



# SACRAMENTO STATE

## **Multiple Subject Credential Program (Two-Semester and Three-Semester Pathways)**

### **FIELD HANDBOOK**

**for**

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

**College of Education - Teaching Credentials  
Multiple Subject Program**

Revised January 22, 2026

Greetings and Welcome!

Congratulations on becoming a member of the Sacramento State College of Education, Two-Semester or Three-Semester Multiple Subject Credential Program. These are very exciting and challenging times for those preparing to teach in California's schools. Our faculty take tremendous pride in the social justice focus, rigor, and quality of our program, and we are committed to providing you with the experiences essential to your development as a competent and confident equity-minded beginning teacher.

This handbook is designed for a diverse audience: our teacher candidates, our supervisors, our cooperating teachers, administrators, and district partners. It provides practical information about—and outlines expectations related to—our candidates' field experience and student teaching. It should be used in conjunction with the Policies and Procedures Handbook for the College of Education Teacher Preparation Programs which contains more general program policies and procedures.

We feel honored to have such a diverse community with whom to work. 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 toward closing the opportunity gap and the resulting achievement gap and promoting equity at all levels. We hope that this Field Placement Handbook provides a clear roadmap for how our collaborative work will proceed so that together we can support optimal growth and professional development for our candidates toward these ends.

The Teaching Credentials Branch will follow this mission and vision in implementing all aspects of its programs:

**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.

**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.

The Teacher Credentials Program has adopted the California Teachers Association Definition of Social Justice:

*We, as educators, have a responsibility for the collective good of students, members, communities, and society while ensuring human and civil rights for all. Social Justice encompasses educational, economic, and political arenas. Social justice is a commitment to equity and fairness in treatment and access to opportunities and resources for everyone, recognizing that all is not equal. Social justice means that we work actively to eradicate structural and institutional racism, sexism, classism, linguisticism, ableism, ageism, heterosexism, gender bias, religious bias, and xenophobia. Social Justice means that we as educators are responsible for the collective good of society, not simply our own individual interests.*

Our mission/vision emerges from the belief that the uniqueness of every child is a strength rather than a weakness or deficit and 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. Our adoption of the CTA's definition of social justice allows us to further define our commitment to equity and social justice and the work we do at the classroom, community, and state levels to disrupt persistent structural patterns of inequity. Our programs' integrated coursework and fieldwork strengthen candidates' commitments, knowledge base, and skills needed to achieve educational equity and address the opportunity and achievement gap in our region.

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

Best wishes,

**The Faculty and Staff of the Teaching Credentials Branch**

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## GLOSSARY OF TERMS

**Bilingual Authorization** – Candidates who are interested in teaching in bilingual settings may earn a Bilingual Authorization to provide instruction in another language. Sacramento State can offer this authorization in either Spanish or Hmong.

**California 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](#).

**Certificate of Clearance:** The Certificate of Clearance (COC) is a document issued by the [CA Commission on Teaching Credentialing](#) to an individual who has completed the Commission's fingerprint character and identification process. You must obtain your COC if you are enrolled in a California educator preparation program, prior to beginning your student teaching or practicum/field-based experience.

**Clear Credential:** Issuance of the new clear credentials indicates that credential holders are fully prepared to teach in schools, and may have earned the clear credential via out-of-state, out-of-country, or other preparation pathway.

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

**Cohort** – A group of teacher candidates who take classes together. Candidates in the 2 semester pathway are cohorted for all coursework except English Language Arts methods, the edTPA support class, and the Inclusive Practices courses. The 3 semester pathway students comprise their own cohort.

**Competencies** – The competencies are the measurable and observable knowledge, skills, and dispositions used by the program to help evaluate candidates. These competencies include the [California Teaching Performance Expectations](#) (TPEs), the [California Bilingual Teaching Performance Expectations](#) (BTPEs), and the [California Standards for the Teaching Profession](#) (CSTPs). The competencies form the basis of the evaluation of candidate progress and are used to assess candidates in the field and provide feedback on their performance.

**Cooperating Teacher (CT)** – The in-service public-school teacher who collaborates with and mentors a teacher candidate. The CT volunteers their time as a partner to and collaborator with our program, collaborating with the university supervisor in support of the candidate’s development and success.

**e-Binder:** An online organizational and storage tool used by candidates to store and share their lesson plans, lesson materials, recordings, and related items with their university supervisor and other faculty.

**edTPA** – a state-required subject-specific Teaching Performance Assessment (TPA) of beginning teaching that is managed by [Pearson Education, Inc.](#) The edTPA provides actionable evidence of beginning teaching quality and feedback to teaching candidates to support ongoing professional learning. Beginning teachers must register for and pass this TPA prior to being recommended for a preliminary teaching credential in California. Candidate support by credential program can be found on [Sac State's dedicated edTPA website](#)—use password: edtpa2017

**English Learner Authorization (ELA)** – Formerly the Cross-cultural Language and Academic Development (CLAD) Certificate, 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.

**Evaluation Meeting:** A conference held with the teacher candidate, the cooperating teacher, and the university supervisor. These meetings take place to support sharing the [candidate evaluation form](#). Additional meetings are held as necessary.

**Field Placement** – Field placement is the all-encompassing term used to refer to the field experience placement and student teaching placement (which occurs in the final semester). The field placement takes place in local schools and is overseen by the Cooperating Teacher (CT) and the University Supervisor.

**Growth and Planning Meeting:** A conference held between the teacher candidate and the cooperating teacher. These meetings take place to allow planning time and to support candidate development. Additional meetings are held as necessary.

**High Leverage Practices (HLPs):** Our Credentials Program centers on "High Leverage Practices" (HLPs) from [TeachingWorks](#) at the University of Michigan, which are described as "the fundamentals of teaching" that are "used constantly and are critical to helping students learn important content" across all subjects and grade levels. Anti-racist pedagogy is integral to these HLPs, with TeachingWorks designing "materials and activities to make issues of justice very explicit, highlighting the ways in which particular teacher education activities can help novice teachers to notice and name problematic dynamics and try intervening or practicing differently."

**Learning Segment** – A set of lessons that build upon one another toward a central focus that reflects key concepts and skills, with a clearly defined beginning and end. It may be part of a larger instructional unit that includes multiple learning segments.

**Lesson Plan Format** – A general lesson plan template which includes the major elements of a lesson plan. The model is adaptable, depending on the goals of a lesson.

**Pacing Guide** – A semester guide that identifies the key events, tasks and responsibilities of the candidate as they proceed through the program with respect to their placement. The guide provides basic orientation to candidates, supervisors, CTs, and instructors as to activities that should occur in the

candidate's placement. Because no two placements are identical, the pacing guide is meant to orient, not dictate!

**Public School Teacher** – The in-service public-school teacher who collaborates with and mentors a teacher candidate in Observation and Participation in Secondary Schools (university course EDSS 401). The teacher volunteers their time as a partner to and collaborator with our program, collaborating in support of the candidate's development and success.

**Professional Learning Communities (PLC)** – Ongoing collaborative efforts by small groups of teachers to improve student learning through collective inquiry and action research, which ultimately inform instruction.

**Solo Teaching** – A period of two consecutive weeks during which the credential candidate assumes all responsibilities of a credentialed teacher in the classroom (lesson plans for solo teaching require prior approval of the Cooperating Teacher). This typically occurs during weeks 14 and 15 of the student teaching semester.

**Subject Matter Competency (SMC)** – [California Education Code](#) requires that all candidates for a teaching credential must demonstrate they are proficient in the subject matter area of their intended credential. Subject Matter Competency must be met by all candidates prior to their final semester of student teaching.

**Supervisor** – Also called university supervisor, the Sacramento State faculty member who evaluates the candidate's performance in the host classroom and acts as a liaison between the university and the public school. The university supervisor plays a key communication role among the school administrators, the cooperating teachers, and the program's instructional faculty/staff in support of the teacher candidate.

**Teacher Candidate (TC)** – A student enrolled in the university credential program who concurrently works in the field alongside a cooperating teacher.

**Teaching Performance Expectations (TPEs)** – The California [Teaching Performance Expectations](#) (TPEs) are descriptions of the set of knowledge, skills, and abilities that the state of California expects of each candidate recommended for a preliminary teaching credential. The TPEs comprise the body of knowledge, skills, and abilities that beginning general education teachers will 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. The TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is also measured through the TPA.

## 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, as well as assist credential candidates at the final stages of their program when a credential recommendation is needed.

**Teaching Credentials Branch Office – Eureka Hall 401**

**SSC Office – Eureka Hall 437**

**Credential Analysts' Office – Eureka Hall 414**

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 the summer hours)*

Please see the [SSC website](#) for more information about scheduling appointments for advising, or the [Teaching Credentials website](#) for more information about drop-in hours with staff from Eureka Hall 401 (the reception area).

### 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](mailto:coe-cred@csus.edu)

### CONTACTS for Program Personnel:

- **Dr. Brian Lim, Teaching Credentials Chair**  
[lim@csus.edu](mailto:lim@csus.edu), Eureka Hall 401
- **Dr. Hanadi Shatara, Multiple Subject Program Coordinator**  
[hanadi.shatara@csus.edu](mailto:hanadi.shatara@csus.edu), Eureka Hall 323, (916) 278-3895
- **Dr. Leslie Banes, Bilingual Authorization Coordinator**  
[l.banes@csus.edu](mailto:l.banes@csus.edu), Eureka Hall 304, (916) 278-3496
- **Dr. Mathew Espinosa-Castro, Asian Languages Bilingual Authorization Coordinator**  
[espinosa@csus.edu](mailto:espinosa@csus.edu), Eureka Hall 420A, (916) 278-1171
- **Dr. Pete Benitti, Multiple Subject Field Coordinator (Interim)**  
[petebenitti@csus.edu](mailto:petebenitti@csus.edu), Eureka Hall 303, (916) 278-4298

### CONTACTS for Program Specific Services:

- **Linda Lugea, Branch Administrative Analyst**  
[llugea@csus.edu](mailto:llugea@csus.edu), Eureka Hall 401
- **Mercedes Hipolito, Applications and Admissions Administrative Support Coordinator**  
[m.dawal@csus.edu](mailto:m.dawal@csus.edu), Eureka Hall 401
- **Jennifer Clark, Placement Coordinator**  
[coe-credp@csus.edu](mailto:coe-credp@csus.edu), Eureka Hall 403, (916) 278-6639
- **Andrew Hanzlik, Placement Support Coordinator**  
[andrew.hanzlik@csus.edu](mailto:andrew.hanzlik@csus.edu), Eureka Hall 401, (916) 278-3935

- **Elizabeth Christian, Credential Analyst**  
[echristian@csus.edu](mailto:echristian@csus.edu), Eureka Hall 414, (916)278-4567
- **Jessa Jimenez-Estrada, Credential Analyst**  
[credentials@csus.edu](mailto:credentials@csus.edu), Eureka Hall 414, (916) 278-4567
- **Ashley Ciraulo-Stuart, SSC Programs Lead Advisor**  
[aciraulo@csus.edu](mailto:aciraulo@csus.edu), Eureka Hall 437, (916) 278-6403
- **Dr. Karina Figueroa-Ramirez, COE, Educational Equity Coordinator**  
[figueroaramirez@csus.edu](mailto:figueroaramirez@csus.edu), Eureka 437, (916) 278-4324
  - Peer Mentor and program information can be found at [Educational Equity Program Website](#)  
Email [edeq@csus.edu](mailto:edeq@csus.edu) check out the latest [Instagram](#)
- **Gabriel R. Delgado, Advising and Outreach Specialist**  
[gabrieldelgado@csus.edu](mailto:gabrieldelgado@csus.edu), Eureka Hall 431, (916) 278-6403
- **Robert Brewer, edTPA Coordinator**  
[Robert.brewer@csus.edu](mailto:Robert.brewer@csus.edu), Eureka Hall 322, (916) 572-6897

## **DISTRICT CLEARANCE POLICY**

Upon receipt of their placement notification during the summer, candidates must promptly obtain their Certificate of Clearance (COC) for their district and meet any other requirements. Obtaining the COC for their district is required prior to beginning practicum/field-based experience or student teaching. Candidates who have not obtained their COC for their district within 30-days of the start of Sac State's fall 2025 semester may have to extend the program.

## **PROGRAM PLACEMENT POLICY**

Making placements is a complex process, made by our teaching credentials placement team in collaboration with our district partners. Due to this complexity, candidates do not make their own placements. Making placements involves a multi-step process using a variety of factors including: (1) candidate district preference, (2) availability of Title I schools or schools with 50% or greater students on free/reduced lunch, (3) availability of a strong qualified mentor teacher with the appropriate teaching credential(s) and class schedule that has been approved by the school administrator, district administrator, and teaching credentials placement team, (4) availability of other candidates placed at the same school, and (5) proximity of placement to the candidate's residence with every effort is made to place a candidate as close as possible to their residence. Candidates are not placed with family members or teachers that do not agree or align with our program's mission and vision.

## IMPORTANT EVENTS AND DATES (All districts)

*All candidates must have met Subject Matter Competency (SMC) to move to their final semester of student teaching*

### FALL 2025

#### ❖ **Field Orientation**

New teacher candidates are required to attend a mandatory field orientation in-person on August 7, 2025, on the Sac State campus in 1004 Del Norte Hall

#### ❖ **Program Orientation**

New teacher candidates are required to attend a mandatory program orientation in-person on August 22, 2025, on the Sac State campus in the Student Union

#### ❖ **Field Experience Placement (two-semester pathway)/Observation/Participation Placement (three-semester pathway)**

Your unofficial start date varies by school/district. Your first official day during the Sacramento State semester will be August 20, 2025, the first day of the semester per the university [academic calendar](#). The last day in your placement is December 11, 2025, the last day of finals week. The final evaluation meeting with your supervisor will occur any day during finals week.

➤ **University Coursework.** Begins August 25, 2026, per the university [academic calendar](#).

## IMPORTANT EVENTS: WINTER 2025/2026 (All districts)

### WINTER 2025/2026

#### ❖ **Student Teaching Placement- Winter Break**

**Two-Semester candidates:** It is required that you attend your placement classroom or an alternative placement classroom at least two days a week while your school district is in session and Sacramento State is on winter break. Because three-semester candidates accrue additional hours in the field, they do not need to student teach during winter break.

## IMPORTANT EVENTS: SPRING 2026 (All districts)

*All candidates must have met Subject Matter Competency (SMC) to move to their final semester of student teaching*

## SPRING 2026

- ❖ **Student Teaching Placement (two-semester pathway)/Field Experience Placement (three-semester pathway).** Candidates begin the first day of the CSUS semester and end the final day of finals week.
- ❖ **University Coursework.** Begins January 26, 2026 per the university [academic calendar](#).
- ❖ The [Spring 26 Education, Youth & Family Services Career Fair](#) on March 3, 10:30 a.m. – 2:00 p.m. in-person on the Sac State campus in the University Union Ballroom. If this is a placement day, candidates are excused to attend this event.
- ❖ **IEP Simulation Event:** March 7, 2026, 9:00am to 12:30pm (times subject to change) in Folsom Hall on the Sac State campus; mandatory candidate attendance.
- ❖ **The 32nd Annual Multicultural Education Conference:** Our [annual conference](#) takes place March 14, 2026, from 8:00 a.m. – 3:00 p.m. in-person on the Sac State campus in the University Union. Mandatory candidate attendance.
- ❖ **Sacramento State Spring Break: March 23 – 27, 2026.** Two and three semester pathway candidates (all candidates) are required to be in their placement classrooms during the CSUS spring break if their districts are in session. Sacramento State and District Spring Breaks may or may not be in alignment- if a candidate's placement school is in session, they are required to attend their student teaching placement during the CSUS spring break.

## FIELD PLACEMENTS

The preliminary Multiple Subject credential program at Sacramento State focuses on the Program Standards and Teaching Performance Expectations developed by the California Commission on Teacher Credentialing and the definition of Social Justice as outlined by the California Teachers Association. University coursework is tied closely to community-based field experiences with university supervision in schools serving a diverse student population.

Candidates begin the program in either “Observation/Participation” (three-semester pathway), or a structured field experience placement (two-semester pathway) and by the final semester (called formal student teaching), candidates are responsible for all aspects of the cycle of teaching. All field placements take place in public schools and in classrooms serving socio-economically, culturally, and linguistically diverse students and their families.

Coursework and fieldwork are closely integrated so that the specialized knowledge and skills required to teach within the specific disciplines are reflected in the field practice, including specific pedagogy and research related to Universal Design for Learning, inclusive education, English language development, and the California State Standards. Supervisors, along with university instructional

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

Our program requires the implementation of co-teaching strategies by the teacher candidate and the cooperating teacher jointly. Co-teaching is a model developed by special education teachers and general education teachers and is currently being adopted for use in general education classrooms as well. The majority of cooperating teachers and all teacher candidates will receive professional development on co-teaching. The co-teaching strategies are available at the end of this handbook for reference.

### **Observation/Participation: EDMS 401**

Observation/Participation (O&P) takes place during the first semester, or Phase I, of the 3-semester pathway. During O&P, candidates are in their placement classroom one full school day a week on Tuesdays except district holidays. They have a public school teacher to observe, generally and with specific areas of focus, and participate in helping classroom students one on one or in small groups during instruction. Candidates build relationships with classroom students during their time in the classroom and can lead “canned routines.” Candidates also learn how to lesson plan during their Principles of Teaching course and will co-plan and teach some lessons in their placement classrooms during the semester to implement what they are learning in their university coursework.

### **Field Experience: EDMS 434A**

Field Experience occurs in the first semester of the 2-semester pathway and the second semester of the 3-semester pathway during Mondays (full placement school day) and Tuesdays (full placement school day) except district holidays. The focus of field experience is on one-on-one, small group, and large group instruction. Please use the current Pacing Guide to help monitor the scope and sequence of candidates’ teaching during this time.

### **Student Teaching (EDMS 434B)**

During the second semester of the two-semester pathway, teacher candidates student teach Monday through Wednesday for the first 12 weeks and then all day, every day beginning week 13. Teacher candidates in the three-semester pathway also student teach three days a week- Monday through Wednesday, during their final semester (Phase III) and five days a week beginning week 12. The focus of student teaching is still co-teaching, and in the second semester it includes a gradual takeover (if the cooperating teacher and supervisor deem that the candidate is ready) with the goal of solo teaching for two weeks at the end of the semester. The Pacing Guide provides more detailed, week to week information about candidates’ teaching responsibilities. The placement days and pacing guide are subject to change based on districts’ needs and schedules.

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

## **Policy for progressing from Field Experience to Student Teaching**

Upon accepting our offer of admission, candidates are sent a policy statement that carefully outlines 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, basic skills, etc.). We expect that teacher candidates will carefully monitor their own progress in courses, field experience/student teaching, and in meeting all state requirements. This program is carefully sequenced, and candidates risk timely completion of the program if they do not meet all program policies, especially those related to minimum grade requirements, subject matter competence, and meeting expectations in their field placement.



## EXPECTATIONS FOR TEACHER CANDIDATES

Your field placements are intended to give you the opportunity to apply the instructional high leverage practices you have learned in your coursework, with special focus on strategies specific to equity. Your university supervisor and cooperating teacher are there to offer support and feedback throughout the semester. Our main priorities are your personal and professional growth in education and increasing success in your ability to contribute positively to all students' academic and social-emotional learning in your assigned classrooms. To set yourself up for success in the program, please make sure you have completed the following:

1. Carefully read the Field Placement Handbook and the Policies and Procedures Handbook before the beginning of the program. They will be referred to throughout the program, and you are responsible for knowing their content before the program begins.
2. Develop a communication plan with cooperating teachers and supervisors (preferred mode of communication, times of day that are off limits, etc.).
3. Ask to have access to, and read carefully the core curriculum for your grade level before you begin in the classroom. Be very familiar with upcoming lessons, and be prepared to ask questions about the curriculum during your weekly 'Growth and Planning Meeting' with your cooperating teacher.
4. Be fully proficient in the Math, English Language Arts, Science, and Social Studies Standards (content knowledge) for your grade level. Standards can be found on the CA Department of Education website. Standards have changed since you were in school, and the Common Core English/Language Arts and Math Standards and Next Generation Science Standards are much more rigorous than previous Standards. If there are areas that you do not feel completely comfortable in, it is contingent upon you to take the time to educate yourself in those areas. You can use Khan Academy or other free, online resources to do so. You will not have time to learn this content once the program begins in the fall; it will be necessary to take this upon yourself to learn during the summer before beginning your placement.
5. During the program, complete the Observation Protocol for each formal observation, and write lesson plans in advance for full lessons that are implemented in the classroom. The thoughtful crafting of lesson plans is an effective tool to help with preparedness and increase the likelihood of successful and confident teaching. While on the spot decision-making is an essential part of teaching, moment to moment decisions are of higher quality if the parts of a lesson that can be planned are well planned ahead of time. Teacher candidates are required to use the program's Lesson Plan Template. Lesson plans will be kept in an e-binder that will be checked regularly by your supervisor and cooperating teacher.
6. Meet with cooperating teachers *once a week* (your 'Planning and Growth Meeting') for planning and discussion of lessons as well as to discuss candidate progress.
7. Remain at your school site during minimum days after the students have been dismissed. Staff development and workdays are also considered student teaching days if they fall within the required student teaching schedule. Teacher candidates will attend professional development with

cooperating teachers if it is not a financial hardship to the school or the district.

8. Solo teaching will take place during the final semester, full-time for two weeks, contingent upon demonstrated readiness to do so. Takeover is recommended one or two weeks **prior** to the last week of placement to ensure a smooth transition; however, dates may be adjusted due to the testing schedule, etc., at the school site.
9. Review the teacher candidate evaluation form at the beginning and throughout the semester.



## ETHICAL PROFESSIONAL STANDARDS FOR TEACHER CANDIDATES

*You are representing Sacramento State specifically and the teaching profession in general—strive to uphold the highest standards for professionalism (equity-mindedness, hard work, preparation, cultural humility, persistence, open-mindedness, respect, willingness to experience discomfort when discussing difficult topics, dependability, integrity, discretion, flexibility, etc.).*

### 1. Professional Attitude—Candidates are expected to:

- a. Demonstrate openness to the feedback that they receive, and to incorporate feedback into subsequent lessons.
- b. Believe and act with the understanding that **all students can learn**. Candidates must have high expectations for all students, and willingness to provide the support needed so that all students can learn.
- c. Be willing to engage in courageous conversations about people who are different from the candidate in race, gender, socio-economic status, home language, culture, and other categories of difference. Candidates will be willing to examine their own preconceived notions and to learn about these categories. Candidates should not harbor ill feelings toward peers, cooperating teachers, supervisors, or professors who express differing opinions from their own, understand the difference between opinions and facts, and need to be willing to continue relationships even after disagreeing.
- d. Take responsibility for student learning and not locate responsibility for student learning in outside forces. Candidates will use knowledge about students' and their caregivers' funds of knowledge to assure that learning is engaging, relevant, and accessible.

### 2. Attendance, Absences, and Punctuality—Candidates are expected to:

- a. Arrive at placement classroom one half hour before school begins and stay one hour after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as “Back to School Night” and “Open House” as their schedule allows, and as the school schedule allows. If two absences occur without previously informing the cooperating teacher **and** the supervisor, a Statement of Concern/Performance Contract will be initiated. If more than two excused absences occur a Statement of Concern/Performance Contract may be initiated.
- b. Arrive on time. If three tardies occur, a Statement of Concern/ Performance Contract will be initiated.
- c. Schedule regular appointments (e.g., dentist) outside of time in the placement classroom.
- d. Inform their cooperating teacher and supervisor when an absence is unavoidable. In this case, the candidate will provide their cooperating teacher with lesson plans, if scheduled to teach that day. Candidates are expected to use the preferred mode of communication to immediately inform their supervisor of any absence (especially important for planned observations). Candidates will make up any missed day(s) and communicate their plan to make up missed days to their CT and supervisor.
- e. Maintain appropriate hours at placement sites to plan and implement teaching and learning

tasks, even if this must take place outside of the hours outlined above.

**3. Lesson Plans/Preparedness—Candidates are expected to:**

- a. Meet deadlines for completing the Observation Protocol, lesson planning and any other requests from cooperating teachers and supervisors.

**4. Professional Conduct—Candidates are expected to:**

- a. Maintain flexibility in planning and implementing instruction so as to meet the needs of **all** students.
- b. Orient teaching practice so as to engage all students, with a special focus on students who are historically marginalized.
- c. Reflect and self-assesses to improve practice, with a special focus on equity.
- d. Collaborate effectively with all school personnel, student caregivers, and university personnel.
- e. Be discreet. Candidate does not share information about students nor post pictures or information about students on social media.
- f. Act professionally from the moment of arrival onto campus to the moment of departure from the school grounds.
- g. Maintain good rapport and appropriate professional interactions and relationships with all building staff, faculty, administration, students, and caregivers.
- h. Teach, observe, or assist the cooperating teacher and the students during all times when in the field. Candidates will strive to do everything possible to contribute positively to the learning of all students. Candidates will plan, prepare, and complete CSUS coursework (not related to assignments that involve students or CT) outside of time in the placement.
- i. Act with discretion. Be discreet in conversation and refrain from judging others quickly and harshly. Candidates will approach situations with empathy and an open mind, understanding that having an open, accepting attitude towards others is critically important in supporting each other and becoming a member of a community of learners.
- j. Use appropriate, professional language with instructors, other teacher candidates, students, school faculty, staff, and caregivers.
- k. Remember that as a guest at the school, one may learn confidential information about a student; keeping these issues confidential is essential.
- l. Use cell phones only when students are not present. Candidates will keep their cell phone on silent, as opposed to vibrate or ring tone, and will not take out their phone to look at it while students are present.
- m. Refrain from communicating negatively in public domains about previous or current experiences, cooperating teachers, caregivers, principal, supervisor, or school/district.
- n. Listen attentively during IEPs, SSTs, and parent conference meetings, and not offer opinions unless asked to by those in charge. Candidates should never offer advice or recommend services or materials for children as this may be interpreted as binding upon the district.
- o. Maintain a “growth” mindset. Candidates are confident that purposeful and diligent effort brings results—therefore, are open-minded and intellectually curious, engage in activities that will deepen and/or broaden their perspective and knowledge base, seek out feedback, receive it with grace and objectivity, and implement/apply it thoughtfully. Candidates are

expected to proactively ask questions anytime clarification is needed.

**5. Appropriate Professional Appearance is very important in this profession**

*In educational settings, a type of dress can be interpreted as being respectful or disrespectful to the profession and to the students and their caregivers. Be mindful and purposeful about how you present yourself.*

**Candidates are expected to:**

- a. Dress appropriately for the classroom. Check clothing for appropriate tightness and how much skin or if undergarments are revealed. Discuss any questions regarding dress with your supervisor and cooperating teacher.
- b. Tattoos with language or images that could be considered offensive to others or inappropriate for children must be covered.

**6. Effective Communication—Candidates are expected to:**

- a. Communicate effectively, orally, and in writing, in all settings related to the field (cooperating teacher, supervisor, field placement coordinator, parents, principals, paraprofessionals, etc.). Consistently use a salutation and closing in all written communication, including email messages.
- b. Understand that anything in writing, including emails, can be taken and shared with others. Use discretion and be professional in all contexts including social media accounts.
- c. Use Sacramento State email address for all program communications, and check email frequently and answer emails sent by program faculty (instructors, supervisors, CTs) or staff within 24 hours, 48 hours on the weekends.

## **OBSERVATION GUIDELINES FOR TEACHER CANDIDATES**

Throughout your field experience you should observe closely how students and adults function, behave, and interact in the school environment. Many factors influence the individual and group behavior of teachers, students, administrators, or volunteers, among them their perceptions of role and duties, social and peer pressures and hierarchies, time and schedules, and physical characteristics of the classroom, school, and facilities. Schools and classrooms are microcosms of society—in both positive and negative ways. Initially, you will have a golden opportunity to observe your students and your CT with few responsibilities. This is a time to be focused, systematic and detailed in your observations. With each observation, you can build a more intricate and nuanced understanding of students' engagement, their relationships with each other and with you and the cooperating teacher, and of teaching and learning.

Here are some **tips for professional observation**. Notice everything, defer judgment, make connections between coursework and the classroom, generate questions and take notes so that you have them to refer to throughout the year, and during your first year of teaching. As often as you can, connect what you observe to concepts, theories, and frameworks presented in your university coursework. Be sure to observe the students as much if not more than you observe your CT. Observe for—when are the students engaged? Less engaged? What motivates them? What makes them happy? Less happy? Which students might you want to reach out to first in establishing relationships? Why? Who do the students interact with during 'down' times? What do they like doing during their 'down'

times? Much of teaching involves putting theory into practice or using reflection on practice to bolster theory; when you think at this metacognitive level, you make great strides as a reflective, purposeful teacher who is focused on equity and educational excellence.

If possible, position yourself on a diagonal so you will have a good view of the students. Only observe while observing (e.g., refrain from doing CSUS homework unless it is an assignment that requires completion while in the field). Especially at the beginning of the school year, but after breaks as well, focus on the following areas:

### ***Building Respectful Relationships***

- **How does the teacher build relationships with his/her students as a group? As individuals?**
- **How does the teacher get to know about his/her students?**
  - How does the teacher interact with students before class begins?
  - How are students supported to learn how to care about each other, and learn how to positively interact with each other and build relationships with each other, and how to build a classroom community?
- **Establishing Norms and Routines**
  - How does the teacher empower the students to learn how to manage the classroom? Manage their own learning?
  - What are the rules/expectations of the classroom? Did the students contribute to the classroom expectations?
- **One Lesson: These prompts should be used with one lesson at a time**
  - How does the teacher build engagement?
  - How does the teacher build on knowledge that the students bring from home and community (Funds of Knowledge)?
  - How does the teacher tie the lesson to past learning or experiences?
  - What kinds of questions does the teacher ask?
  - When are the students most engaged?
  - Are there any academic or behavioral challenges? If so, what does the teacher do to help his/her students?
- **Procedures and Expectations**
  - How does the teacher help students co-create and understand classroom routines and procedures?

***In the beginning***, use the *One Teach, One Observe Co-Teaching Strategy* to focus your observations on your cooperating teacher, what s/he does, how the classroom is set up, student engagement, in addition to other items as suggested by the questions provided in this handbook. These questions are ***appropriate starting points*** for your inquiry; you and your cooperating teacher and/or supervisor should collaborate to determine other areas of focus for later observations.

## LESSON PLANNING OVERVIEW

Teacher candidates should observe their cooperating teachers model lessons and strategies in specific content areas before they assume responsibility for teaching lessons in those content areas. The teacher candidate should observe the cooperating teacher plan a lesson, either on his/her own or with grade-level teammates. The first and most important step in teaching, beyond building relationships with students and getting to know them and their backgrounds and interests, is planning, and knowing how to plan, starting with the knowledge of one's students and the grade level standards. As candidates observe their cooperating teacher plan lessons, they will grow more competent in weaving together their knowledge of the students with the content, skills and strategies taught in the lesson.

**E-Binders—information will be shared in your Technology and Principles of Teaching courses, and by your supervisors. E-Binders are used both as an organizational tool for candidates and as a repository of lessons for professors to gauge candidates' progress in the program.**

Candidates will use “e-binders” as opposed to physical binders to organize their weekly lesson plans, Observation Protocols, weekly overview, etc.. This will allow CTs, supervisors, and professors to access the binders online, providing an opportunity for the three groups of teacher educators to give 360 degree support for our candidates. Candidates, please carefully read the [E-binder Tutorial](#), and set up your ebinder by the first day of classes at CSUS.

### Lesson Planning

When writing a lesson plan for a formal observation, candidates will start by filling out the Observation Protocol. All lesson plans should be written at the level of specificity that a substitute would need in order to follow the plan. For example, language such as ‘teacher will go over vocabulary’ is too vague— write the plan in such a way that someone unfamiliar with the classroom would be able to carry out your plan without having to guess at the details.

#### 1. What procedure will the cooperating teacher follow when plans are poorly done or not ready in advance of teaching the lesson(s)?

Out of respect for the cooperating teacher’s time and to ensure that student learning is maximized, the timeframe for submitting the lessons to the cooperating teacher prior to instruction is at least two days before the lesson is taught. All plans must be thoroughly thought through and written at an acceptable level (level of specificity that a substitute could follow) before the teacher candidate will be allowed to teach the lesson. In many instances the candidate may only have to make minor modifications to the original lesson.

At other times, the candidate will need to edit or rewrite the entire lesson, following suggestions made by the cooperating teacher. Not having lessons ready places a severe burden on the cooperating teacher because alternative lessons, often hastily prepared, will have to be implemented; and this is unfair to them and to the students.

#### 2. What procedure will the supervisor follow when plans are poorly done or not ready in advance of teaching the lesson/s?

The timeframe for submitting the formal lessons (lessons that are observed) prior to instruction is stated in the Supervisor Syllabus. The supervisor will “discuss” any rough spots with the lesson (via

email) prior to the lesson implementation with the goal of maximizing success. This process may go back-and-forth several times. All plans must be acceptable before the teacher candidate will be able to teach. The candidate will not be allowed to teach if plans are not ready.

*Candidates who repeatedly fail to meet the expectations related to lesson planning will be given a Statement of Concern/Performance Contract. Continued sub-par performance may result in serious sanctions including immediate termination of the placement and/or dismissal from the program.*



## INFORMATION FOR COOPERATING TEACHERS

**Please note:** The Commission on Teacher Credentialing (CTC) enacted a requirement in 2016 that all cooperating teachers complete 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.

### Selection Criteria for Cooperating Teachers:

The procedure for selecting cooperating teachers involves school district administrators, site principals, cooperating teachers themselves, and the university supervisors. While the criteria for selecting cooperating teachers may vary from district to district, assignments are based in general on the following criteria:

1. The CT holds the appropriate credential and has, at a minimum, three years teaching experience;
2. A willingness to meet during a weekly 'Planning and Growth Meeting' with the teacher candidate to plan lessons and to provide written or verbal feedback on the observed lessons.
3. A willingness to discuss difficult topics with the candidate- e.g., implicit bias, racism, sexism, how the "isms" can manifest in the classroom between the teacher and students, and between students, and how to combat their effect in the classroom through building relationships, effective instruction, engagement activities, careful curation of adopted and other curriculum, and socially just assessment practices.
4. A commitment to modeling for the candidate effective teaching strategies (in different content areas), provide 'just in time' coaching, and effective modeling of establishing a just, caring classroom community that emphasizes positive reinforcement, proactive strategies, and the promotion of self-directed student behavior.
5. Sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the university supervisor).
6. Skill in "making one's thinking visible"- communicating about expectations, rationale for decisions, and evaluations of teaching.
7. A willingness to share one's own journey in teaching, what has been hard, what's been rewarding, how to avoid burnout and stay centered and mindful, how to avoid avoidable stress, and how to maximize enjoyment of teaching.
8. A willingness to help the candidate see how they are seen through the lens of others (e.g., caregivers, administrators, teacher colleagues, and of course, the classroom students).
9. A desire to grow professionally through the exchange of ideas with the teacher candidate.

## Cooperating Teacher Responsibilities

As a cooperating teacher, you are one of the candidate's most important resources. You are the candidate's professional coach and mentor. As such, you will need to provide modeling and constructive and positive feedback regularly so that your teacher candidate may improve and grow into the professional we all want her/him to be. Your active involvement is critical to a successful field experience. Some suggestions that may help with this process include:

1. Introduce teacher candidates as “co-teachers” so it is clear to the children and caregivers that teacher candidates have shared responsibility and authority as teachers in the classroom.
2. Provide a supportive environment by preparing the class for the teacher candidate's arrival (her/his own desk, name on the door, etc.).
3. Introduce the candidate to the principal, secretaries, plant manager, staff, and caregivers.
4. Carefully go over curriculum in all content areas, share resources (including online resources) if possible, units, and lesson planning. Share the strengths and any weaknesses of the curriculum, and how you address any weaknesses in the curriculum.
5. Inform the teacher candidate of the school-wide and classroom Social and Emotional Learning philosophy and practices, school and classroom schedules, emergency procedures, and routines (including during lunch and on the playground).
6. Inform the teacher candidate of what to do if a child is hurt inside or outside the classroom when the candidate is the only adult available to supervise the children.
7. Inform the teacher candidate about the school or district policies, situations, or circumstances he/she should know about, such as: where should teacher candidates park; duplicating materials and equipment; use of school resources; sign-in/sign-out procedures (if applicable); other relevant school policies.
8. Encourage questions and discussions about planning, instructional decisions, and decisions about building a just, caring community inside the classroom.
9. Provide the teacher candidate with a list of student names and appropriate background information.
10. Share with the teacher candidate how to use student assessment data to inform instructional practices.
11. Guide candidates to develop lesson plans using data from formative assessments from previous lessons (e.g., exit tickets, quickwrites, worksheets, etc.).
12. Provide the teacher candidate with pedagogical “think alouds” before/during/after teaching as appropriate, explaining pedagogical and management decisions, making transparent decision-making in all areas as it happens helping the teacher candidate know how the teacher knows/knew that students are or are not meeting learning objectives and why certain next steps were decided.

Make transparent your pedagogical decisions and choices around content based on students' backgrounds, interests and needs and how you increase student engagement.

13. Use the One Teach, One Observe co-teaching strategy as often as possible and give written and oral feedback regularly. The aim for everyone to be benefitting from the co-teaching process where reciprocal and collaborative learning is the norm!
14. Allow the teacher candidate to apply what she/he is learning in University coursework; allow the use of different teaching strategies.
15. Assist the teacher candidate in using the university provided Pacing Guide. Start your Growth and Planning Meeting time by looking at the Pacing Guide and planning candidate teaching according to university guidelines.
16. Maintain ongoing communication with the university supervisor, apprise them of any concerns with the candidate, and work as a team with the supervisor to address any field-related challenges. If the teacher candidate is struggling or not meeting competency, timely written documentation of the teacher candidate's performance is especially critical. It is also critical that such documentation begin as early as possible and is updated regularly. Concerns (e.g., attendance, punctuality, preparedness, proactiveness, attitude towards the students and teaching, etc.) need to be communicated to the supervisor immediately.
17. Complete the final evaluation during the field experience semester (fall) and the midterm and final evaluations during the student teaching semester (spring).
18. In a timely way, read all emails sent from the teacher candidate and university.
19. Support teacher candidates with the requirement of writing fully developed lesson plans for all lessons taught. The program is aware that regular classroom teachers do not write lesson plans. The reason why we ask our candidates to write lesson plans is so that we can "see their thinking" about how to teach and assess. Please encourage your candidate to take their lesson planning very seriously- this is their year to learn and practice a skill that will become automatic. **As such, please do not ask teacher candidates to take over a lesson or step in on the spur of the moment, unless a personal or student emergency occurs.**

## OBSERVING—CT OBSERVING TC AND TC OBSERVING CT

### **Suggestions—When Teacher Candidate Observes Cooperating Teacher**

1. Share goals with the teacher candidate in advance and decide together what the teacher candidate will observe (including both the teacher and student actions) with intention and specificity.
2. Focus the teacher candidate’s observations on specific aspects of the teaching day (e.g., the morning meeting and transition to the first curriculum activity, the reading and discussion of a story, etc.)
3. Focus teacher candidate’s observations on a few children and “track” these students’ experience with the lesson. Focus on engagement- what techniques and/or content support high student engagement?
4. Share thinking for the many decisions made during the lesson **as** the teaching is happening- make your thinking visible.

### **Debriefing Together—When Teacher Candidate Observes Cooperating Teacher**

1. Invite teacher candidates to share observations and ask questions related to the specific area of the observation.
2. Point out areas the teacher candidate may have missed that are important.
3. Point out equity-related pedagogies (e.g., lifting up the voice of certain students, scaffolding techniques to provide support for specific students, relationship-building moves that may have gone unnoticed, etc.)

### **Suggestions—When Cooperating Teacher Observes Teacher Candidate**

1. Read the lesson and provide feedback at least one day before implementation. Lessons should be available to the CT at least two days ahead of time. Support areas in which candidates may have missed opportunities to promote equity and/or engagement.
2. Identify together an area of focus (e.g., student engagement) for the CT to observe and provide feedback on.

### **Debriefing Together—sample questions for CT to ask TC after TC teaches a lesson:**

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

7. Using the evidence of student learning described and observed, what will be your *next steps* in future instruction with the class, small groups, and/or individual students?, and why?

### **CANDIDATES: WHEN RECEIVING FEEDBACK**

- In signing up for this program, you are acknowledging that you are here to learn, and to learn from others who have more experience and expertise. Seek and take advantage of as much feedback as you can.
- Listen all the way through without judging yourself or others. Hear the feedback as useful data to be investigated.
- When appropriate, ask for more clarity.
- Beware of jumping to a defensive response.
- If you are not getting as much feedback as you would like, ask for it, and tell the observer specifically what you want him/her to notice, and that you are looking forward to their feedback.

### **EXPECTATIONS OF UNIVERSITY SUPERVISORS**

The university supervisor is a faculty member who regularly observes the teacher candidate and works with the cooperating teacher in planning and directing the field placement experiences. Selection of university supervisors is based on their skills in working with beginning teachers, competence in appropriate grade levels, and prior teaching experience. The university supervisor is a teaching expert, a voice of experience, and the university's representative in the field. His/her primary responsibility is to ensure that the program's policies are appropriately implemented, especially in terms of the implementation of field experience and student teaching for the candidates.

The university supervisor is required to conduct a minimum of six observations for each candidate during the field experience semester and six observations during the student teaching semester. This requirement assumes that the candidate is making satisfactory progress and continues in his/her placement through the end of the semester. The university supervisor also completes a final evaluation for the field experience semester and a midterm and a final evaluation for the student teaching semester.

#### **Roles and Responsibilities of the University Supervisor**

1. Acts as liaison between teacher candidates, cooperating teachers, school administrators, and the university.
2. Drops in during the first two weeks of the semester with the aim of connecting with the teacher candidate, cooperating teacher and an attempt to connect with the principal if on campus and available.
3. Sends availability for observations to the candidates at least two Fridays before the observation week. Candidates send possible dates, and the beginning to ending times of lessons to the supervisor. Supervisors may have other requests as well.
4. Arrives on or before the lesson start time and stays until the lesson end time.
5. Provides feedback on the Classroom Observation Protocol and lesson plan with the first round of feedback sent to the candidate within twenty hours of the due date and time or when it was received

(whichever was later).

6. Formally observes the teacher candidates a minimum of six times during the field experience semester and six times during the student teaching semester. It may be necessary and beneficial to perform more observations than the minimum required.
7. Holds a post-observation conference the day of the observation and provides an opportunity for the candidate to reflect in writing during this time. Provides both written **and** oral feedback to the teacher candidate.
8. Reviews the “Teaching Candidate e-Binder” before **each** visit, and weekly.
9. Monitors and encourages the use of the co-teaching strategies.
10. Completes a final evaluation for the field experience semester and a midterm and a final evaluation for the student teaching semester, using the Taskstream platform. Cooperating Teacher completes midterm and final evaluations and reviews them with the candidate before the evaluation meeting with the supervisor. Schedules a triad meeting with the cooperating teacher and candidate for these evaluations.
11. Follows the early warning process by completing a Statement of Concern/Performance Contract for any candidate who is experiencing difficulties in making progress towards the competencies and schedules a conference with the cooperating teacher as quickly as possible to develop and carry out specific plans for improvement.
12. Maintains ongoing communication with the principal and cooperating teacher and assists in solving field-related problems.
13. Monitors and supports the teacher candidates’ progress related to the Pacing Guide.
14. Assigns grades through an “on-line” system via MySacState.

*Since supervisor assignments may change from semester to semester, it is possible that the teacher candidate may not have the same supervisor for field experience and student teaching semesters.*

## EVALUATION OF THE 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 candidates 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 (observation protocol, 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 Elementary Mathematics and in English Language Arts and the evaluation of the final semester of student teaching. Summative assessments also identify areas of strength and weakness, but the results are used for formal decisions—recommendation for a credential.

### **edTPA: A Brief Overview**

The edTPA meets the CTC Program Standard 5 adopted in December 2015 and is designed as an authentic, summative performance assessment, administered to candidates in the final stage of their teacher preparation program. The Multiple 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.

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. The candidate also completes a self-evaluation and the cooperating teacher reviews their evaluation with the candidate before meeting with the supervisor in a group of three to create the final draft of the evaluation. This process provides valuable opportunity/ies for reflection and setting professional goals. The university supervisor typically provides the timeline for the evaluation and will schedule the meeting in which the evaluation is finalized. 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 (observation protocols, lesson plans, reflections, group meetings, discussions, self-evaluations, Teacher Candidate E-Binder, etc.)

The university supervisor, after consultation with the cooperating teacher, recommends a grade of either credit (CR) or no credit (NC) each semester. If a grade of no credit is assigned, the supervisor reviews the supporting evidence with the cooperating teacher and the Field Placement 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.)



DEFENDING  
EDUCATION

## WHAT TO DO IF A TEACHER CANDIDATE IS STRUGGLING

In order for the University to recommend a candidate for a teaching credential, the candidate must demonstrate that he or she has developed necessary competence as defined by the standards of the Commission on Teacher Credentialing for preparing candidates in the specific areas of the credential. It is the institution's responsibility to assure that all candidates recommended for a credential meet the standards of candidate competence (competence includes: knowledge, skills and dispositions associated with teaching effectiveness) and character appropriate to the public trust of education.

A professional education program provides opportunities for a candidate to gain theoretical understandings and develop appropriate and equitable teaching practice to demonstrate the competencies required to be recommended for a credential. The supervisor and cooperating teacher will make every reasonable attempt to help the candidate develop these teaching competencies. Should it be determined, however, that candidate competence has not developed appropriately and is not likely to develop in a sufficient manner to warrant a recommendation for a credential, it may be necessary to take corrective steps. If the corrective steps still do not lead to the necessary competence, it may be necessary to dismiss the candidate from the credential program.

It's very important that cooperating teachers and/or supervisors document concerns early. Candidates need time to remediate and implement suggestions provided in the Statement of Concern and Performance Contract. The following process will be implemented to correct any lack of competence and/or dismissal from the program should correction be unsuccessful:

<b>Step 1 – Statement of Concern/Performance Contract</b>	
<b>Process</b>	<b>Notes</b>
<p>If the candidate is not developing necessary competence, the supervisor notifies the Field Placement Coordinator, cooperating teacher, and candidate in writing of this finding. If the concerns are not corrected within a reasonable amount of time a Statement of Concern and a Performance Contract (SoC/PC) are developed by the supervisor in consultation with the cooperating teacher and approved by the Field Placement Coordinator, (and other involved parties as appropriate) and presented to the candidate in writing.</p> <p><b>The SoC/PC should include:</b></p> <ol style="list-style-type: none"> <li>1. Statement/s of the area/s of inadequate performance.</li> <li>2. Suggested actions to be taken to improve performance.</li> <li>3. What will be accepted as evidence of satisfactory performance and how this will be assessed.</li> <li>4. Statement of acceptable time lines, which are in effect until the end of the program.</li> <li>5. Statement of what will occur if performance does not improve.</li> </ol>	<p>The Statement of Concern and Performance Contract are given to the candidate in writing at a meeting attended by, but not limited to, the supervisor, the cooperating teacher and the candidate. The Statement of Concern is signed and dated by the candidate acknowledging receipt. The Performance Contract is signed and dated by the supervisor, the cooperating teacher, the candidate, and the Field Placement Coordinator. The signed Statement of Concern and Performance Contract are then submitted to the Department of Teaching Credentials for the Department Chair's review and signature. Both are placed in the candidate's file. A signed copy is sent to the candidate for his/her records.</p>

## Step 2 –Decision to Dismiss

Process	Notes
<p>If the Statement of Concern and Performance Contract do not result in the candidate developing the necessary competence by the date designated in the Performance Contract, the outcome is dependent upon the individual circumstances.</p> <p>Termination of a field placement may include either removal from the placement altogether (with a grade or impending grade of NC being assigned) or removal from regular field placement duties, but approval to remain in the classroom to observe and participate in a limited fashion (generally also with a grade of NC being assigned). A decision to dismiss the candidate from the program is also an option.</p> <p>These decisions will be made jointly by the Field Placement Coordinator and Program Coordinator in consultation with the supervisor and cooperating teacher.</p>	<p>The candidate is notified of dismissal from the program verbally (in person if possible).</p> <p>Sacramento State candidates are guests at the school site. Therefore, if a site level administrator (usually the principal) or cooperating teacher asks that a candidate be removed from the school site, they will be removed.</p>

The Department of Teaching Credentials tracks the outcomes of Statements of Concern/Performance Contracts. In most cases, the candidate makes adequate corrections and proceeds to the next semester of the program. In some cases, however, there are additional difficulties. These sometimes stem from continued disruptive and/or unprofessional behavior. In these instances, more severe corrective action may be required, including immediate removal from the placement and/or discontinuation from the program.

In addition to the information below, candidates are encouraged to consult the Policies and Procedures Handbook for Teacher Preparation Programs (on the CoE website).

### **Examples of unprofessional, disruptive behavior include (but are not limited to):**

- Violation of the conduct code for guest teachers in effect for the candidate’s student teaching school site and host district. (It is the candidate’s responsibility to obtain information about this conduct code and abide by it.)
- Any action by the candidate that is deemed by the cooperating teacher and/or university supervisor to be a threat to the safety and well-being of children/adolescents at the school site. Action could include inattentiveness (on cell phone rather than observing students, completing coursework rather than working with students, etc.), frequent absences or lateness (which can impact student learning), reporting to duty while under the influence of drugs or alcohol, etc. In some cases, 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 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, 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 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/Uneven progress towards competencies such that the classroom learning environment is compromised; coupled with breakdown in mentoring relationship, or disruptive/unprofessional behavior.
- Candidates for a Teaching Credential understand and honor legal and professional obligations to protect the privacy, health, and safety of students, families, and other school professionals. They are aware of and act in accordance with ethical considerations and they model ethical behaviors for students. Candidates understand and honor all laws relating to professional misconduct and moral fitness. At all times, the standards of conduct established by Sacramento State University are in effect.



**STATEMENT OF CONCERN  
COLLEGE OF EDUCATION—FIELD PLACEMENT**

The Statement of Concern is designed to clearly identify issues that may prevent a candidate from successfully completing a credential program. This statement is accompanied by a Performance Contract that provides guidelines for the teacher candidate to address the identified issue(s).

**Candidate:**

**Date SOC issued:**

**Credential**

**Program:**

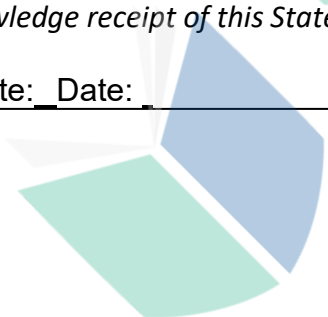
**Field Experience/Student Teaching:**

TPE	DESCRIPTION OF CANDIDATE PERFORMANCE

(If needed, add additional rows.)

**Required Signature:**

<p><i>I acknowledge receipt of this Statement of Concern</i></p> <p>Candidate: _____ Date: _____</p>
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## PERFORMANCE CONTRACT FOR CONTINUATION IN FIELD PLACEMENT:

**Candidate:**

**Date Performance Contract Issued:**

**Credential Program:**

**Field Experience/Student Teaching:**

*The following plan is a performance contract stipulating specific actions that must be completed by the teacher candidate. The signatures verify that the teacher 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.*

Performance Expectation ADDRESSED	PERFORMANCE BENCHMARK The candidate will....	TIMELINE
TPE		
TPE		
TPE		

(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:*

*I am in agreement with the Performance Contract.*  
University Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

*I am in agreement with the Performance Contract.*  
Cooperating Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

*I am in agreement with the Performance Contract.*  
Field Placement Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

*I am in agreement with the Performance Contract.*  
Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

## **POLICIES FOR SERVING STUDENTS WITH DISABILITIES**

California State University does not discriminate on the basis of a disability with regard to admission or access to programs and services provided through either on-campus and off-campus based programs. In accordance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, students with disabilities are entitled to reasonable accommodations related to their specific learning challenges.

It is the responsibility of the student with a disability to contact the appropriate offices **prior to enrollment** in a program or a specific course to obtain special services. A student must contact the **Services to Students with Disabilities Office** located on the main campus in Lassen Hall, Room 1008, (916) 278-6955 (voice) or (916) 278-7239 (TDD), at least 15 working days prior to the first day of class and provide verification of a disability and need for specific accommodations. More lead time may be necessary, if reasonable accommodations include the hiring of sign language interpreters, note takers, or the pre-preparation of written or taped materials. In all cases, students must provide written documentation of specific needs to the instructor within a reasonable time frame to assure that specific accommodations can be provided in a timely fashion.

### **SUBSTITUTE TEACHING POLICY**

During fieldwork, teacher candidates may have an opportunity to serve as a substitute teacher. This section describes the Program policy about what is allowed. This policy applies only to substitute teaching in the field on *days that are part of your CSUS field placement*. It does not apply to days when the candidate is not required to be in the field or attending courses (e.g., winter break).

Candidates may substitute teach for their cooperating teacher for **two days during the Field Experience semester and ten days during the Student Teaching semester when they have been found ready to do so by their university supervisor, have all of the proper paperwork completed (this should be completed with the district during the fall semester) and have the approval of the supervisor and the cooperating teacher.**

Candidates can only substitute teach in their cooperating teacher's classroom. If there is a shortage of substitutes in the school on a day, the school can choose to have the teacher candidate act as a substitute for his/her cooperating teacher and the cooperating teacher can be the substitute in another classroom.

**To be eligible for substitute teaching, candidates must complete required forms for the school district and they must hold the appropriate permit. Teacher candidates are not to miss any of their program courses to substitute teach.**

## CHAIN OF COMMAND FOR FIELD-PLACEMENT RELATED ISSUES

If issues arise in the placement, please follow the process outlined below:

### **Teacher candidate experiencing difficulty with cooperating teacher:**

- ✓ If the teacher candidate is experiencing difficulty with the cooperating teacher, address the concern with him/her.
- ✓ If a 'good faith effort' with the cooperating teacher does not result in a satisfactory resolution, then contact the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then the supervisor will contact the Field Coordinator.

### **Teacher candidate experiencing difficulty with supervisor:**

- ✓ If the teacher candidate is experiencing difficulty with the supervisor, address the concern with the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then contact the Field Coordinator.

### **Cooperating teacher experiencing difficulty with teacher candidate:**

- ✓ If the cooperating teaching is experiencing difficulty with the teacher candidate, address the concern with the teacher candidate.
- ✓ If a 'good faith effort' with the teacher candidate does not result in a satisfactory resolution, then contact the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then contact the Field Coordinator.

### **Cooperating teacher experiencing difficulty with supervisor:**

- ✓ If the cooperating teacher is experiencing difficulty with the supervisor, address the concern with the supervisor.
- ✓ If a 'good faith effort' with the supervisor does not result in a satisfactory resolution, then contact the Field Placement Coordinator.

## **CO-TEACHING FOR COOPERATING TEACHERS AND TEACHER CANDIDATES: 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, N. and Heck, T., 2011). As a result of research conducted by St. Cloud University, and our own experiences with successful informal co-teaching arrangements, 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:**

- An attitude: of sharing the classroom and the students. Co-teachers must always be thinking: we are both teaching all the time.
- A commitment: develop a successful collaboration between the cooperating teacher and the teacher candidate. This involves self-awareness, flexibility, communication skills, and open mindedness.
- Use of the co-teaching strategies: one teach/one observe; one teach/one assist; station teaching; parallel teaching; supplemental teaching; alternative teaching; and team teaching.

### **Successful co-teaching RESULTS in:**

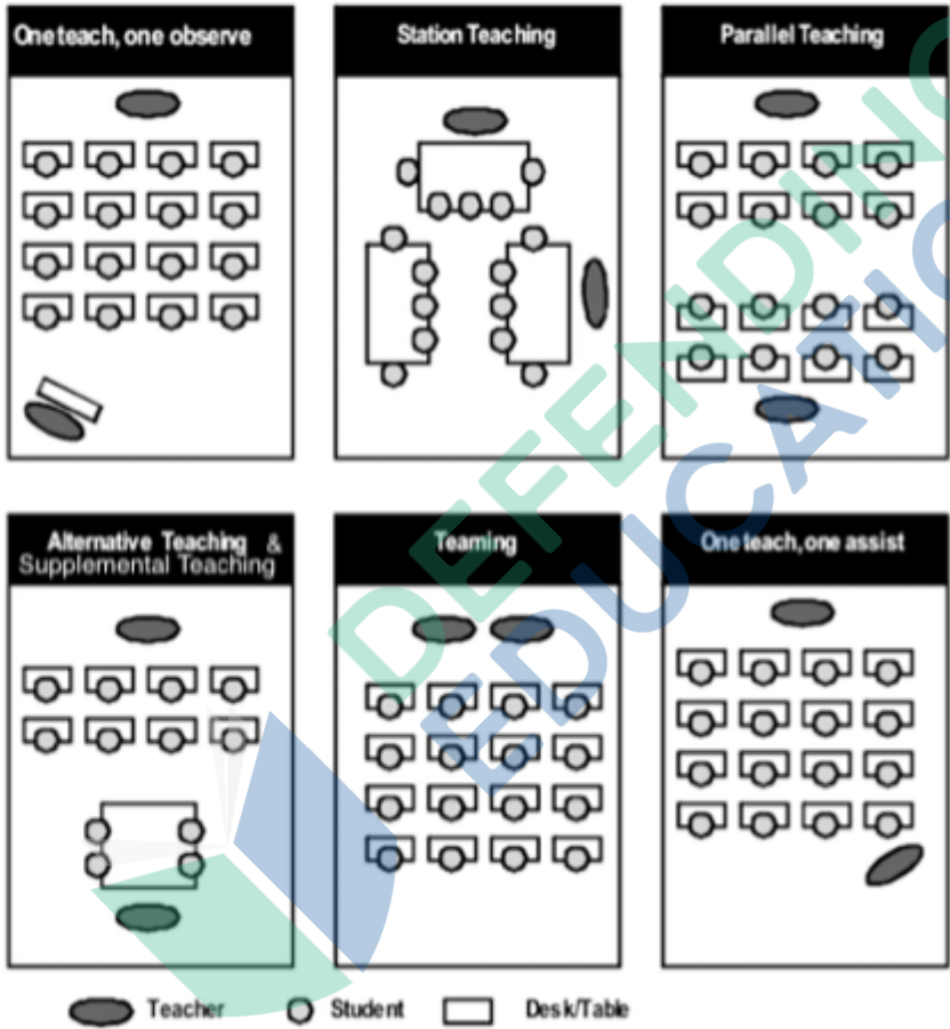
- Improved student outcomes due to a reduced student/teacher ratio and an enhanced ability to meet diverse student needs.
- Opportunities for greater student participation and engagement, more diversified teaching strategies, and increased instructional options for all students.
- Enhanced skills for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

**The majority of cooperating teachers have been trained in co-teaching. If you were unable to attend, please familiarize yourself with these co-teaching strategies and put them into practice with your teacher candidate as he/she advances in competence throughout the semester.**

- One Teach, One Observe with intention and specificity (one co-teacher observes while the other observes with a specific focus)
- One Teach, One Assist (one co-teacher assists, clarifying directions, providing feedback, monitoring behavior, etc.)
- Station Teaching (CT and TC prepare stations, each instructs at one station and there is usually one independent station; students rotate through stations)
- Parallel Teaching (the class is divided; CT and TC teach the same lesson using the same strategies, thus cutting class size in half)
- Supplemental Teaching (one teacher teaches the main lesson; the other teacher works with a small group to accelerate or remediate)

- Alternative Teaching (class is divided, CT and TC teach the same content but use different strategies)
- Team Teaching (CT and TC teach together from a collaboratively planned lesson plan)

**Co-Teaching Models**



Bacharach, N. and Heck, T. (2011) "Mentoring teacher candidates through co-teaching. Train the trainer Workshop." Minneapolis, MN: St. Cloud University. For data from St. Cloud University about co-teaching impacts on student learning, go to: <http://coehs.umn.edu/deanoffice/accred/ncate/standard3/St.%20Cloud-Co%20Teach%20Model.pdf>

**TEACHING PERFORMANCE EXPECTATIONS (TPEs)**  
**FOR BEGINNING TEACHERS**

TPE	
<b>1.</b>	<b>Engaging and Supporting All Students in Learning</b>
	1. Apply knowledge of students, including their prior experiences, interests, and social-emotional learning needs, as well as their funds of knowledge and cultural language, and socioeconomic backgrounds, to engage them in learning.
	2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
	3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
	4. Uses a variety of developmentally and ability appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom environment.
	5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
	6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
	7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
	8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.
<b>2.</b>	<b>Creating and Maintaining Effective Environments for Student Learning</b>
	1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
	2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
	3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
	4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
	5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
	6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student; student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

<b>3.</b>	<b>Understanding and Organizing Subject Matter for Student Learning</b>
	1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
	2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter and make accommodations and/or modifications as needed to promote student access to the curriculum.
	3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.
	4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.
	5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.
	6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.
	7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet Security.
8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.	

<b>4.</b>	<b>Planning Instruction and Designing Learning Experiences for All Students</b>
	1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.
	2. Understand and apply knowledge of the range and characteristics of typical and atypical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.
	3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy, mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.
	4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include: <ul style="list-style-type: none"> <li>○ appropriate use of instructional technology, including assistive technology;</li> <li>○ applying principles of UDL and MTSS;</li> <li>○ use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;</li> <li>○ appropriate modifications for students with disabilities in the general education classroom;</li> <li>○ opportunities for students to support each other in learning; and</li> <li>○ use of community resources and services as applicable.</li> </ul>
	5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans).
	6. Access resources for planning and instruction, including the expertise of community and school colleagues through in- person or virtual collaboration, co-teaching, coaching, and/or networking.
7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.	

	8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.
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<b>5.</b>	<b>Assessing Student Learning</b>
	1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress-monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
	2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
	3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
	4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
	5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
	6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
	7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.	

<b>6.</b>	<b>Developing as a Professional Educator</b>
	1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
	2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.
	3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.
	4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.
	5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.
	6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.
7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.	

## TPE Domain 7: Effective Literacy Instruction for All Students

7.1 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2 Plan and implement evidence-based literacy instruction (and integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1—Best first instruction, Tier 2—Targeted, supplemental instruction, and Tier 3—Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

7.3 Incorporate asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining practices in literacy instruction (and in integrated content and literacy instruction), recognizing and incorporating the diversity of students' cultures, languages, dialects, and home communities. Promote students' literacy development in languages other than English in multilingual (dual language and bilingual education) programs.

7.4 Provide literacy instruction (and integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students' age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students' assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

7.5 Foundational Skills. Multiple Subject Candidates: Develop students' skills in print concepts, including letters of the alphabet; phonological awareness, including phonemic awareness; phonics, spelling, and word recognition, including letter-sound, spelling-sound, and sound-symbol correspondences; decoding and encoding; morphological awareness; and text reading fluency, including accuracy, prosody (expression), and rate (as an indicator of automaticity), through instruction that is structured and organized as well as direct, systematic, and explicit and that includes practice in connected, decodable text. Multiple Subject and Single Subject English Candidates: Provide instruction in text reading fluency that emphasizes spelling and syllable patterns, semantics, morphology, and syntax. Multiple Subject and Single Subject Candidates: Advance students' progress in the elements of foundational skills, language, and cognitive skills that support them as they read and write increasingly complex disciplinary texts with comprehension and effective expression.

7.6 Meaning Making. Engage students in meaning making by building on prior knowledge and using complex literary and informational texts (print, digital, and oral), questioning, and discussion to develop students' literal and inferential comprehension, including the higher-order cognitive skills of reasoning, perspective taking, and critical reading, writing, listening, and speaking across the disciplines. Engage students in reading, listening, speaking, writing, and viewing closely to draw evidence from texts, ask and answer questions, and support analysis, reflection, and research.

7.7 Language Development. Promote students' oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students' oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students' existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

7.8 Effective Expression. Develop students' effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students' use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

7.9 Content Knowledge. Promote students' content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

7.10 Multiple Subject and Single Subject English Candidates: Monitor students' progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students' literacy profiles and identify potential reading and writing difficulties, including students' risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

7.11 Multiple Subject and Single Subject Candidates: Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students' literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students' cultural and linguistic assets and develops students' abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

**Midterm/Final Evaluation Form**  
**Multiple Subject Program**  
**College of Education, CSU Sacramento**

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

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

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

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

		TC <small>Teacher candidate</small>	CT <small>Cooperating teacher</small>	US <small>University supervisor</small>	Comments
<b>1. Building Respectful Relationships with Students</b>					
1a	<i>Establish Rapport &amp; Demonstrate Trustworthiness</i>				
1b	<i>Establish &amp; Enact Relationship-Building Routines</i>				
1c	<i>Embody Professionalism</i>				
<b>Additional comments and suggestions:</b>					



<b>2. Eliciting &amp; Interpreting Student Thinking</b>					
2a	Formulate & Pose Questions				
2b	Listen to & Interpret Students' Thinking				
2c	Support Students to Move Beyond Their Initial Ideas				
2d	Assess Student Thinking & Communicate with Families & Specialists				
<b>Additional comments and suggestions:</b>					
<b>3. Planning for Engaging and Meaningful Lessons (including Launch, &amp; Close)</b>					
3a	Understand & Organize Subject Matter for Student Learning				
3b	Plan Instruction & Design Learning Experiences for All Students				
3c	Launch & Close Engaging & Meaningful Lessons				
<b>Additional comments and suggestions:</b>					
<b>4. Leading Group Discussions</b>					
4a	Plan for Group Discussions				
4b	Launch & Conclude Group Discussions				
4c	Orchestrate Discussions				
<b>Additional comments and suggestions:</b>					
<b>5. Social Justice Standards</b>					
5a	Support Students' Positive Identity Development				
5b	Value Diversity				
5c	Challenge Injustice				
5d	Engage Students in Social Action				
<b>Additional comments and suggestions:</b>					



6b	Establishes professional learning goals and works towards attaining them				
6c	Takes responsibility for student learning				
6d	Understands and carries out professional responsibilities, demonstrates professional conduct and moral fitness				

**Additional comments and suggestions:**

**7. Effective Literacy Instruction for All Students**

7.1	Meaning Making- Standards-based instruction, Framework themes				
7.2	Literacy instruction for students with disabilities				
7.3	Asset-based pedagogies: culturally and linguistically affirming and sustaining pedagogies				
7.4	Literacy instruction that is active, motivating and engaging				
7.5	Foundational Literacy Skills				
7.6	Meaning making addressing comprehension, higher order thinking				
7.7	Promote oral and written language development (vocab., grammar, syntax, discourse) in reading, listening, speaking, and writing				
7.8	Effective Expression: LGD, peer feedback, written and oral presentations, technology use				
7.9	Content Knowledge: Literacy instruction in the content areas, discipline specific language (vocab, syntax, discourse, function)				
7.10	Monitor students literacy progress through assessment				
7.11	ELD- integrated and designated				

**Additional comments and suggestions:**

**If desired, print out this page to refer to while filling out table above.**

**1. Building Respectful Relationships**

**1a. Establish Rapport & Demonstrate Trustworthiness**

BRRa. Establish rapport with students by seeking to learn about & connect with every student as a human being; by providing opportunities for students to learn about & connect with you; by using work on content to both convey appreciation/regard for & connect with students; and/or by finding small moments to connect with children.

BRRb. Demonstrate trustworthiness by treating students as trustworthy; by supporting students to engage in productive struggle with content & to persevere; by inviting & taking seriously students' questions, challenges, criticisms, & disagreements without taking them personally.

**1b. Enact Relationship-Building Routines**

BRRc. Monitor & maintain relationships with students. This can be done by establishing routines for connecting with students on a regular basis (e.g. greeting students at the door); by establishing communication systems (e.g., interactive journaling, regularly scheduled check-ins, surveys) in order to gather individual student thinking & feedback; by developing systems to track the quality & quantity of interactions with individual students; & by recognizing & actively mediate conflict—[candidates] take ownership when mistakes are made, & adapt behavior based on the needs of the relationship  
TPE 1.2 Maintain ongoing communication with students & families, including the use of technology to communicate with & support students & families, & to communicate achievement expectations & student progress

TPE 2.3 Establish, maintain, & monitor inclusive learning environments that are physically, mentally, intellectually, & emotionally healthy & safe to enable all students to learn, & recognize & appropriately address instances of intolerance & harassment among students, such as bullying, racism, & sexism.

**1c. Embody Professionalism & Care**

BRRd. Examine & manage self in relationship with students by attending to who you are outside of the classroom & attending to who you are as a professional inside the classroom; by examining your personality, interrogate your biases, & identify blind spots in terms of how they might impact relationships with individual students; & by attending to how you express yourself

**2. Eliciting & Interpreting Student Thinking**

## **2a. Formulate & Pose Questions**

EISTa. Formulate & pose questions designed to elicit & probe student thinking in ways that are sensitive to how students might hear or respond to the questions. This includes slowing the pace of questions and/or using repetition; using native language or translation support (if possible); using gestures, visuals, or leveled sentence stems; building questions off of students' expressed thinking and/or using questioning to test hypotheses about students' thinking.

TPE 1.6 Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, & structured English immersion, & demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, & students who may have both a need to acquire Standard English proficiency & an identified disability.

## **2b. Listen to & Interpret Students' Thinking**

EISTb. Listen to & interpret student responses by giving students time to speak, allowing independent or peer-supported "thinking time," paying close attention to what students say without interrupting, listening for ideas rather than academic language, noticing specific features of students' thinking, & using knowledge of the student to make sense of responses.

**TPE 1.8 Monitor student learning & adjust instruction while teaching so that students continue to be actively engaged in learning. (change is that text is bolded)**

## **2c. Support Students to Move Students Beyond Their Initial Ideas**

EISTc. Develop additional questions, prompts, & tasks that are attuned to the students' linguistic capabilities & that probe student thinking beyond their initial responses. Such probing work can be done to uncover thinking that students have yet to express, to unpack expressed thinking that has been surprising or confusing, or to support students in further developing their ideas.

## **2d. Assess Student Thinking & Communicate Assessments with Families & Specialists**

TPE 5.3 Involve all students in self-assessment & reflection on their learning goals & progress & provide students with opportunities to revise or reframe their work based on assessment feedback

TPE 5.5 Use assessment information in a timely manner to assist students & families in understanding student progress in meeting learning goals.

TPE 5.6 Work with specialists to interpret assessment results from formative & summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, & students with language or other disabilities.

## **3. Planning for, Launching, & Closing Lessons**

### **3a. Understand & Organize Subject Matter for Student Learning**

TPE 1.3 Connect subject matter to real-life contexts & provide active learning experiences to engage student interest, support student motivation, & allow students to extend their learning.

TPE 3.1 Demonstrate knowledge of subject matter, including the adopted California State Standards & curriculum frameworks.

TPE 3.4 Individually & through consultation & collaboration with other educators & members of the larger school community, plan for effective subject matter instruction & use multiple means of representing, expressing, & engaging students to demonstrate their knowledge (UDL)

TPE 3.6 Use & adapt resources, standards-aligned instructional materials, & a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

### **3b. Plan Instruction & Design Learning Experiences for All Students**

TPE 1.4 Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.

TPE 4.1 Locate & apply information about students' current academic status, content- & standards-related learning needs & goals, assessment data, language proficiency status, & cultural background for both short-term & long-term instructional planning purposes.

TPE 4.2 Understand & apply knowledge of the range & characteristics of typical & atypical child development from birth through adolescence to help inform instructional planning & learning experiences for all students.

TPE 4.6 Access resources for planning & instruction, including the expertise of community & school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

TPE 4.8 Use digital tools & learning technologies across learning environments as appropriate to create new content & provide personalized & integrated technology-rich lessons to engage students in learning, promote digital literacy, & offer students multiple means to demonstrate their learning.

### **3c. Launch & Close Engaging & Meaningful Lessons**

L&CL2. Launches lessons by orienting students to where each lesson lives in larger instructional units, activating prior knowledge, reinforcing classroom norms, providing student-friendly instructional goals, & (as necessary) teaching, reviewing or reminding students of discussion protocols and/or language supports.

TPE 2.6 Establish & maintain clear expectations for positive classroom behavior & for student-to-student & student-to-teacher interactions by communicating classroom routines, procedures, & norms to students & families.

TPE L&CL3. Closes lessons in ways that allow for students to identify the main take-aways of the lesson, orients students to what comes next in instruction, & offers the teacher formative assessment data (as appropriate).

#### 4. Leading a Group Discussion

##### 4a. *Plan for Group Discussions*

LGD1. Identifies an instructional goal & selects a discussion-worthy task, text, phenomena, or issue that links to students' funds of knowledge & prior knowledge.

LGD2. Drafts questions for discussion & structures to be used during discussion (e.g. protocols, graphic organizers, etc.) & anticipates student ideas, responses, & misconceptions; and plans formal formative assessments to conclude discussions.

##### 4b. *Launch & Conclude Group Discussions*

LGD4. Offers general discussion goals without taking away students' "aha" moment & reminds students of discussion norms & protocols (language supports, protocols, etc.).

LGD 5. Begins discussions by using appropriate prompts that link to students' funds of knowledge & by allowing students time to think, write, or engage in paired or small group talk before opening the floor.

LGD7. Concludes & summarizes the main takeaways of discussion in ways that acknowledge student competence & focus on students' contributions; indicates where the discussion will go next & conducts formal formative assessment (as appropriate).

##### 4c. *Orchestrate Discussions*

LGD 6. Elicit & probes students' thinking, acknowledges student competence, [strategically supporting and selecting students to share out] orients students to each other's ideas, & makes strategic contributions to discussion that connect ideas under discussion to prior learning, students' funds of knowledge, or instructional goals.

TPE 2.2 Creates learning environments (i.e., traditional, blended, & online) that promote productive student learning, encourage positive interactions among students, reflect diversity & multiple perspectives, & are culturally responsive.

#### 5. Social Justice Standards

##### 5a. *Support Positive Identity Development*

Develop a positive social identity based on their multiple identities, without denying the value and dignity of others.

##### 5b. *Value Diversity*

Express comfort with and curiosity about people who are both similar to & different from them & engage respectfully with all. Examine diversity in social, cultural political and historical contexts.

##### 5c. *Identify Injustice*

Recognize stereotypes and unfairness at individual and systemic levels & relate to people as individuals rather than representatives of groups, recognize the influence of power and privilege on individual and institutional levels, and identify figures and groups relevant to the history of social justice.

##### 5d. *Engage Students in Social Action*

*Express empathy when people are mistreated, including themselves, and speak up and plan and carry out collective action against injustice.*

#### 6. Developing as a professional educator

##### 6a. *Reflects on own teaching practice*

TPE 6.1 Reflects on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning. **Incorporates cooperating teacher and supervisor feedback into subsequent lesson planning and delivery. (last sentence is new - from TPE 6 narrative)**

##### 6b. *Establishes professional learning goals and works towards attaining them*

TPE 6.3 Sets short and long-term teaching and learning goals and works towards attaining them [by routinely engaging in communication and inquiry with colleagues.]

##### 6c. *Takes responsibility for student learning*

TPE 6.5 Demonstrate professional responsibility for all aspects of student learning & classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns & policies regarding the privacy, health, & safety of students & families. Beginning teachers conduct themselves with integrity & model ethical conduct for themselves & others.

##### 6d. *Understands and carries out professional responsibilities, demonstrates professional conduct and moral fitness*

TPE 6.6 Understand & enact professional roles & responsibilities as mandated reporters & comply with all laws concerning professional responsibilities, professional conduct, & moral fitness, including the responsible use of social media & other digital platforms & tools.

#### 7. Effective Literacy Instruction for all Students

7.1 **-Meaning Making- Standards-based instruction, Framework themes:** Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of applicable literacy-related academic standards and the themes of the California English Language Arts/English Language Development Framework (Foundational Skills, Meaning Making, Language Development, Effective Expression, and Content Knowledge) and their integration.

7.2 **-Literacy instruction for students with disabilities:** Plan and implement evidence-based literacy instruction (and/or integrated content and literacy instruction) grounded in an understanding of Universal Design for Learning; California's Multi-Tiered System of Support (Tier 1–Best first instruction,

Tier 2–Targeted, supplemental instruction, and Tier 3–Referrals for intensive intervention); and the California Dyslexia Guidelines, including the definition and characteristics of dyslexia and structured literacy (i.e., instruction for students at risk for and with dyslexia that is comprehensive, systematic, explicit, cumulative, and multimodal and that includes phonology, orthography, phonics, morphology, syntax, and semantics).

**7.3 -Asset-based pedagogies: culturally and linguistically affirming and sustaining pedagogies:** Asset-based pedagogies, inclusive approaches, and culturally and linguistically affirming and sustaining pedagogies; literacy development in languages other than English.

**7.4 -Literacy instruction that is active, motivating and engaging:** Provide literacy instruction (and/or integrated content and literacy instruction) for all students that is active, motivating, and engaging; responsive to students’ age, language and literacy development, and literacy goals; reflective of family engagement, social and emotional learning, and trauma-informed practices; and based on students’ assessed learning strengths and needs, analysis of instructional materials and tasks, and identified academic standards.

**7.5 –Foundational Literacy Skills:** Foundational Skills-based instruction that is structured, direct, systemic, and explicit addressing foundational skills, language, and cognitive skills

**7.6 -Meaning making addressing comprehension, higher order thinking:** Meaning making based on prior knowledge using complex and literary and informational texts; addressing comprehension, higher order cognition, reasoning, perspective taking across disciplines.

**7.7 Promote oral and written language development (vocab., grammar, syntax, discourse) in reading, listening, speaking, and writing.** Promote students’ oral and written language development by attending to vocabulary knowledge and use, grammatical structures (e.g., syntax), and discourse-level understandings as students read, listen, speak, and write with comprehension and effective expression. Create environments that foster students’ oral and written language development, including discipline-specific academic language. Enhance language development by engaging students in the creation of diverse print, oral, digital, and multimedia texts. Conduct instruction that leverages students’ existing linguistic repertoires, including home languages and dialects, and that accepts and encourages translanguaging.

**7.8- Effective Expression: LGD, peer feedback, written and oral presentations, technology use:** Develop students’ effective expression as they write, discuss, present, and use language conventions. Engage students in a range of frequent formal and informal collaborative discussions, including extended conversations, and writing for varied purposes, audiences, and contexts. Teach students to plan, develop, provide feedback to peers, revise using peer and teacher feedback, edit, and produce their own writing and oral presentations in various genres, drawing on the modes of opinion/ argumentation, information, and narration. Develop students’ use of keyboarding, technology, and multimedia, as appropriate, and fluency in spelling, handwriting, and other language conventions to support writing and presentations. Teach young children letter formation/printing and related language conventions, such as capitalization and punctuation, in conjunction with applicable decoding skills.

**7.9- Content Knowledge: Literacy instruction in the content areas, discipline specific language (vocab, syntax, discourse, function):** Promote students’ content knowledge by engaging students in literacy instruction, in all pertinent content areas, that integrates reading, writing, listening, and speaking in discipline-specific ways, including through printed and digital texts and multimedia, discussions, experimentation, hands-on explorations, and wide and independent reading. Teach students to navigate increasingly complex literary and informational texts relevant to the discipline, research questions of interest, and convey knowledge in a variety of ways. Promote digital literacy and the use of educational technology, including the ability to find, evaluate, use, share, analyze, create, and communicate digital resources safely and responsibly, and foster digital citizenship.

**7.10- Monitor students literacy progress through assessment:** Monitor students’ progress in literacy development using formative assessment practices, ongoing progress monitoring, and diagnostic techniques that inform instructional decision making. Understand how to use screening to determine students’ literacy profiles and identify potential reading and writing difficulties, including students’ risk for dyslexia and other literacy-related disabilities. Understand how to appropriately assess and interpret results for English learner students. If indicated, collaborate with families and guardians as well as with teachers, specialists, other professionals, and administrators from the school or district to facilitate comprehensive assessment for disabilities in English and as appropriate in the home language; plan and provide supplemental instruction in inclusive settings; and initiate referrals for students who need more intensive support.

**7.11- ELD- integrated and designated:** Provide instruction in English language development (ELD) for students identified as English learner students based on an understanding of comprehensive ELD, which includes both integrated and designated ELD and is part of Tier 1 instruction. Understand how integrated and designated ELD are related and how designated ELD is taught in connection with (rather than isolated from) content areas and topics. Use ELA/literacy standards (or other content standards) and ELD standards in tandem to plan instruction that attends to students’ literacy profiles, levels of English language proficiency, and prior educational experiences. Provide ELD instruction that builds on students’ cultural and linguistic assets and develops students’ abilities to use English purposefully, interact in meaningful ways, and understand how English works across the disciplines.

#### **Legend:**

TPEs: Teaching Performance Expectations (update link to include TPEs with TPE 7)

BRR: [Building Respectful Relationships](#) - High Leverage Practice

EIST: [Eliciting and Interpreting Student Thinking](#) - High Leverage Practice

LGD: [Leading a Group Discussion](#) - High Leverage Practice

L&C: [Launch](#) and [Close](#) a Lesson- High Leverage Practices

**Teacher Candidates:** the MS Field Handbook serves as an important resource and guidance throughout candidates’ entire time in the program. Please acknowledge that you have read and reviewed the MS Field Handbook by completing the Multiple Subject Field Handbook survey linked below:

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