **¿Qué elementos de la lección o del ambiente los ayudó a hacer esas conexiones (preguntas, comparaciones, ejemplos, discusiones, etc.)?**
4. Usando la evidencia descrita arriba, ¿cuáles serán tus próximos pasos de instrucción en la futura con la clase, en grupos pequeños y/o con estudiantes individuales?
5. Considerando toda la evidencia arriba, ¿qué cambios harías en tu instrucción si pudieras enseñarla de nuevo?

CSUS, Single Subject Program Kev Ncaj Ncees Rau Txhua Haiv Neeq
Daim Qauv Qhia Ntawv
Bilingual Authorization (BilA) Candidates, Hmongbili

Ntu 1: Qhov hauv paus thiab yuav qhia dab tsi?

A: Qhia dab tsi?

Koj lub npe		Qib	
Hnub qhia		Hoob	
Npe rau daim qauv no		Sij hawm qhia	

B: Cov ntsiab yuav los qhia, kev qhia raws S&G & Hoob dab tsi?

	Cov ntsiab yuav qhia
Qhia txog lub ntsiab	
Tej qhuab lus nug tshwj xeeb	

C: Cov qauv qhia ntawv tsim los ntawm xeev California

Cov qauv qhia ntawv rau hoob no	
Common Core cov qauv qhia ntawv kom txawj nyeem thiab sau	
Cov qauv txhawb kom txawj Aaskiv	
Cov qauv qhia kev ncaj ncees tsis cais neeg (saib Anti-Bias Framework)	

D: Homphiaj: Qhia tag lawm, xav kom cov tub ntxhais txawj dab tsi?

	Kawm tag yuav txawj dab tsi (SWBAT):	Ntsuam xyuas seb kawm tau dab tsi	
		Siv dab tsi ntsuas	Ntsuas li cas
Cov hom phiaj			
Cov hom phiaj kom txawj			

nyeem, hais, sau ntawv			
Cov hom phiaj saib kev ncaj ncees tsis cais neeg (mus saib Sleeter & Grant Approaches: HR, SGS, MCE, MCSJE)			

E: Qhia cov ntsiab lus tob thiab kev pab

	Yuav kom txawj mloog, nyeem, sau thiab hais dab tsi?	Yuav pab li cas?
Lus tshiab cuam tshuam rau hoob no		
Kom txawj siv lus ua dab tsi		
Muab lus sib dhos li cas		
Txawj tham thiab sau txog dab tsi		

F: Siv yam uas koj paub txog cov me nyuam los pab koj npaj seb yuav qhia li cas lawv thiaj kawm tau

	Yam koj paub txog cov me nyuam	Koj yuav siv li cas los pab koj qhia ntawv rau cov me nyuam?
Twb yeej txawj dab tsi lawm		
Kev txawj kev ntse: Hauv tsev neeg, hauv lub zej zog, los sis tsav neeg (xws li: tseem kawm lus Aaskiv, LGBTQ+, etc.)		
Tej yam pheej ua yuam kev los sis tsis nkag siab		
Kev nyuab siab/ kev xav		

(mus saib 5 CASEL Core Competencies)		
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G: Kev pab cuam rau txhua tus me nyuam

Tej ntaub ntawv, kev pab cuam, thiab tej khoom siv pab kom ua tau yooj yim thiab sai (technology)	Tus xib fwb cov ntaub ntawv thiab kev pab cuam:	Cov ntaub ntawv siv los qhia me nyuam kawm ntawv
	Tus me nyuam kawm ntawv	Koj yuav pab los sis txhawb tus nyuam li cas kom nws kawm tau li koj npaj? Qhia seb koj yuav siv tej yam khoom dab tsi los ua kom yooj yim (technology).
Cov me nyuam uas muaj daim IEP los sis 504		
Cov me nyuam uas kawm nyuab los sis poob qab		
Cov me nyuam tseem tsis tau paub lus Aaskiv		
Cov me nyuam uas keej thiab kawm tau sai		
Lwm tus		

Ntu 2: Qhia ib them zuj zus:

Sij hawm, tej yam ntaub ntawv yuav siv, sau qhov pib txog thaum xaus thiab seb yuav siv khoom	Yuav siv sij hawm ntev li cas	Tej yam tus xib fwb ua: Sau seb koj lub tswv yim yuav qhia li cas kom me nyuam kawm tau (Mus saib Section 1.F)	Tej yam cov me nyuam kawm ntawv ua: Sau seb koj vam thiab cia siab tias cov me nyuam yuav kawm tau dab tsi (Mus saib Section 1.F)
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dab tsi los pab kom yooj yim (technology).			
Pib (siv ntau yam los kom me nyuam nrog koom)		Kuv yuav:	Me nyuam yuav txawj:
Thaum qhia lawm (siv ntau yam los ua piv txwv)		Kuv yuav:	Me nyuam yuav txawj:
Ntsuam xyuas, kev xaus, muab thim xav (siv ntau yam los qhia)		Kuv yuav:	Me nyuam yuav txawj:

Ntu 3: Rov thim xav (tom qab qhia ntawv tag lawm)

1. Koj muaj pov thawj dab tsi los qhia tau hais tias cov me nyuam kawm tau raws li cov hom phiaj uas koj tau teem tseg? Yog koj siv tej yam khoom los qhia ntawv kom yooj yim los sis kom cov me nyuam kawm tau yooj yim li technology, cov khoom no puas pab tau koj caum cuag koj lub hom phiaj thiab?
 - a. Thaum koj saib cov pov thawj no, koj tau ua dab tsi uas koj xav tias pab tau cov me nyuam kawm tau ntawv?
2. Koj muaj pov thawj dab tsi los qhia tau hais tias cov me nyuam kawm nyuab los sis poob qab es kawm tsis tau li cov hom phiaj uas koj tau teem tseg?
 - a. Thaum koj saib cov pov thawj no, koj tau ua dab tsi uas koj xav tias cuam tshuam cov me nyuam txoj kev kawm ntawv? Sau qhia seb koj tsis nco ceev fab dab tsi?
3. Thaum koj xyuas tag nrho koj cov pov thawj uas hais los saum no, koj yuav npaj siab ua dab tsi tom ntej no? Koj xav ua dab tsi nrog hoob no, tej pab pawg me nyuam los sis tej tug me nyuam?
4. Lwm zaus yog koj rov muaj sij hawm los qhia lub ntsiab lus qub li hnuv no, koj yuav hloov dab tsi thiab hloov li cas? Xav txog cov pov thawj uas koj sau los suam no los txhawb koj cov lus teb.

EVALUATION OF TEACHER CANDIDATE

Candidates are monitored carefully throughout their credential program to ensure that they are making adequate progress toward meeting the program standards and all other performance standards. Evaluation of candidate development occurs using formative assessments (those done at key transition points which are used to provide feedback to candidates and program faculty) and summative assessments (those that culminate the program and are used to determine whether a candidate can be recommended for a credential).

Overall, a comprehensive set of artifacts and evidence that teacher candidates produce are assessed and aggregated to produce a final decision about their attainment of the applicable performance standards and their suitability for a credential recommendation. There are many opportunities for candidates to demonstrate what they know and can do; correspondingly, they will be evaluated at many points as they complete the program requirements. While this may seem like many assessments, this kind of continuous assessment provides candidates with multiple opportunities to understand how their performance is meeting standards and where they can make specific improvements. Moreover, our instructors and supervisors are conscientious in providing them with clear and timely feedback, especially at key transition points, so that they have a good sense of the rate of progress they are making towards the credential program expectations.

Formative Assessments: Candidates are assessed in a formative manner throughout the program. There are key assessments (lesson plans, reflections, field experience final evaluation, student teaching midterm, etc.) that are used to inform the faculty about a candidate's progress and should be used by the candidate to self-assess. These are formative because the data they generate should be used to shape the candidate's next steps, acknowledging strengths and identifying areas for growth. Formative assessments also identify areas of strengths and weaknesses, but the results are used for formal decisions – ability to proceed to the next semester, solo teaching weeks, etc.

Summative Assessments: Our program uses two primary summative assessments: the edTPA Teaching Event in the appropriate content area and the evaluation of the final semester of student teaching. Summative assessments also identify areas of strengths and weaknesses, but the results are used for formal decisions – recommendation for a credential.

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.

The Single Subject Teacher Preparation Program provides candidates with structured opportunities to understand the requirements of the edTPA and to practice and receive feedback on specific tasks. In select courses (e.g., EDSS 365, EDSS 364, EDSS 366), candidates complete assignments that use prompts and scoring rubrics modeled after those of the edTPA. Finally, in EDSS266 (Seminar), taken in the final semester of the program, candidates work within a professional learning community to complete the elements of their edTPA Teaching Event. In EDSS 266, candidates also learn about the various policies and procedures associated with the edTPA, particularly those related to appropriate permissions, integrity of the candidate's submission, and scoring protocols.

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 are based on the PIARA cycle – Plan, Instruct, Assess, Reflect, Apply and address students' Academic Language Development. Candidates will be enrolled in an edTPA support class.

Midterm Evaluations, Final Evaluations, and Grading: The university supervisor and the cooperating teacher complete formal evaluations for each candidate, using the program's evaluation tool, which is aligned to the TPEs and other key research about effective teaching. If a candidate also completes a self-evaluation as well, this process provides a valuable opportunity for reflection and setting professional goals. The university supervisor typically provides the timeline for the evaluation and will support the CT and the TC in completing this process. The evaluations, particularly the final evaluation during the field experience semester and the midterm during the student teacher semester, 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, a Statement of Concern, accompanied by a Performance Contract, should be completed. All evaluations should be based on evidence of the teacher candidate's performance in relation to each of the competencies; such evidence can take the form of direct observation of teaching as well as artifacts related to the candidate's teaching (lesson plans, reflections, group meetings, discussions, self-evaluations, Teacher Candidate Binder [which includes, "Evidence of Competencies"], etc.). The university supervisor, after consultation with the cooperating teacher, recommends a grade of either credit (CR) or no credit (NC). If a grade of no credit is assigned, the supervisor reviews the supporting evidence with the cooperating teacher and the Field Coordinator to determine whether the candidate will receive an opportunity to repeat the experience or if the grade is a No Credit with no opportunity to repeat which disqualifies the candidate from continuing in the program. Those who are assigned "No Credit/No Repeat" may appeal this decision through the Credential Appeals process (explained in the Policies and Procedures Handbook available on the College of Education website).

TEACHER CANDIDATE SUPPORT

Teacher Candidates who are having difficulty need to be informed in writing of the areas of improvement needed and given specific suggestions and a timeline for improvement. A Statement of Concern/Performance Contract (see below) should be completed by the CT and US (jointly is best so that information is consistent) if a Teacher Candidate is struggling beyond the norm.

It is important to document concerns early. Teacher Candidates need time to remediate and implement suggestions in the Statement of Concern/Performance Contract. Thus, the Statement of Concern/Performance Contract should be seen as a proactive rather than a punitive step.

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 and a timeline for implementing the strategies.
2. DISCUSS the concern(s) with the supervisor.
3. IF THE CONCERN IS NOT CORRECTED WITHIN THE TIMEFRAME INDICATED IN STEP 1, a Statement of Concern/Performance Contract should be jointly developed with the university supervisor (US). Conferencing with all parties involved should be a part of this process. The US should monitor the Teacher Candidate's implementation of the Performance Contract.

The Statement of Concern provides a format for highlighting weaknesses and areas for improvement. The Performance Contract articulates action steps that need to be taken. The Statement of Concern/Performance Contract process is a proactive process designed to alert teacher candidates to challenges that, if ignored, could cause delays in the teacher candidate's progress through the program. The process is initiated with the assumption that teacher candidates will use this formal process of constructive feedback and explicit coaching to correct behaviors and weaknesses, because they desire to be the most effective educator they can be. Any documentation related to candidate performance, including the Statement of Concern/Performance Contract, should be provided to the teacher candidate, with duplicates given to the appropriate parties (for coursework: the course instructor and for field experience/student teaching: the supervisor and cooperating teacher). All Statements of Concern/Performance Contracts are ultimately submitted to the Department Chair for review, signature, and submission to the candidate's e-file.

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

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

- Violation of any article of the [university student conduct code policy](#).
- Violation of the conduct code for guest teachers in effect for the teacher candidate's student teaching school site and host district. (It is the teacher candidate's responsibility to obtain information about this conduct code and abide by it).
- Any action by the teacher candidate that is deemed by the cooperating teacher and/or university supervisor to be a threat to the safety and well-being of children/ adolescents at the school site. Action could include: 1) inattentiveness (on cell phone rather than observing students), 2) completing coursework rather than working with students, etc., 3) frequent absences or lateness (which can impact student learning), 4) reporting to duty while under the influence of drugs or alcohol, etc.
- In some cases, teacher candidate actions that take place not on the school site (e.g., in an on-line or virtual environment, at a community event sponsored by the school, etc.) may be deemed inappropriate or a threat to the safety and well-being of children/adolescents associated with that teacher candidate's placement.

Disruptive or unprofessional behavior including such actions as:

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

Slow progress towards competencies such that the classroom learning environment is compromised may or may not be coupled with a breakdown in the mentoring relationship, or disruptive/unprofessional behavior. More information about Sacramento State University's policy on disruptive behavior can be found [here](#).

SOCIAL NETWORKS

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

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

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

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

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

Reassignment of Candidates. Candidates will not be reassigned to another school after six (6) weeks of the semester have elapsed, except under unusual and compelling circumstances. Prior to six weeks, reassignment to another classroom may be arranged *with strong justification*. That request must be initiated through the University Supervisor to the Field Coordinator.

A No Credit Grade in Field Experience. A “No Credit” (or impending grade of “NC”) in **any** field experience course (e.g., field experience, student teaching) means a student may not

continue with any portion of the Teacher Preparation Program unless recommended for continuation by the University Supervisor. When a candidate is assigned a grade of “No Credit” (or will be assigned a grade of “No Credit” during the grading period), the University Supervisor reviews the evidence to determine whether the candidate has an option to repeat or not. If the option to repeat is granted, the candidate may enroll in the subsequent semester in order to repeat this experience. If the option to repeat is not granted, the candidate is effectively dismissed from the program. S/he must submit an appeal to the Credential Appeals Committee, which will make the decision about continuation in the program. Details related to the discontinuation process and the Credential Appeals Committee are available from the Student Success Center staff.

**STATEMENT OF CONCERN
TEACHING CREDENTIALS
COLLEGE of EDUCATION**

FIELDWORK

The Statement of Concern is designed to clearly identify issues that may prevent a Candidate from successfully completing a credential program. This statement is initiated by the Field Coordinator on the recommendation of the University Supervisor and is accompanied by a Performance Contract that provides guidelines for the Candidate to address the identified issue(s). The Statement of Concern/Performance Contract must be discussed, dated, and signed electronically by the Teacher Candidate, the CT, the US, and the field and program coordinator with copies provided to each party. The document is then submitted to the Department Chair for review.

All forms included in the Handbook are for reference only. Editable/fillable versions of these forms are available on the [Teaching Credentials Current Students website](#)

Candidate development as a professional educator and effective teacher for students is our primary focus. This Statement of Concern has been issued because concerns have arisen regarding performance in the field. Outlined below, these concerns as related to the TPE's present behaviors that can be indicative of candidate performance as a teacher in a school setting.

Candidate:

Date SOC issued:

Credential Program:

TPE STANDARD	DESCRIPTION of CANDIDATE PERFORMANCE

(If needed, add additional rows)

Required Signature:

I acknowledge receipt of this Statement of Concern.

Candidate:_____ **Date:**_____

PERFORMANCE CONTRACT for FIELDWORK

Candidate:

Date Performance Contract Issued:

Credential Program:

Student Teaching/Field Experience:

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.

TIMELINE By...	PERFORMANCE BENCHMARK The Candidate will...	TPE STANDARD ADDRESSED

(If needed, add additional rows)

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.

Cooperating Teacher/Supervisor:

Date:

I am in agreement with the Performance Contract.

Field Coordinator/Program Coordinator:

Date:

I am in agreement with the Performance Contract.

University Supervisor/Cooperating Teacher

Date:

TEACHING PERFORMANCE EXPECTATIONS (TPEs)

Aligned with the California Standards for the Teaching Profession

Introduction

The [Teaching Performance Expectations \(TPEs\)](#) comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

The TPEs are research-based and aligned to national teaching standards expectations. They link to expectations set forth in California's adopted content standards for students. They require beginning teachers to demonstrate the knowledge, skills, and abilities to provide safe, healthy, and supportive learning environments to meet the needs of each and every student and to model digital literacy and ethical digital citizenship. In addition, the TPEs explicitly require beginning teachers to know and be able to apply pedagogical theories, principles, and instructional practices for the comprehensive instruction of English learners. They know and can apply theories, principles, and instructional practices for English Language Development to assist students to achieve literacy in English within the content area(s) of their credential(s). They create inclusive learning environments, in person or online, and use their understanding of all students' developmental levels to provide effective instruction and assessment for all students, including students with disabilities in the general education classroom.

The TPEs are directly and purposely aligned to the California Standards for the Teaching Profession (CSTP) that guide California's teacher induction programs and ongoing teacher development in California. This direct alignment signals to beginning teachers, preparers of beginning teachers, and those who support and mentor teachers in their first years of employment the importance of connecting initial teacher preparation with ongoing support and development of teaching practice in the induction years and beyond.

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Throughout this set of TPEs, reference is made to "all students" or "all TK–12 students." This phrase is intended as a widely inclusive term that references all students attending public

schools. Students may exhibit a wide range of learning and behavioral characteristics, as well as disabilities, dyslexia, intellectual or academic advancement, and differences based on ethnicity, race, socioeconomic status, gender, gender identity, sexual orientation, language, religion, and/or geographic origin. The range of students in California public schools also includes students whose first language is English, English learners, and Standard English learners. This inclusive definition of "all students" applies whenever and wherever the phrase "all students" is used in the TPEs.

While we understand that each candidate is developing competence in the TPEs, basic operationalization of the TPEs, even if at a novice level, is expected from the beginning. Failure to make reasonable efforts (as constituted by regular class attendance, compliance with guidelines for field experience and student teaching, implementation of feedback and suggestions, etc.) to implement the TPEs could be reason for dismissal from the program. This is especially true for professional obligations that protect the privacy, health, and safety of students, families, and other school professionals.

**SINGLE SUBJECT TEACHING CREDENTIALS
FIELD HANDBOOK SIGNATURE PAGE
COLLEGE of EDUCATION**

Teacher Candidates are asked to acknowledge that they have read and reviewed this SS Field Handbook by electronically signing this signature page.

Once signed, it can be submitted online in TaskStream in the EdTech or designated course as instructed once the fall semester begins. For any questions, please contact the Single Subject Field Coordinator petebenitti@csus.edu

Teaching Candidate Signature: _____ Date: _____