

CALIFORNIA STATE UNIVERSITY, SACRAMENTO



DEFENDING
EDUCATION



Single Subject Teaching Credentials Field Handbook

COLLEGE of EDUCATION

Revised July 19, 2025

Greetings!

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

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

Mission

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

Vision

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

Our vision emerges from the belief that the uniqueness of every child and adolescent is a strength rather than a weakness or deficit. Our vision comes to life through focused, rigorous coursework and structured field experiences in contexts that serve large numbers of low-income, culturally and linguistically diverse students with diverse abilities. This integrated coursework and fieldwork strengthens candidates' commitments, knowledge base and skills needed to achieve educational equity.

Our vision is supported by collaborative relationships with public school districts, schools, and community agencies so that every child in grades K-18 has multiple and varied opportunities to reach full potential. These partnerships will actively remove barriers to learning by engaging in collective efforts to equalize opportunities to learn for all children/youth in the K-18 public education system and through the promulgation of informed, research-oriented, culturally competent practices that are effective in multiple settings (e.g., classrooms, pre-schools, clinics, etc.). Progress towards our vision is measured through input from partners and a coordinated set of performance assessments that faculty regularly and deliberately analyze.

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

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

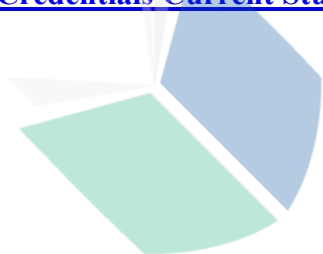
In partnership,

The Faculty and Staff of the Teaching Credentials Program

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The forms included in this handbook are for reference. Editable/fillable versions of forms are available on the [Teaching Credentials Current Students website](#)



GLOSSARY

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

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

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

Canvas: an online learning platform used by university faculty and candidates for university courses. Candidates will have a Canvas website for each course upon course registration. See [Canvas by Instructure](#) for more details.

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 (Co-Teacher and Teacher Candidate) working together with groups of students – sharing the planning, organization, delivery, and assessment of instruction, as well as the physical space. Both teachers are actively involved and engaged in all aspects of instruction” (Bacharach & Heck, 2011).

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 1-6), [Literacy Standard TPE 7](#), 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), 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.

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

Intern Credential: Commission-approved institutions that offer a teaching intern program may recommend candidates for an intern credential. Issuance of the intern credential indicates that candidates are employed in a school while completing credential requirements. School districts that are unable to fill a teaching position with a teacher who holds a preliminary or clear credential may request for an intern candidate as the teacher of record. On certain occasions and with faculty review and approval, a single subject candidate can serve as the teacher of record during their final semester as a paid intern if doing so does not interfere with attending their university course work. The internship process is described in our program's [Intern Credential Guidelines](#); these guidelines follow the [CA Commission on Teaching Credentialing's University Internship Credentials](#). Contact the field coordinator for any questions.

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 Template: A general lesson plan template which includes the major elements of a lesson. The template is adaptable, depending on the goals of a lesson.

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

Preliminary Credential: A Preliminary Credential is a teaching or service credential that is valid for five years. Preliminary credentials require the holder to complete a bachelor's degree, an approved educator preparation program, subject matter competence, a state-required subject-specific Teaching Performance Assessment (TPA) of beginning teaching, and additional specific requirements. Additional academic requirements must be completed to qualify for the clear credential.

Solo Teaching: solo teaching or the equivalent includes those activities in which the candidate plans the lessons,

delivers the lessons, and assesses student work. Candidates conduct solo teaching for at least 4 weeks during the student teaching semester, where they are expected to fully participate within the school environment and experience and understand the full range of activities and responsibilities of being the teacher of record.

Taskstream: an online learning platform used by candidates to submit program and course requirements. See [Taskstream by Watermark](#) for more details. A Taskstream subscription is required for candidates.

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

Teaching Performance Expectations (TPEs): The [CA Teaching Performance Expectations](#) (TPEs 1-6) and [Literacy Standard TPE 7](#), are a description of the set of knowledge, skills, and abilities that the state of California expects of each candidate recommended for a preliminary Single Subject Teaching Credential. The TPEs comprise the body of knowledge, skills, and abilities that beginning general education teachers have the opportunity to learn in approved teacher preparation programs in California. Beginning teachers demonstrate their knowledge of the TPEs by successfully completing course work, engaging in clinical practice, and passing a Teaching Performance Assessment (TPA) based on the TPEs. Beginning teachers must meet these requirements prior to being recommended for a preliminary teaching credential in California. TPEs guide teacher preparation program development; candidate competency with respect to the TPEs is measured through the TPA.

University Supervisor: also referred to as the supervisor, the Sacramento State supervisorial faculty member who supports the candidate in their placement, evaluates the candidate's performance in the host classroom, serves as the course instructor for the EDSS 474 courses, 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.



Teaching Credential Program Contacts

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

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

The academic year hours for the offices listed above are:

Monday – Friday, 8 a.m. – 12 p.m. & 1 p.m. – 5 p.m. (check website for summer/holiday hours)

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

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

General Academic and Program Services:

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

Contacts for Program Specific Services:

- **Dr. Brian Lim, Teaching Credentials Branch Chair**
lim@csus.edu, Eureka Hall 401
- **Dr. Sarah Ives, Single Subject Program Coordinator**
sarah.ives@csus.edu, Eureka Hall 218, (916) 278-3552
- **Dr. Pete Benitti, Single Subject Field Coordinator**
petebenitti@csus.edu, Eureka Hall 303, (916) 278-4298
- **Dr. Leslie Banes, Bilingual Authorization Coordinator**
l.banes@csus.edu, Eureka Hall 304, (916) 278-3496
- **Dr. Karina Figueroa-Ramirez, COE, Educational Equity Coordinator**
figueroaramirez@csus.edu, Eureka Hall 437, (916) 278-4324
 - Peer Mentor and program information can be found at Educational Equity Program Website email them here: Edeq@csus.edu check out the latest [Instagram](#)
- **Jennifer Clark, Teaching Credentials Placement Coordinator**
coe-credp@csus.edu, Eureka Hall 403, (916) 278-6639
- **Andrew Hanzlik, Placement Support Coordinator**
andrew.hanzlik@csus.edu, Eureka 401, (916) 278-3935
- **Linda Lugea, Branch Administrative Analyst**
llugea@csus.edu, Eureka Hall 401, (916) 278-5399
- **Mercedes Hipolito, Applications and Admissions Administrative Support Coordinator**
m.dawal@cus.edu, Eureka Hall 401, (916) 278-4081

- **Elizabeth Christian, Credential Analyst**
credentials@csus.edu, Eureka Hall 414, (916) 278-4567
- **Jessa Jimenez-Estrada, Credential Analyst**
credentials@csus.edu, Eureka Hall 414, (916) 278-4567
- **Ashley Ciraulo-Stuart, Student Success Center Coordinator**
aciraulo@csus.edu, Eureka Hall 437, (916) 278-6403
- **Gabriel R. Delgado, Advising and Outreach Specialist**
gabrieldelgado@csus.edu, Eureka Hall 431, (916) 278-6403
- **Robert Brewer, edTPA Coordinator**
Robert.brewer@csus.edu, Eureka Hall 322, (916) 572-6897



IMPORTANT EVENTS AND DATES: FALL

(All districts)

FALL 2025

- **Field Orientation.** New teacher candidates are required to attend a mandatory field orientation in-person on August 6, 2025, on the Sac State campus
- **Placements.** Candidates attend their placement beginning on the first day of school; start dates vary by district. Candidates encouraged to also attend any in-service days, department meetings, and professional development to the extent possible. Candidates attend a minimum of two days per week until the start of the university's fall 2025 semester.
- **Program Orientation.** New teacher candidates are required to attend a mandatory program orientation in-person on August 22, 2025, on the Sac State campus
- **University Coursework.** Begins August 25, 2026, per the university [academic calendar](#).

SPRING 2026

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

- **Student Teaching Placement.** Candidates attend their placement during the CSUS winter break if their districts are in session. Candidates follow their placement schedule for their school. Sacramento State and District Winter Breaks may or may not align.
- **University Coursework.** Begins January 26, 2026, per the university [academic calendar](#).
- **Sacramento State Spring Break: March 23 – 27, 2026.** Candidates are required to be in their placement 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.
- **IEP Simulation Event.** Date TBD—typically held the second Saturday in April in-person on the Sac State campus, mandatory attendance
- **Education Career Fair.** Date TBD—typically held during the second week in April on a Tuesday in-person on campus in the Union on the Sac State campus; if this is a placement day, candidates will be excused from their placement so they can attend the fair
- **The 32nd Annual Multicultural Education Conference.** Date TBD—typically held the second Saturday in April in-person in the Union on the Sac State campus. Candidates are required to attend the entire conference

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.



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

Note: Candidates are encouraged to remain teaching at their placement until the end of their placement school year to ensure a smooth conclusion to the year and to gain as much experience as possible.

ATTENDANCE POLICY: candidates who experience absences during the fall field experience semester will need to remain at their placement to recoup any missed time. **IMPORTANT:** candidates are responsible for preparing any lessons (lesson plans, materials, assessments, etc.) for their CT in their absence for missed time.

Placement Schedule

Candidates attend their placement before their first assigned period begins by a minimum of 20-30 minutes.

Monday, Wednesday: 8:00am - 12:00pm minimum (or equivalent); adjust for block schedule

Tuesday, Thursday: 8:00am - 2:00pm minimum (or equivalent); adjust for block schedule

Friday: candidates are encouraged to be at their placement to gain additional field hours or recoup any missed time (due to illness, for example). On Fridays, candidates can opt to substitute teach, attend dental appointment, or take a mental health day as long as the candidate does not miss their university courses.

IMPORTANT: candidates are responsible for preparing any lessons (lesson plans, materials, assessments, etc.) for their CT in their absence for missed time.

Field Experience – Fall — Time commitment: 2-4 class periods:

1-3 Periods: Same subject area as credential, candidate gradually assumes lead teacher responsibilities and will continue teaching (and co-teaching) such classes following the Gradual Takeover Guidelines below. These periods must be in the same subject area as the credential subject area the candidate is pursuing (e.g., English candidates must teach in an English Language Arts class). Note: at least one of these periods should be in a different level class within the same content area.

1 Period: Observation in a different class than above where content is taught primarily to English Learners

Please Note the following key points:

1. Teacher Candidates will make arrangements with their CT to fulfill any university course assignments by observing in different classes than above as needed.
2. No two placements are the same! Actual TC schedules to be worked out collaboratively between the TC, the CT, and the US early in the fall 2025 semester.

PLACEMENT REQUIREMENTS: SPRING

January – Last day of university class instruction or end of placement’s year

Placement Schedule

Candidates attend their placement before their first assigned period begins by a minimum of 20-30 minutes.

Monday, Wednesday: 8:00am - 12:00pm minimum (or equivalent for block schedule)

Tuesday, Thursday: 8:00am - 2:00pm minimum (or equivalent for block schedule)

Friday: candidates are encouraged to be at their placement to gain additional field hours or recoup any lost field hours (due to illness, for example). On Fridays, candidates can opt to substitute teach unlimited days for their CT or another teacher at another school, to work, attend dental appointment, take a mental health day or take a mental health day, etc., **as long as the candidate does not miss their university courses.**

Note: candidates are responsible for preparing any lessons (lesson plans, materials, assessments, etc.) for their CT in their absence.

Student Teaching — Time commitment: 3-5 class periods:

2-4 Periods: Same periods from the Fall, candidate gradually assumes lead teacher responsibilities for planning and will continue teaching (and co-teaching) these classes 2-4 times/week depending upon if traditional or block schedule. These class periods must be in the same subject area as the credential subject area the candidate is pursuing (e.g., English candidates must teach in an English Language Arts class). Note: at least one of these periods should be in a different level class within the same content area.

1 Period: Observation in a different class than above where content is taught primarily to English Language Learners. During student teaching, candidates will be responsible for planning, instructing, and assessing a 5-10 day mini unit in their subject area to English Language Learners (for example, a social sciences candidate will plan, teach, and assess a week-long mini unit on civics to a class with English Language Learners).

Please Note the following key points:

1. Teacher Candidates will make arrangements with their CT to fulfill any university course assignments by observing in different classes than above as needed.
2. No two placements are the same! Actual TC schedules to be worked out collaboratively between the TC, the CT, and the US early in the student teaching semester.
3. **ATTENDANCE POLICY:** candidates who experience absences during the fall field experience semester will need to remain at their placement to recoup any missed time. **IMPORTANT:** candidates are responsible for preparing any lessons (lesson plans, materials, assessments, etc.) for their CT in their absence for missed time.
4. **SOLO TEACHING REQUIREMENT:** During student teaching, the candidate is required to complete at least 4 weeks of **solo teaching** or the equivalent. The candidate should fully participate within the school environment and experience and understand the full range of activities and responsibilities of being the teacher of record.
5. **Teaching Performance Assessment:** during student teaching, candidates are required to complete a Teaching Performance Assessment (TPA), the [edTPA](#), in a class that is of the same subject area as the credential subject area the candidate is pursuing (e.g., English candidates must complete their edTPA in an English Language Arts class.)

GRADUAL TAKEOVER GUIDELINES: FIELD EXPERIENCE

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

Week 1:

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

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

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

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

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

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

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

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

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

GREEN LIGHT FOR PROGRESSIVE TEACHING RESPONSIBILITIES

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

Essential background knowledge

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

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

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

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

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

POLICY FOR PROGRESSING FROM FALL TO SPRING SEMESTER

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

CO-TEACHING FOR CTs AND TCs: AN OVERVIEW

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

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

Successful co-teaching BUILDS on:

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

Successful co-teaching RESULTS in:

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

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

Sources:

- Bacharach, N. and Heck, T. (2011) “Mentoring teacher candidates through co-teaching. Train the trainer Workshop.” Minneapolis, MN: St. Cloud University
- National Council for Accreditation of Teacher Education (2010) *Transforming teacher education through clinical practice: A national strategy to prepare effective teachers*. Washington, D.C.: NCATE
- Wong, P. and Glass, R. (2009) *Prioritizing urban children, teachers and schools through professional development schools*.

Six Co-Teaching Strategies



One Teach, One Assist

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



One Teach, One Observe

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



Station Teaching

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



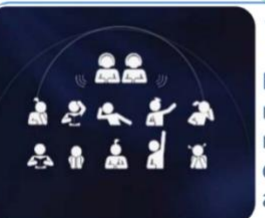
Parallel Teaching

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



Alternative (Differentiated) Teaching

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



Team Teaching

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

TEACHER CANDIDATE RESPONSIBILITIES

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

eBinders or similar organizers need to be accessible and shared with your supervisor weekly

PROCESS FOR PLACEMENT RELATED ISSUES

Should issues arise during the program, following the process outlined below is needed:

Speak with your CT if:

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

Speak with your Supervisor if:

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

Speak with the Field Coordinator if:

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

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

CANDIDATE ATTENDANCE POLICY

Policy for absences, arriving late or leaving early

Illness and emergencies are the only acceptable excuses for absence. In the event of absence, it is the responsibility of the Teacher Candidate to inform the school (the CT or school office, as directed) and your university supervisor in sufficient time for instruction to be continued effectively. Certainly, there are occasions when it is impossible to be on time or when a candidate needs to leave the class/site earlier than the normal schedule dictates. These instances should be actively minimized. Early in the semester, be sure to clarify the preferred means of communicating an absence, early exit, or late arrival with your CT, the school administration, and your supervisor. **If the mandated schedule is violated repeatedly (typically more than 4 instances), this will be cause for a Statement of Concern/Performance Contract and could lead to a grade of “No Credit” in the field experience or student teaching course.** In some cases, violation of the mandated schedule may be cause for dismissal from the program. For any unannounced absence, the CT should notify the university supervisor immediately. Absences will need to be made up.

BILINGUAL AUTHORIZATION: TEACHING in the TARGET LANGUAGE

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

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

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

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

Bilingual Authorization Requirements for teaching candidates:

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

SUBSTITUTE TEACHING POLICY

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

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

COOPERATING TEACHER EXPECTATIONS

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

UNIVERSITY SUPERVISOR EXPECTATIONS

- Support the mission and vision of the teaching credential program in interactions and communication with candidates, their CTs, and district partners, including supporting candidates in their anti-racist, social justice lesson planning and delivery
- Supervisorial faculty should become thoroughly familiarized with items in this Handbook as well as the Policies and Procedures Handbook for College of Education Teacher Preparation Programs
- Conduct initial meetings with the TC and CT (prior to first observation)
- Communicate regularly with the TC and CT
- Update the field coordinator regularly regarding candidate progress or concerns
- Actively elicit feedback from the CT regularly about the TC's development
- Communicate regularly with the instructional faculty, specifically through participation in monthly program meetings
- Provide clarifications and reinforcement of content in the Field Handbook, especially as this pertains to the use of the lesson plan template and implementation of other policies
- Regularly check and provide feedback to the TC on materials collected in their Ebinder or similar organizational tool
- Complete and monitor Statements of Concern/Performance Contracts when appropriate (including collecting signatures from TC, CT, and university personnel and providing copies to Candidate and CT)
- Observe each TC a minimum of 6 times in both Fall and Spring semesters. Exception: interns are observed a minimum of 8 times/semester. Observations should be conducted in-person; they must be scheduled with the scheduled dates and times communicated to TCs and CTs in advance of the observation; a maximum of 1-2 virtual observations per semester are permissible
- Complete a midterm (spring only) and final evaluation (fall and spring) for each TC in [Taskstream](#) each semester; university supervisors should actively solicit feedback from CTs to inform the TC's evaluations
- Complete and submit Observation Logs and Signature Pages for each TC at the conclusion of the semester; logs and forms are found online under Fieldwork Forms under [Teaching Credentials](#)
- Submit grades online in MySacState for each TC at the end of each semester using their faculty center
- If a Teacher Candidate is struggling (for example: inconsistent attendance, lack of preparation), inform the Field Coordinator promptly and arrange a meeting as soon as possible; the Statement of Concern/Performance Contract process may need to be pursued (detailed further below)
- Ensure the TC has returned any loaned items from the school/CT such as keys or curriculum by the end of the placement or upon request



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

COLLEGE of EDUCATION

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

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

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

Single Subject Program Lesson Plan Template

Section 1: Background Information and Context

A: The Basics

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

B: Central Focus

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

C: Specific Standards

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

D: Objectives

	Objectives	Assessment	
		Tools for Assessment	Evaluation Criteria
Content Objective(s)			
Language and Literacy Objective(s)			
Racial and Social Justice Objective(s) (see ABF Outcomes)			

E: Academic Language Demands and Supports

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

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

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

G: Supporting Varied Student Learning Needs

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

Section 2: Learning Task Implementation:

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

Application (Multiple means of representation)			
Assessment, closure, reflection (Multiple means of expression)		I will	Students will

Section 3: Teacher Reflection (after the lesson)

1. What specific examples of student learning do you have that have shown students met or made progress toward the stated objectives? If you used technology, was it an effective means for supporting your learning goals?
 - a. Looking at this evidence, what were your (the teacher's) actions and/or strategies that contributed to and built on successful student learning?
2. What specific examples of student learning do you have that showed students struggled to meet or make progress toward the stated objectives?
 - b. Looking at this evidence, what were your (the teacher's) actions and/or strategies that interfered with student learning? Describe any missed opportunities.
3. Using the evidence of student learning described and observed, what will be your *next steps* in future instruction with the class, small groups, and/or individual students?
4. Considering student learning, if you were to teach this lesson again, what would you do *differently*?



CSUS, Single Subject Program Anti-Racism Racial/Social Justice Lesson Plan Template/ Plantilla de planificación de clase Bilingual Authorization (BilA) Candidates

Sección 1: Información general y contexto

A: Lo básico

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

B: Tema(s) & estrategias S&G

	Grandes ideas
Tema(s) de la lección	
Preguntas esenciales	

C: Estándares específicos

Cuando enseñes en español, usa los estándares en español ([SLA](#) y [SLD](#) en lugar de los estándares ELA y ELD).

Cuando disponibles, usa los estándares de contenido en español (p.ej., matemáticas K-9 [Math Español](#))

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

D: Objetivos

	Objetivos (EVAP) <i>Estudiantes van a poder...</i>	Evaluación	
		Herramientas para evaluación	Criterios de evaluación
Objetivo(s) de contenido			
Objetivo(s) de lenguaje y lecto-escritura			
Objetivo(s) anti-racismo(s) y de justicia social (vea estrategias de Sleeter & Grant: HR, SGS,			

MCE, MCSJE)			
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E: Exigencias y apoyos lingüísticos

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

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

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

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

Materiales, recursos, y tecnología	Materiales y recursos del maestro/a:	Materiales para los estudiantes:
	Información acerca de los estudiantes	¿Cómo apoyarás y/o te acomodarás a los estudiantes en esta lección? Incluir cualquier uso de la tecnología.

Estudiantes con IEP o plan 504		
Estudiantes con dificultades/bajo rendimiento		
Estudiantes que están aprendiendo inglés/español		
Estudiantes dotados y talentosos		
Otro(s)		

Sección 2: Implementación de actividades de aprendizaje:

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

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

1. ¿Qué ejemplos específicos de aprendizaje de los estudiantes tienes que muestren que los estudiantes lograron o progresaron hacia los objetivos establecidos? Si utilizaste la tecnología, ¿fue un medio eficaz para respaldar sus objetivos de aprendizaje?
 - a. Al observar esta evidencia, ¿cuáles fueron las acciones y/o estrategias (del maestro) que contribuyeron al aprendizaje exitoso de los estudiantes?
2. ¿Qué ejemplos específicos de aprendizaje de los estudiantes tienes que muestren que los estudiantes tuvieron dificultades para cumplir o progresar hacia los objetivos establecidos?

- a. Al observar esta evidencia, ¿cuáles fueron las acciones y/o estrategias (del maestro) que interfirieron con el aprendizaje de los estudiantes? Describe las oportunidades perdidas.
3. **¿Qué ejemplos específicos tienes del uso/desarrollo del español por parte de los estudiantes?**
 - a. **¿Qué conexiones hicieron los estudiantes entre los diferentes dominios del lenguaje (escuchar, hablar, leer y / o escribir)?**
 - b. **¿Qué ejemplos notaste de las conexiones que hicieron los estudiantes entre español e inglés?**
 - c. **¿Qué elementos de la lección o del ambiente los ayudó a hacer esas conexiones (preguntas, comparaciones, ejemplos, discusiones, etc.)?**
4. Usando la evidencia descrita arriba, ¿cuáles serán tus próximos pasos de instrucción en la futura con la clase, en grupos pequeños y/o con estudiantes individuales?
5. Considerando toda la evidencia arriba, ¿qué cambios harías en tu instrucción si pudieras enseñarla de nuevo?



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

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

A: Qhia dab tsi?

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

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

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

C: Cov qauv qhia ntawv tsim los ntawm xeev California

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

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

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

saib kev ncaj ncees tsis cais neeg (mus saib Sleeter & Grant Approaches: HR, SGS, MCE, MCSJE)			
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E: Qhia cov ntsiab lus tob thiab kev pab

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

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

	Yam koj paub txog cov me nyuam	Koj yuav siv li cas los pab koj qhia ntawv rau cov me nyuam?
Twb yeej txawj dab tsi lawm		
Kev txawj kev ntse: Hauv tsev neeg, hauv lub zej zog, los sis tsav neeg (xws li: tseem kawm lus Aaskiv, LGBTQ+, etc.)		
Tej yam pheed ua yuam kev los sis tsis nkag siab		
Kev nyuab siab/ kev xav (mus saib 5 CASEL Core Competencies)		

G: Kev pab cuam rau txhua tus me nyuam

Tej ntaub ntawv, kev pab cuam, thiab tej	Tus xib fwb cov ntaub ntawv thiab kev pab cuam:	Cov ntaub ntawv siv los qhia me nyuam kawm ntawv

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

Ntu 2: Qhia ib them zuj zus:

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

txwv)			
Ntsuam xyuas, kev xaus, muab thim xav (siv ntau yam los qhia)		Kuv yuav:	Me nyuam yuav txawj:

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

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



EVALUATION OF TEACHER CANDIDATE

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

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

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

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

edTPA: A Brief Overview: In 1998, the Senate passed SB2042, comprehensive legislation that established new program standards for teacher preparation programs throughout the state. This legislation charted a new vision for teacher development in our state – from subject matter preparation (at the undergraduate level) through pedagogical preparation (in credential programs) through the first two years of professional practice (through induction programs). Through SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the CTC, have sought to bring coherence to pre-service and in-service teacher preparation and development in our state. One strategy for bringing this vision to reality is through the assessment process. SB2042 established the Teaching Performance Expectations (TPEs), a set of candidate outcomes that are meant to guide program content and experiences. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate. The TPEs (revised in June 2016) map directly onto the California Standards for the Teaching Profession (CSTPs), which outline 6 domains of performance for in-service teachers. The CSTPs guide the induction programs that all new in-service teachers complete, and in many districts, they are also the basis for in-service teacher evaluation.

Stanford University and the American Association of Colleges for Teacher Education (AACTE) formed a partnership to develop and share [edTPA](#), formerly the Teacher Performance Assessment. edTPA is a multiple-measure assessment system aligned to state and national standards. The edTPA was designed by Stanford University faculty and staff at the Stanford Center for Assessment, Learning, and Equity (SCALE). They received substantive advice and feedback from teachers and teacher educators and drew from experience gained over 25 years of developing performance-based assessments of teaching (including the National Board for Professional Teaching Standards and the Performance Assessment for California Teachers). More than 1,000 educators from 29 states and the District of Columbia and more than 450 institutions of higher learning helped develop, pilot, refine and field test edTPA.

The Single Subject Teacher Preparation Program provides candidates with structured opportunities to understand the requirements of the edTPA and to practice and receive feedback on specific tasks. In select courses (e.g., EDSS 365, EDSS 364, EDSS 366), candidates complete assignments that use prompts and scoring rubrics modeled after those of the edTPA.

Finally, in EDSS266 (Seminar), taken in the final semester of the program, candidates work within a professional learning community to complete the elements of their edTPA Teaching Event. In EDSS 266, candidates also learn about the various policies and procedures associated with the edTPA, particularly those related to appropriate permissions, integrity of the candidate's submission, and scoring protocols.

Candidates complete edTPA at a cost of approximately \$300. It is designed so that candidates can display knowledge of students, curriculum and content, effective instructional strategies, appropriate assessment tools, and reflection strategies. The tasks are based on the PIARA cycle – Plan, Instruct, Assess, Reflect, Apply and address students' Academic Language Development. Candidates will be enrolled in an edTPA support class.

Midterm Evaluations, Final Evaluations, and Grading: The university supervisor and the cooperating teacher complete formal evaluations for each candidate, using the program's evaluation tool, which is aligned to the TPEs and other key research about effective teaching. If a candidate also completes a self-evaluation as well, this process provides a valuable opportunity for reflection and setting professional goals. The university supervisor typically provides the timeline for the evaluation and will support the CT and the TC in completing this process. The evaluations, particularly the final evaluation during the field experience semester and the midterm during the student teacher semester, serve as a critical benchmark for providing specific feedback to the candidate and informing any special arrangements if the candidate is experiencing difficulty in meeting competencies. If there is concern that a teacher candidate is not meeting competencies in a timely fashion, a Statement of Concern, accompanied by a Performance Contract, should be completed. All evaluations should be based on evidence of the teacher candidate's performance in relation to each of the competencies; such evidence can take the form of direct observation of teaching as well as artifacts related to the candidate's teaching (lesson plans, reflections, group meetings, discussions, self-evaluations, Teacher Candidate Binder [which includes, "Evidence of Competencies"], etc.). The university supervisor, after consultation with the cooperating teacher, recommends a grade of either credit (CR) or no credit (NC). If a grade of no credit is assigned, the supervisor reviews the supporting evidence with the cooperating teacher and the Field Coordinator to determine whether the candidate will receive an opportunity to repeat the experience or if the grade is a No Credit with no opportunity to repeat which disqualifies the candidate from continuing in the program. Those who are assigned "No Credit/No Repeat" may appeal this decision through the Credential Appeals process (explained in the Policies and Procedures Handbook available on the College of Education website).



CANDIDATE SUPPORT

Candidate Wellness

The program prioritizes candidate wellness as a key aspect of candidate success. The Sac State campus offers resources for support that many candidates find helpful during times of stress or overwhelm that include:

Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. Student [Health and Counseling Services](#) (SHCS) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Many services are covered by the Health Services fee and available at no additional cost.

WHAT TO DO IF A TEACHER CANDIDATE IS STRUGGLING

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

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

At the first sign of concern for your Teacher Candidate, begin the documentation process using the following steps:

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

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

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

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

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

Disruptive or unprofessional behavior including such actions as:

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

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

SOCIAL NETWORKS

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

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

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

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

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

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

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

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

FIELDWORK

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

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

Candidate:

Date SOC issued:

Credential Program:

TPE STANDARD	DESCRIPTION of CANDIDATE PERFORMANCE

(If needed, add additional rows)

Required Signature:

I acknowledge receipt of this Statement of Concern.

Candidate: _____ **Date:** _____

PERFORMANCE CONTRACT for FIELDWORK

Candidate:
Date Performance Contract Issued:
Credential Program:
Student Teaching/Field Experience:

The following plan is a performance contract stipulating specific actions that must be completed by the Candidate. The signatures verify that the Candidate and others monitoring the contract agree to the performance standards specified and the timeline provided. The following timeline supersedes any prior calendar or timeline.

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

(If needed, add additional rows)

Should the stipulations in this contract not be met, the following consequences will result:
 If the timeline and performance benchmarks described above are not met, the Candidate will be subject to disqualification from the program.

Required Signatures:
I acknowledge receipt of this Performance Contract. I agree to meet the timeline and performance benchmarks described above:

Candidate: _____ Date: _____

I am in agreement with the Performance Contract.
Cooperating Teacher/Supervisor: _____ Date: _____

I am in agreement with the Performance Contract.
Field Coordinator/Program Coordinator: _____ Date: _____

I am in agreement with the Performance Contract.
University Supervisor/Cooperating Teacher _____ Date: _____

**TEACHING PERFORMANCE EXPECTATIONS (TPEs)
FOR BEGINNING TEACHERS: [TPEs 1-6](#)**

TPE	
1.	<p>Engaging and Supporting All Students in Learning</p> <ol style="list-style-type: none"> 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.
2.	<p>Creating and Maintaining Effective Environments for Student Learning</p> <ol style="list-style-type: none"> 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.

3.	Understanding and Organizing Subject Matter for Student Learning
	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.

4.	Planning Instruction and Designing Learning Experiences for All Students
	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"> ○ appropriate use of instructional technology, including assistive technology; ○ applying principles of UDL and MTSS; ○ use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners; ○ appropriate modifications for students with disabilities in the general education classroom; ○ opportunities for students to support each other in learning; and ○ use of community resources and services as applicable.
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.

5.	Assessing Student Learning
	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.	

6.	Developing as a Professional Educator
	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.	

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|--|--|
| | 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.



SINGLE SUBJECT TEACHING CREDENTIALS FIELD HANDBOOK SURVEY

Teacher Candidates: the SS 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 SS Field Handbook by completing the Single Subject Field Handbook survey linked below:

https://surveys.csus.edu/jfe/form/SV_b7QBWu7XTV4otBs

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