



**August 6,
2025**

Supporting Candidate Success in the Field: The 2025 Single Subject Field Orientation

Redefine the Possible™

TODAY'S FLOW

Welcome, Gratitude

Introductions, Community Norms

Our Mission

The Teaching Performance Expectations

Placements, the Field Handbook

Professionalism

Conclusion

Please pick up your name tag and be ready to take notes



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Thank you!

Public Disclosure

Your photograph may be taken during the course of this event for use in Sacramento State publicity and program materials.

Please alert the photographer if you do not wish to be photographed!



Purpose and Objectives



The purpose of this orientation is two-fold:

- 1) To support candidates to be successful in their placements by ensuring they understand & practice professionalism, understand and follow program and placement expectations, and satisfy their district requirements.
- 2) To connect with other candidates, faculty and staff

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

- 1) Understand and practice professionalism, understand and follow program and placement expectations, and satisfy their district requirements.
- 2) Have opportunities to connect with peers, faculty and staff

Please introduce yourself to those next to you and share your why: 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.



Our Community Norms

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

We are here to Support you!

Our Single Subject Team



**Department
Chair,
Dr. Brian
Lim**



**Program
Coordinator,
Dr. Sarah
Ives**



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



**Field
Coordinator,
Dr. Pete
Benitti**

MEET OUR STAFF

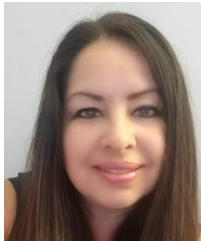
Teaching Credentials

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,
Coordinator, Advisor

Student Success Center Advisors

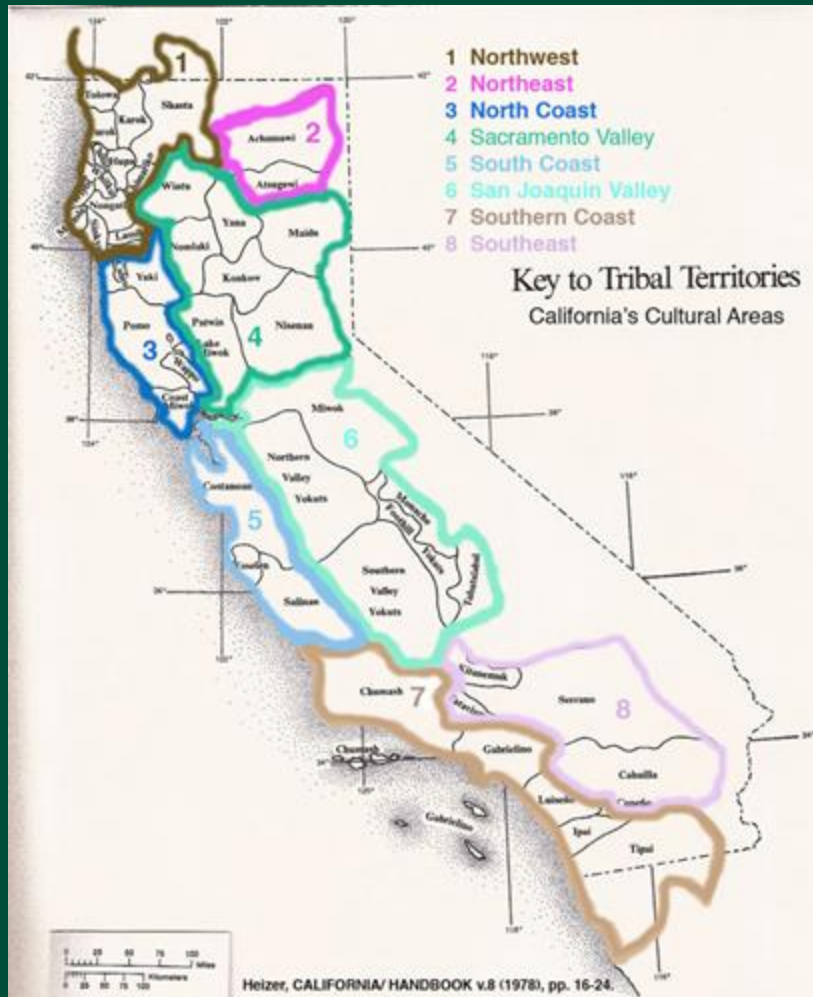


Ashley Ciraulo-
Stuart
Lead Advisor



Gabriel Delgado,
Advisor

Land Acknowledgement



Labor Acknowledgement



Our Mission

The Teaching Credentials Branch prepares socially just teachers and teacher leaders to be agents of change, committed to equity and inclusion in culturally and linguistically diverse schools and communities.

Social Justice Defined

California Teachers Association (CTA) Social Justice Definition

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

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



A FRAMEWORK FOR ANTI-BIAS EDUCATION

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

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



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Guiding Questions

Based on our mission and social justice focus:

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

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

Think/Pair/Share:

Share your responses with your peers;

be prepared to share out



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Teaching Performance Expectations

Teaching Performance Expectations (TPEs): The [CA Teaching Performance Expectations](#) (TPEs 1-6) and [Literacy Standard TPE 7](#), are 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. The 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.

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



Single Subject Field Handbook

Placement guidelines, policies and 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](#)

Teaching Credentials CURRENT STUDENTS Webpage

Teaching Credentials

College Of Education

Colleges & Majors ► College of Education ► Teaching Credentials ► Current Students

Current Students

Internship Guidelines & Resources

Field Placement / Student Teaching Requirements Checklist

Handbooks

Fieldwork Forms

Other Forms & Petitions

Internship Guidelines & Resources

[Internship Guidelines PDF](#)

Field Placement / Student Teaching Requirements Checklist

Placements

- Where candidates practice and apply what they learn in their university courses
- Each placement is unique!
- Music candidates' placements managed by their subject area coordinator, Dr. Chad Zullinger (c.zullinger@csus.edu)
- PE candidates' placements managed by their subject area coordinator, Dr. Craig Tacla (ctacla@csus.edu)

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 policies and calendar



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 and schedule, especially the calendar
- General Tips:
 - Ensure you sign in and out at the front office
 - Ensure you have a district email
 - Ensure the safety of you and your students
 - Prepare how you will help your students process a drill or event

The First Days of School

- If possible, candidates must attend the first day of school or as soon as they have cleared district clearance. Attend the placement classroom to meet students, and observe—no teaching. Attend the full school day and at least two additional days a week at minimum until 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

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

Placement Requirements: Fall (Field Experience)

August – District Winter Break

- Monday, Wednesday: 8:00am - 12:00pm minimum (or equivalent); adjust for block schedule
- Tuesday, Thursday: 8:00am - 2:00pm minimum (or equivalent); adjust for block schedule
- Friday: candidates are encouraged to be at their placement. On Fridays, candidates can opt to substitute teach, attend dental appointment, or take a mental health day as long as the candidate does not miss their university courses. IMPORTANT: candidates are responsible for preparing lessons for their CT in their absence.

Candidates should arrive 20-30 minutes before their first assigned class

Please see the current Single Subject Field Handbook for full details

Placement Requirements: Fridays

- Optional Fridays only applies to candidates' placements—not to their Sac State courses.

Placement Requirements: Fall Cont'd

Time commitment: 2-4 class periods:

1-3 Periods: Same subject area as credential, candidate gradually assumes lead teacher responsibilities and will continue teaching (and co-teaching). 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). Note: at least one of these periods should be in a different level class within the same content area.

1 Period: Observation in a different class than above where content is taught primarily to Emergent Bilingual students

No two placements are the same! Actual TC schedules to be worked out collaboratively between the TC, the CT, and the US early in the fall semester. Please see the current Single Subject Field Handbook for full details

edTPA.

What is the edTPA?

- Professional Exam for Educators (like the Bar, etc)
- A written Portfolio Assessment by Pearson
- Design 3-5 lessons, Teach Lessons, Assess Students, Reflect
- \$300

Why?

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

When?

- Spring 2026, 10 weeks, Feb - April

It's Going to be OK...

- Support is built into Seminar 266B
- CSUS Single Subject--92% 1st time pass rate (One of the best in CA)
- So....Just work on becoming a good teacher!



Become a CTA Aspiring Educator

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

Join CTA AE!

Renew Your Membership



Download Application

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

Music Candidates

Meet with Dr. Chad Zullinger



Break: please take a break and return promptly within 35 minutes

What is Field Experience?

What is Student Teaching?

Field Experience

- Takes place in the fall semester
- Candidate is enrolled in EDSS 474A
- The supervisor serves as the course instructor for EDSS 474A

Student Teaching

- Takes place in the spring
- Candidate is enrolled in EDSS 474B
- The supervisor serves as the course instructor for EDSS 474B; may or not be the same supervisor from EDSS 474A



Field Experience & Student Teaching Cont'd

Field Experience

Time commitment: 2-3 class periods total -

- 1-2 Periods: Same subject area as credential, candidate **gradually assumes** lead teacher responsibilities for planning and will continue teaching (and co-teaching) this class(es) through the spring semester 2-4 times/week depending upon if traditional or block schedule.
- 1 Period: **Observation/Participation** in (a) a class where content is taught primarily to Emergent Bilingual students where candidate will **gradually assume** greater teacher responsibilities in the spring, and (b) in a different class 1-2 times/week depending upon if traditional or block schedule.

Student Teaching

Time commitment: 3-4 class periods total -

- 2-3 Periods: Same subject area as credential, candidate **assumes** lead teacher responsibilities (see SS Field Handbook) and will continue teaching (and co-teaching) this class(es) from fall 2-4 times/week depending upon if traditional or block schedule.
- 1 Period: **Observation/Participation** in (a) a class where content is taught primarily to Emergent Bilingual students where candidate will **gradually assume** greater teacher responsibilities, and (b) in a different class 1-2 times/week depending upon if traditional or block schedule.

Both Field Experience and Student Teaching provide:

- The opportunity to practice and apply university coursework in the placement
- The conducting of structured observations and activities to fulfill university course assignments and program requirements
- The opportunity to record, review and reflect upon the candidate's instruction
- The conducting of observations of the CT and other teachers
- Involvement in activities at the school site to become acquainted with all aspects of the school, district, and community

English Learner Authorization (ELA)

Formerly the Cross-cultural Language and Academic Development (CLAD), this authorization authorizes teachers to deliver instruction to English Learner students in California. All candidates enrolled in California Teaching Credential programs, including Sacramento State's Teaching Credential program, earn their English Learner Authorization.

Field Placement Support



Cooperating Teacher (CT)

The in-service teacher who collaborates with and mentors the candidate

University Supervisor (US)

The faculty member who evaluates the candidate's performance in the host classroom and acts as a liaison between university and placement

Field Coordinator

The faculty member who oversees placements, supervisors, internships

Placement Support Cont'd

Cooperating Teacher (CT)

The cooperating teacher who collaborates and co-teaches with and mentors the candidate

Any other teacher/s at the placement that the candidate observes, collaborates and/or co-teaches with

University Supervisor (US)

The faculty member who acts as a liaison between the university and the placement

The US plays a key communication role between the candidate, the CT, and the program faculty/staff, in effect forming a triad of communication

Placement Support Cont'd

University Supervisor (US): The faculty who:

- Acts as a liaison between the university and the placement
- Evaluates the candidate's performance
- Plays a key communication role between the candidate, the CT, and the program faculty/staff, forming a triad of communication
- Keeps in regular contact; candidates must respond promptly
- Assigned at the beginning of fall 2025, may serve for the semester or the year

Cooperating Teacher Responsibilities

- Model effective management and instructional strategies
- Implement co-teaching strategies, as appropriate
- Support candidates in their implementation of Culturally Responsive/Antiracist/Social Justice strategies/curriculum
- Consult with, review and provide feedback on candidate lessons/lesson plans at least one day prior to teaching
- Observe candidate on a regular basis and provide verbal and written feedback
- Communicate regularly with the supervisor
- Assist candidate in accessing curriculum, technology, other teachers' classes
- Complete fall and spring final evaluations in collaboration with the supervisor

University Supervisor Responsibilities

- Support candidate and the CT
- Communicate regularly with the candidate, CT, and the field coordinator
- Conduct a minimum of 6 observations per semester
- All 6 observations to be conducted in-person but with advanced notice, a maximum of two observations each semester are allowed to be virtual (recorded)
- In collaboration with the CT, complete a candidate final evaluation in the fall (field experience) and a midterm and final evaluation in spring (student teaching)

TEACHER CANDIDATE RESPONSIBILITIES

- Obtain your district Certificate of Clearance (COC) promptly and meet any other requirements prior to beginning placement.
- 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 SS 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 and district policies

TEACHER CANDIDATE RESPONSIBILITIES

CONT'D

- 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 classes.**
- Learn and follow guidelines in the Field Handbook and Policies and Procedures Handbook
- Dress and act professionally: maintain professional standards for dress, language and media use, meet deadlines and timelines, maintain high standards of personal accountability and integrity, maintain open lines of communication, be cognizant that you are representing Sacramento State specifically and the teaching profession in general.
- 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.
- Return school items (keys, books, etc.) on loan at the end of the placement.
- Maintain an eBinder or equivalent organizer requested by your supervisor to organize and share lesson plans, assessments, reflections, recordings, and similar items

Lesson Plans

In our program, candidates utilize the Single Subject Program Anti-Racism/Social Justice Lesson Plan Template.

Each of the Lesson Plan Templates (available 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. Candidates' university courses provide support for lesson planning.

Reflection: A Key Aspect of Lesson Planning



- What went well?
- What could be refined?
- What would you do differently next time?

California Content Standards:

The CA Content Standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The content standards are adopted by the California State Board of Education are listed under Content Standards.

Why is the Bilingual Authorization Important?

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

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

What will you gain?

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

Next Steps

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

Questions? Reach out to...

Dr. Karina Figueroa-Ramírez
Educational Equity Coordinator
Eureka Hall 436
(916) 278-4324
figueroaramirez@csus.edu

Dr. Leslie Banes
Bilingual Authorization Coordinator
Eureka Hall 304
(530)828-6963
l.banes@csus.edu

Opportunities for Practice

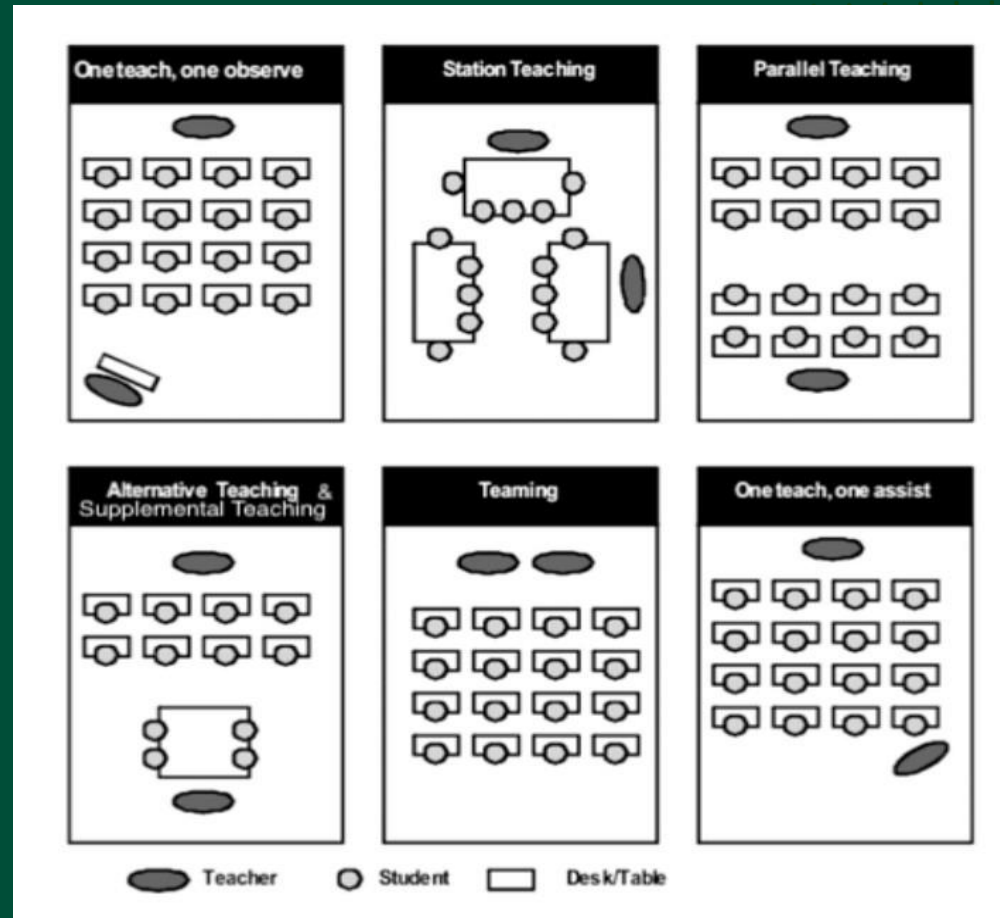
CO-TEACHING MODELS:

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?



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 & Attitude

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

Attitude and Integrity

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

Professionalism: Attire

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

Rebecca Mieliwocki in Education Week
Teacher



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Professionalism: Effective Communication

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

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 or 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

Wellness Support: How do we take a moment to pause?





**What is the relationship between academic success and wellness?
Why do you think “break the stigma” appears?**



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

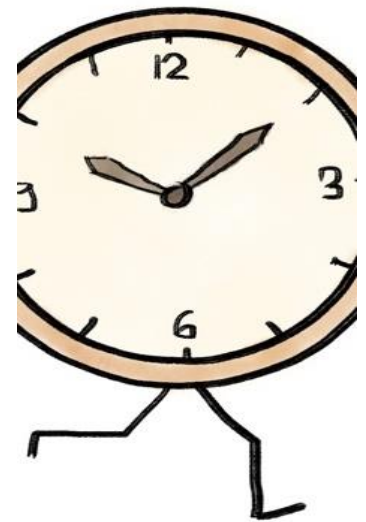
(Crisis Assistance & Resource Education Support)

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

Reminder: Teaching Credentials Program Orientation Friday August 22, 2025

- Program overview
- Campus resources
- Connect with candidates
- Meet program staff and faculty
- Introduction to Ed Tech Course
- Meet University Supervisors #2



Meet Supervisors

Candidates, please use this time to introduce yourself to the supervisors who are here today and ask questions about supervision. One could be your supervisor!