

**SONOMA
STATE
UNIVERSITY**

**COLLEGE OF
EDUCATION, COUNSELING
& ETHNIC STUDIES**

Sonoma State University

College of Education, Counseling, and Ethnic Studies

School of Teacher Education and Leadership

Multiple Subject Program

Teacher Candidate Handbook

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Welcome Message

Welcome to Sonoma State University's Multiple Subject Credential Program. The faculty and staff are delighted with your decision to become a teacher and we are honored that you have chosen Sonoma State for your professional preparation. We hope that you will find the program both challenging and rewarding. This handbook is intended to help you understand the Multiple Subject program, how to proceed through it, and where to go if and when you need help. We begin with a bit about our College of Education, Counseling, and Ethnic Studies and the core values that underlie all the programs we offer.

About the College of Education, Counseling, and Ethnic Studies

Programs within Sonoma State University's College of Education, Counseling, and Ethnic Studies offer basic and advanced Teaching and Administrative Credential programs, as well as a Bachelor's Degree in Early Childhood Studies and Master's Degree Program in Education with concentrations in Early Childhood Studies, Curriculum Teaching & Learning, Reading & Language, Special Education, and Educational Leadership.

VISION AND MISSION STATEMENT, CORE VALUES

College of Education, Counseling, and Ethnic Studies Vision

Advancing social justice in schools and communities through excellence in education.

College of Education, Counseling, and Ethnic Studies Mission

The College of Education, Counseling, and Ethnic Studies provides transformative educational experiences through teaching, research, and key initiatives. We prepare undergraduates, graduate students, and credential candidates to advocate for social justice in their learning and throughout their careers so that students, schools, and communities flourish.

Core Values

- **We believe** that examining and respecting human differences is central to educational inclusivity.
- **We believe** that collaboration and community partnerships strengthen our work.
- **We take** a critical and reflective stance in light of educational and social inequities.
- **We are committed** to equity and access in education for all.
- **We promote** meaningful learning through theoretically sound and research-based pedagogies.

MULTIPLE SUBJECT PROGRAM GOALS

The Multiple Subject Teaching Credential authorizes the holder to teach in a California public school in a self-contained classroom setting, pre-K through grade 12, as well as in particular settings for adults. It is most frequently used for teaching in elementary classrooms and early childhood settings, or in middle or high schools where a teacher is working in a core or team teaching setting and is responsible for teaching more than one subject.

The goal of the Multiple Subject credential program is to prepare aspiring teachers to play a vital role in California public schools. This includes a significant focus in SSU coursework and fieldwork on tools, techniques, and resources for effectively meeting the needs of the diverse student population, faculty, and staff in California Schools. The program content is based upon theories of social constructivist education that is informed by developmentally-based theories of learning and approaches that emphasize teaching for social justice.

Upon completing the program, teacher candidates will have breadth and depth in their knowledge of teaching and learning, curriculum, and assessment, consistent with the Teacher Performance Expectations (TPEs) of the California Commission on Teacher Credentialing (CCTC). They will be well prepared beginners, possessing the knowledge, skills, and practices necessary to construct appropriate learning environments for all children and ready to make informed and professional decisions in diverse classroom and school settings.

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SCOPE OF THE MULTIPLE SUBJECT STUDENT HANDBOOK

This handbook provides program information to teacher candidates in the Sonoma State University Multiple Subject Teaching Credential Program and should be a primary resource for candidates. It is the responsibility of the candidate to be knowledgeable about its contents.

The handbook provides binding documentation to candidates regarding the Multiple Subject credential program. It is important that all candidates understand that program requirements will occasionally change, based on changes in SSU, CSU, or CCTC. Candidates should refer to the handbook from the academic year for which they were admitted. However, in the event that program changes are made in response to changes in statewide policy, these may override the authority of the handbook.

Candidates must sign the [Handbook Acknowledgement Form](#) found in Section 5 and submit to their EDMS 476S instructor.

SECTION TWO: MULTIPLE SUBJECT PROGRAM OVERVIEW

PROGRAM DESIGN AND OVERVIEW

Program Approach

In California, all accredited credential programs must address the *Credential Program Standards, and Teacher Performance Expectations*, which are shaped by state law and published by the California Commission on Teacher Credentialing. The full set of standards can be accessed on the CTCC website. The program standards set the requirements for program design, clinical practice, candidate evaluation, and (as of 2024) effective literacy instruction. The TPEs are the specific expectations we have for new Multiple Subject, elementary grade level educators. These appear in each course syllabus and are assessed within the program's signature assignments, clinical observations, and the California Teacher Performance Assessment (CalTPA).

Sonoma State University is dedicated to excellence in literacy instruction. We promote the preparation of knowledgeable, highly skilled, and critical teachers in the California State University system. Our work is grounded in empirical evidence that has shown that literacy learning is dynamic and is mitigated by both cognitive and complex sociocultural processes. Central to our mission is the premise that literacy and literacy education have a particularly powerful role to play in imagining future possibilities as well as critiquing existing social arrangements. When teachers are aware of the marginalizing forces in schools and actively

work to name, challenge, and dismantle those forces through literacy and language, we work to both imagine those possibilities and move towards them. As such, literacy educators must be aware of systemic inequities that impact and position learners, and teachers must engage critically with curricula and pedagogical practices in order to best support all learners. This demands a sustained commitment from schools and districts to adopt a comprehensive and interconnected approach to literacy development, encompassing instruction, assessment, intervention, the establishment of a multi-tiered system of support, utilization of evidence-aligned instructional materials, provision of coaching, and ongoing professional learning.

Within our Multiple Subject Credential programs, we structure our approach to the teaching of literacy through the lenses of high-leverage (cite) and evidence-based practices. We include a focus on Universal Design for Learning, asset-based assessment, and connection to culturally-relevant teaching. Our literacy courses are based in reading science, which represents a long history of scholarship based on a comprehensive approach to literacy development. This comprehensive approach to literacy instruction incorporates the teaching of foundational skills (e.g., phonemic awareness, decoding, fluency) while also fostering higher-order thinking, comprehension, writing, and critical literacy skills. Furthermore, comprehensive literacy instruction encompasses the vast body of scientific knowledge. We draw upon this body of knowledge to develop candidates' understanding of the reciprocal relationship between reading, writing, and language and promote the development of each through the reinforcement of the others. Our literacy programs are based on current research and empirical evidence that demonstrate how literacy is multifaceted, requiring teachers to support students in developing a broad range of literate practices. Our transformative approach in educator preparation equips teachers with the requisite knowledge and understanding of how to instruct students in reading and writing, as well as the pivotal role of oral language and home language development, particularly for emergent bilinguals and multilingual learners.

At the core of our literacy preparation programs is a commitment to culturally and linguistically sustaining pedagogy (CLSP). We view the linguistic and cultural diversity of California's students as an asset, not a deficit. Our teachers are trained to leverage the strengths that students bring into the classroom—their languages, dialects, cultural practices, and identities—to enhance their literacy learning experiences. We are committed to developing students' biliteracy skills, including those enrolled in English-medium classrooms taught by monolingual English-speaking teachers. Culturally and linguistically sustaining pedagogy encourages educators to create inclusive learning environments that honor and celebrate diversity while addressing the specific needs of English learners/emergent bilinguals, bilingual and dual-language learners, and those from varied cultural backgrounds. We prepare our

teachers to be responsive to the unique linguistic and cultural contexts of their students, and to design instruction that affirms and sustains students' identities while promoting academic success.

From a social justice in education stance, we consider that literacy is the right of all children. We take the stance that dyslexia has impacts on a person that go beyond literacy, so it cannot be addressed only in coursework about reading and writing. Our approach is to infuse evidence-based practices and ideas throughout our credential programs. We then talked about how our current classes fulfill that ideal and where improvement is necessary. The [California Dyslexia Guideline booklet](#) offers such a clear overview of approaches to working with students with disabilities that we decided to assign chapters from it within our classes to introduce the topics. Each syllabus that relates to literacy or classroom environment was examined and the chapters of the guidelines divided among them. We also began collecting articles, website based modules from organizations like IRIS and CEEDAR, and podcasts that we can use to enrich our current pedagogy curricula. More than anything, we understand that in our teaching of courses we need to more deliberately name the ways in which evidence-based practices in literacy are vital if individuals with dyslexia are to become proficient readers and writers.

Program Structure

The Multiple Subject Credential program consists of a carefully designed sequence of courses, seminars and student teaching placements that are developmental, sequential, and collaborative. The program meets the CCTC credential standards and supports all candidates to meet CCTC's Teacher Performance Expectations. The program is divided into two phases that build upon each other. Program prerequisites, completed prior to starting the program for all post-baccalaureate candidates, help build professional knowledge and skills by providing a foundational understanding of the diversity of students in U.S. schools, contexts of American schooling, and the role of professional educators.

Throughout both phases of the program, candidates have substantial opportunities to work with diverse student populations and their families in schools that are representative of public schools in California today. Candidates practice pedagogy and learn through peer observation, participation, and reflective analysis.

Candidates in the Multiple Subject program are supported to develop strategies for becoming life-long learners and agents of change within the school culture. As a whole the program aims to develop candidate's capacity to:

- appreciate the complexity of cultural influences in students' own lives and students' funds of knowledge ;

- acquire knowledge related to the daily lives of children and adults in the family through inquiry and community studies;
- become aware of one’s own biases and assumptions;
- question, evaluate, and critically analyze all aspects of schooling.

Prerequisites 6 units	<u>Overarching Contexts of Schooling (2 courses — 6 units)</u>		
Phase 1 (20 units)	Teaching methods (4 courses — 15 units)	Seminar at SSU (Bridging Courses and Student Teaching — 3 units)	Part-Time Student Teaching (2 days/week — 6 units)
Phase 2 (20 units)	Teaching methods (2 courses — 8 units)	Seminar at student teaching site (Bridging Courses and Student Teaching — 2 units)	Full-Time Student Teaching (4.5 days/week — 10 units)

Phase 1 candidates complete the following fieldwork, coursework, and seminar:

- 2 days per week (approximately 200 hours) of part-time student teaching, mentored by an effective Multiple Subject elementary teacher and supervised by an SSU faculty member. Part-time student teaching occurs at a public SSU partner school with a cohort of other credential candidates. Part-time student teaching culminates in a 2-day takeover.
- The 4 teaching methods courses and the Phase 1 seminar provide opportunities to study effective teaching practices, and student learning & development, curriculum, and assessment in the areas of Mathematics, Science, the Arts, Literacy, PE, and Health. In conjunction with the fieldwork, candidates have ample opportunity to practice what they are learning in their work with the diverse learners in a general education classroom including English language learners and students with special needs. The Phase 1 seminar introduces lesson planning, and provides opportunities for candidates to reflect upon and synthesize their professional learning.

Phase 2 candidates complete their remaining coursework, fieldwork, and seminar — deepening their understanding of teaching, learning, curriculum, and assessment:

- 4.5 days per week (approximately 420 hours) of full-time student teaching. Like part-time student teaching, candidates are mentored by an effective Multiple Subject elementary teacher and supervised by an SSU faculty member at public SSU partner schools with a cohort of MS candidates. During full-time student teaching, candidates assume significantly greater responsibility in all aspects of teaching, demonstrating their skill and readiness for their own classroom through the Teacher Performance Assessment and their two-week takeover.
- The 2 remaining methods courses focus on teaching Literacy and Social Studies. Both require candidates to augment their understanding of teaching, learning, curriculum, and assessment, providing opportunities to plan, implement, and assess learning for longer intervals of instruction including units, classroom routines, and long-range projects. The Student Teaching Seminar occurs at the student teaching site, and is led by both University Supervisors and Mentor Teachers. During seminar, candidates collaboratively and actively bridge theory and practice. There is an increased focus on inquiry, reflection, synthesis, and goal setting.

PROGRAM COURSE SUMMARY

Prerequisites/Co-requisites (6 units)		
EDUC 417	School and Society	3 units
EDMS 419	Identity and Agency for Socially Just Classrooms and Communities (Note: Co-requisite for undergraduate pathways only)	3 units
Phase 1 (20 units)		
EDMS 463 or EDMS 464	Teaching Language & Literacy in the Elementary School (Grades TK-2 or Grades 3-6)	4 units
EDMS 474	Teaching Mathematics in the Elementary School	4 units
EDMS 475	Teaching Science and the Arts in Elementary School (Note: 3 unit option available for LIBS Blended Students)	4 units
EDSP 430	Introduction to Special Education	3 units

EDMS 476S	Multiple Subject Phase 1 Seminar	2 units
EDMS 482P	Part-Time Student Teaching	3 units
Phase 2 (20 units)		
EDMS 463 or 464	Teaching Language & Literacy in the Elementary School (Grades TK-2 or Grades 3-6)	4 units
EDMS 471	Teaching Social Studies in the Elementary School	4 units
EDMS 482F	Full-Time Student Teaching	10 units
EDMS 482S	Student Teaching Seminar	2 units

COURSE DESCRIPTIONS

PRE-REQUISITES / CO-REQUISITE COURSES

EDUC 417 School and Society (3 units)

A critical examination of current issues in today's schools, and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education. Can meet the requirement of an upper division GE course.

EDMS 419 Identity and Agency for Socially Just Classrooms & Communities (3 units)

Students examine ways in which culture, ethnicity, race, class, gender identity, language, physical/cognitive ability, religion, sexuality, and family structure intersect and impact students' identity and agency in classrooms and communities. Funds of knowledge, cultural bias, power, and perceptions provide lenses through which students examine social justice and equity. Students identify resources dedicated to these issues. Course is a co-requisite for undergraduate pathways only.

PHASE 1 REQUIREMENTS

Candidates must be admitted to the Multiple Subject Program in order to enroll in Phase 1 and Phase 2 courses. All teaching methods courses and the Phase 1 Seminar must be taken for a

Grade. Student Teaching and the Student Teaching Seminar must be taken Credit/No Credit. All candidates will take either EDMS 463 or EDMS 464 during Phase 1, such that the grade-level focus of their literacy methods course corresponds with the grade level of their Part-Time Student Teaching Placement. (During Phase 2, they will take the remaining literacy methods course and their Full-Time Student Teaching Placement will correspond with that grade level.)

EDMS 463 Teaching Literacy and Language in the Elementary School, Grades TK-2nd (4 units)

Philosophy, goals, and pedagogy for language and (bi)literacy development in Grades TK-2. Approaching language and (bi)literacy from the combined perspectives of theory, research, and practice, participants will study, apply, and develop instruction and assessment tools and strategies to build and support phonemic awareness, phonics skills, vocabulary knowledge, comprehension, and composition. Course content is aligned with California ELD/ELA Framework and state standards.

EDMS 464 Teaching Literacy and Language in the Elementary School, Grades 3rd-6th (4 units)

Candidates develop, refine and extend their knowledge of language and literacy instruction for grades 3-6 based on theory, research, and practice. They take a comprehensive approach in supporting children’s development of language, (bi)literacy skills, and academic language proficiency. Course content is aligned with California ELD/ELA Framework and state standards.

EDMS 474 Teaching Mathematics in the Elementary School (4 units)

Teacher candidates develop effective strategies and techniques for planning, teaching, assessing, and adapting TK-grade 6 mathematics instruction aligned with California’s standards. They develop understanding of children’s mathematical thinking, language and cognitive development, and diversity in order to teach all students effectively. Learner-centered pedagogy is modeled and analyzed throughout.

EDMS 475 Teaching Science and the Arts in the Elementary School (4 units)

Teacher candidates develop effective strategies and techniques for planning, teaching, assessing, and adapting instruction in all aspects of STEAM (science, technology, engineering, art, mathematics) based on the Next Generation Science Standards (NGSS) and visual and performing arts standards, as well as current research. Assessment in both content areas are explored. (NOTE: candidates in undergraduate pathways may be eligible to take this course 3 units, based on significant prior preparation in the Arts.)

EDSP 430 Introduction to Special Education (3 units)

Students with disabilities are members of school communities around the nation and must be educated to the extent possible with their peers. Special education theory, pedagogy,

legislation, public policy, and advocacy related to the education and inclusion of students with special needs into the least restrictive environment are introduced. Eligibility categories in special education, characteristics of students with disabilities, and implications for teaching are discussed. Evidence-based practices, such as Universal Design for Learning, Multi-tiered systems of support, and assistive technology will be introduced.

EDMS 476S Multiple Subject Phase 1 Seminar (2 units)

On-campus seminar. Components include lesson planning, peer observation, digital portfolio, physical education, and classroom management.

EDMS 482P Part-Time Student Teaching (3 units)

Fifteen week supervised clinical practice (2 days per week) in a diverse elementary school setting. Candidates observe and participate in classroom routines, planning, co-teaching, solo teaching, and assessment in all subject areas in small and whole group setting. Candidates collaborate with and are observed by Mentor Teacher, University Supervisor and peers, managing the school day for a 2-day take over and completing the program portfolio.

PHASE 2 REQUIREMENTS

Candidates must satisfactorily complete all Phase 1 requirements including the Mid-Program Portfolio requirement prior to moving on to Phase 2. Flex students in good standing may request permission to take EDMS 471 during Phase 1. During Phase 2, they will take the remaining literacy methods course and their Full-Time Student Teaching Placement will correspond with that grade level. All teaching methods courses must be taken for a Grade. Student Teaching and the Student Teaching Seminar must be taken Credit/No Credit.

EDMS 463 or EDMS 464 (4 units)

See descriptions above.

EDMS 471 Teaching Social Science in a Multicultural Society (3 units)

Teacher candidates develop pedagogical content knowledge in social studies, exploring K-8 educational practices that promote civic responsibility and cultural understanding. They gain experience with integrating literature, primary documents, secondary resources, technology, hands-on activities, and the arts into social studies curriculum using state/ national standards to inform curricular decisions.

EDMS 482F Student Teaching-Field (10 units)

Fifteen week supervised student teaching (4.5 days per week) in a diverse elementary school setting. Candidates actively engage in planning, co-teaching, solo-teaching, and assessment in all subject areas, managing the school day for a 2-week take over and completing a state-approved Teacher Performance Assessment and program portfolio. Candidates collaborate with and are observed by Mentor Teacher, University Supervisor and peers.

EDMS 482S Student Teaching-Seminar (2 units)

This is a concurrent course with EDMS 482F and takes place at the candidate’s CORE school site. Weekly seminars provide the forum for peer collaboration and analysis of one another’s teaching, and address topics such as the use of assessments, strategies to involve parents in the classroom, and classroom management. Seminars incorporate core site specialists who share their expertise in areas of special education and RSP, assessment, curriculum mapping and planning, PE, Health, etc.

PATHWAY OPTIONS THROUGH THE MULTIPLE SUBJECT PROGRAM

Post-baccalaureate candidates

Post-baccalaureate candidates choose one of three pathways through the Multiple Subject credential program at Sonoma State University:

CORE PATH

Students who are able to devote their full attention to the credential program frequently choose the [CORE](#) path, enabling them to complete the program in one calendar year. The coursework and fieldwork of the CORE path is rigorous and is not recommended for students who have substantial family or work responsibilities. **Candidates complete prerequisites prior to enrolling in Phase 1 and may begin in either the fall or spring semester.**

Prerequisites	Phase 1 — Semester 1	Phase 2 — Semester 2
Typically offered Fall, Spring, and Summer semesters	Offered Fall and Spring semesters only	Offered Fall and Spring semesters only
EDUC 417 – School & Society EDMS 419 – Identity & Agency Note: Candidates may apply to the program prior to completing prerequisites, but must complete pre-reqs and all other requirements for admission prior to beginning Phase 1.	EDMS 463 or 464 – Teaching Literacy & Language EDMS 474 – Teaching Math EDMS 475 – Teaching Science & the Arts EDSP 430 – Intro to Special Education EDMS 476S – Phase 1 Seminar	EDMS 463 or 464 – Teaching Literacy & Language EDMS 471 – Teaching Social Studies EDMS 482F — Full-Time Student Teaching EDMS 482S – Student Teaching Seminar

	EDMS 482P – Part-Time Student Teaching	
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FLEX PATH

The [FLEX](#) path is intended for post-baccalaureate candidates who choose to take a bit longer to complete the credential program. The typical Flex path spreads Phase 1 out over two semesters, enabling candidates to complete the program in three semesters. This provides more time for study, practices, and reflection for all candidates. While the Flex path is available to all Post-Baccalaureate candidates, it is especially recommended for candidates with significant work or family commitments. Post-Baccalaureate candidates needing more than 3 semesters to complete the program must meet with the program advisor or chair to develop an approved individual plan. Candidates may revise their FLEX plan, but a revised plan must be approved.

Flex Path 1 — Phased-in workload with reduced tuition for semester 1

Prerequisites (6 units)	Phase 1 – Flex Semester #1 (6 units)	Phase 1 – Flex Semester #2 (14)	Phase 2 — Flex Semester #3 (20 units)
EDUC 417 EDMS 419	EDMS 476S – Seminar EDMS 474 or EDMS 475	EDMS 474 or EDMS 475 as needed EDMS 463 or EDMS 464 EDSP 430 EDMS 482P	EDMS 463 or 464 as needed EDMS 471 EDMS 482F EDMS 482S

Flex Path 2 — Even distribution of Phase 1 work load

Prerequisites (6 units)	Phase 1 – Flex Semester #1 (10 units)	Phase 1 – Flex Semester #2 (10 units)	Phase 2 — Flex Semester #3 (20 units)
EDUC 417 EDMS 419	EDMS 476S – Seminar EDMS 474	EDMS 463 or EDMS 464 EDSP 430	EDMS 463 or 464 as needed EDMS 471

	EDMS 475	EDMS 482P	EDMS 482F EDMS 482S
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Flex Path 3 — Most balanced workload for Phase 1 & Phase 2

Prerequisites (6 units)	Phase 1 – Flex Semester #1 (10 units)	Phase 1 – Flex Semester #2 (14 units)	Phase 2 — Flex Semester #3 (16 units)
EDUC 417 EDMS 419	EDMS 476S – Seminar EDMS 474 EDMS 475	EDMS 463 or EDMS 464 EDSP 430 EDMS 482P — Student teaching EDMS 471 (Note: must be in good standing to take this Phase 2 course)	EDMS 463 or 464 as needed EDMS 482F — Student Teaching EDMS 482S

Flex Candidates and First Semester Fieldwork: Candidates are required to be involved in a classroom for observation, practice teaching, and completing other course assignments in conjunction with each and every teaching methods courses (EDMS 463, EDMS 464, EDMS 471, EDMS 474, EDMS 475, and EDSP 430).

During their first semester in the program FLEX candidates and must locate a field site on their own in order to complete their requirements. Coursework and seminars during the second and third semester are concurrent with student teaching and requirements will be completed through their placement.

Flex students should plan to be in an elementary school classroom, public or private, for a few hours per week, or whatever time is necessary to complete the assignments from their seminar and their math and/or science methods courses. They should arrange their own fieldwork classroom, consulting their instructor, the program advisor, or Department Chair for assistance if needed. If a letter of introduction is required by the school site, this [Letter of Introduction](#) is available for download and may be shared as needed.

The [Blended Degree and Credential Program](#) offers undergraduate students in the Hutchins School of Liberal Studies the opportunity to earn a four-year baccalaureate degree and a teaching credential simultaneously. The program is designed for incoming freshmen; students begin taking credential coursework in their junior year along with completing their coursework for their BA degree. Please contact the [Hutchins School](#) for more information and advising.

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SECTION THREE: PROCEEDING THROUGH THE PROGRAM

ADVISING

Meeting with an Advisor:

Candidates participate in periodic advising sessions throughout the credential program. Advising meetings are scheduled when the candidate is admitted to the program, midway through each semester of Phase 1, and when the candidate is completing the program. In addition, the program advisor is available at any point in the program. Candidates are responsible for seeking help or advice if confused about program requirements or scheduling of courses.

Orientation / Advising Meeting (mandatory): When candidates receive their acceptance letter, they are notified of the date for the new student orientation and advising meeting. All candidates must attend this mandatory session. This meeting provides vital information about proceeding through the program including program structure, student teaching placements, and performance expectations.

Advising Sessions (mandatory): Each semester, an advising session is scheduled for candidates on both the CORE and FLEX paths. Separate advising sessions are scheduled for Blended students in their first two semesters in the program. Information regarding courses and scheduling for the next semester, mid-program performance assessments, student teaching expectations are addressed. Advising sessions also provide opportunities for candidates to discuss their experiences in the program. Candidates

will receive email notifications sent to their SSU email addresses of the advising sessions many weeks in advance.

Individual Advising: If a candidate has program and/or advising questions that are not answered during the regular advising sessions, they should contact the Multiple Subject Advisor for support. If the question or problem is not resolved, the advisor and/or candidates should follow up with the Department Chair. Both the Advisor and Chair strive to meet with Candidates within a few days of a request and to resolve problems thoughtfully, respectfully, and in a timely manner.

End of Program Meeting (mandatory) (: During the last week of the Phase 2 semester, there is a meeting for all credential program finishers. This meeting includes information about filing for the preliminary credential, Teacher Induction Programs ([North Coast School of Education](#) and [Marin County Office of Education BTSA- Induction](#)) and requirements for completing program and CCTC exit surveys.

PROCEDURES FOR SUBSTITUTING A REQUIRED COURSE

Any course in the Multiple Subject program may be substituted. If candidates believe they have taken equivalent coursework, they must complete a [Petition](#) for Substitution of College of Education, Counseling, and Ethnic Studies Course Requirements and submit it to the Director of Student Services who will circulate it to the faculty member in charge of the course in question and the Department Chair. A grade of “B” or better in previous coursework is required in order to be considered for equivalency. Students must submit documentation such as the syllabus of the course that they have taken and their grade transcript.

In some special cases, candidates may challenge student teaching or another course if they believe they have already met the requirements. A written request is to be submitted to the Department Chair. If the challenge request is approved, the candidate must:

- enroll in the course;
- prepare a written contract with the instructor regarding the nature of the work to be submitted and dates of submission;
- complete the work in a timely and satisfactory fashion.

ACCEPTABLE CANDIDATE PROGRESS

Attendance Policy

Given the professional nature of the Multiple Subject program, there is a department-wide absence/tardy policy. If a candidate misses 20% of the course/seminar sessions in a given semester, any subsequent absences require the candidate’s status be reviewed by a department

committee for absence/tardy issues and/or the Department Chair. This may result in a determination that the candidate must retake the course, or provide alternative remediation. This policy serves as a benchmark for candidates, but in no way restricts an individual faculty member's rights to be more restrictive

In student teaching, there are a minimum number of hours that candidates are required to be in the classroom. Therefore, when a candidate is absent during Part-Time Student Teaching (EDMS 482P), the absence must be made up by scheduling an additional day to participate in the classroom. During Full-Time Student Teaching (EDMS 482F), the candidate is allowed three days of absences before the placement will need to be extended. Additionally, the candidate is allowed to be absent for up to three days from the classroom in order to work on the Teacher Performance Assessment (CalTPA) and/or Take-Over Planning.

Grading Policy

- Candidates must maintain a 3.0 GPA in program coursework and receive positive recommendations from instructors, University Supervisor and Mentor Teachers in order to remain in good standing in the program.
- Candidates must take all prerequisite courses, all methods courses and the Phase 1 seminar for a letter grade.
- Candidates must earn a grade of "C" or better in all required credential courses.
- Candidates may only retake a course once.
- Candidates must take Student Teaching and the Student Teaching seminar for Credit/No Credit.
- Candidates must successfully complete all of Phase 1 before moving on to Phase 2 in the program. (Permission may be granted for candidates in good standing to take EDMS 471 early in certain circumstances).
- Candidates must resolve a grade of "incomplete" (I) or "Report Pending (RP) for any courses, seminar, or student teaching requirement prior to entering the next phase of the program.

Any student who fails to meet the minimum standards in a given semester is required to meet with the Department Chair before continuing in the program. The Department Chair will work with the candidate and determine the appropriate resolution. The possible outcomes include retaking courses, taking additional coursework, re-doing part or all of student teaching, and being counseled out of or terminated from the program.

TEACHER PERFORMANCE ASSESSMENT: CalTPA

The California Commission on Teacher Credentialing (CCTC) requires that all Multiple Subject Teachers complete an approved Teacher Performance Assessment (CalTPA). This assessment is

aligned with the state’s Teacher Performance Expectations (TPEs) as a means for candidates to demonstrate the proficiencies expected of all beginning California teachers.

During Phase 2, candidates complete their CalTPA in which they demonstrate their competence in designing and implementing effective instruction for all students, as well as assessing both student performance/learning and teaching effectiveness. The CalTPA consists of a set of tasks written, video of teaching, and analysis of teaching and student work. CalTPA submissions are scored by state-normed reviewers.

Candidates are supported in their development of their CalTPA through mandatory and optional CalTPA support seminars and lab help led by the CalTPA coordinator. They also receive some guidance in their Phase 2 literacy methods course (EDMS 463 or 464) and from their University Supervisor. Phase 2 candidates are allowed three days of release from their full-time student teaching to work on their CalTPA portfolio. The days must be mutually selected and agreed upon with the site Mentor and SSU Supervisor.

*Please note that candidates should anticipate a fee of approximately \$350 for CalTPA.

ADVANCING THROUGH THE PROGRAM

Candidates must successfully complete each phase of the program before beginning the next phase. It is the responsibility of each candidate to keep track of the requirements that have been met.

It is also the candidate’s responsibility to notify the Credentials Office as well as Sonoma State University of any change in name, address, or telephone number. To update information with the Credentials Office, complete a [College of Education, Counseling, and Ethnic Studies address change](#) form. To update information with Sonoma State University, submit [SSU Change of Address](#) information to Admissions and Records

PRIOR TO PHASE 1

- Begin a personal file for saving copies of all official credential paperwork.
- Basic Skills Requirement (via passing scores on CBEST **OR** CSET with Writing, **OR** another approved assessment)
- Passage of CSET: Multiple Subject exams (consists of 3 subtests)
- Submit verification of negative TB test (no older than 12 months). If a current SSU student, you may be tested at the Student Health Center.
- File for Certificate of Clearance or submit copy of previous, valid California credential.
- Complete prerequisite courses with grade of “C” or better.
- Complete legal information requirement.

PRIOR TO PHASE 2

- Complete all Phase 1 courses with grade of “C” or better.
- Undergraduates must complete co-requisite course with grade of “C” or better.
- Maintain an overall 3.0 GPA in credential coursework.
- Receive positive evaluation by Phase 1 Mentor Teacher and SSU Supervisor.

PRIOR TO AWARD OF THE MULTIPLE SUBJECT CREDENTIAL

- Possession of a bachelor’s degree.
- Pass all Phase 2 courses; maintain an overall 3.0 in credential coursework and earn ‘C’ grades or better.
- Pass an approved Teacher Performance Assessment
- Satisfy U.S. Constitution requirement.
- Complete application process for the teaching credential.
- Submit passing scores of RICA.
- Complete CPR certification.
- Complete the MS program and CCTC Exit Survey.

Timely Completion of the Program

Candidates who successfully graduate from the SSU Multiple Subject program do so by demonstrating a high degree of competency in elementary school teaching and learning. Failure to complete the program in a timely fashion may result in a review and re-evaluation by the program faculty to determine the candidate’s status in the program. This review may result in the development of a revised program plan or it may result in termination from the program. If the latter occurs, a candidate would be required to reapply for admission and beginning coursework again, and admission would not be guaranteed. Timely completion of the program is defined as three years. Should candidates require more than a three-year time span for program completion, they must meet with the Multiple Subject program advisor and receive approval from the Department Chair. As per university guidelines, courses are valid for no more than 7 years, and credential courses may have a shorter validity period due to changes in regulations for state licensure. After such time, a candidate may petition for a course to be revalidated, however the approval of such is at the discretion of the faculty member in charge of the course and the Department Chair.

LEAVE OF ABSENCE AND WITHDRAWAL FROM THE PROGRAM

Leave of Absence

In instances when it is necessary to take a leave from the program, this leave of absence is limited to one semester. If candidates must be absent more than one semester, they must

reapply to the program and SSU. Credential candidates who need a leave of absence must fill out a Leave [of Absence Request](#) form.

The candidate must notify SSU of the leave; [forms](#) are available in the Admission and Records office for this purpose. When possible, this notification should be submitted in writing by November 1 for the spring semester or by April 1 for the fall semester.

A leave of absence is granted one time and for one semester only. **While on leave, the candidate must notify the Department Chair of an intention to return to the program the following semester.** An unauthorized absence that does not follow the above procedures may result in the student being terminated from the credential program.

Withdrawal from the Multiple Subject Program

Candidates in the Multiple Subject program sometimes find that they need to withdraw completely from their courses and field experiences. A student who decides to withdraw from the Multiple Subject program must notify the Department Chair in writing of this change. If a student withdraws during the semester, fee refund will be prorated whenever possible.

STUDENT SERVICES AND POLICIES

Sonoma State University provides an array of services for all of its students. These include counseling, career development, the writing center, disability resources, health, housing, and testing services, among others. Other important campus resources are the [Schulz Information Center](#), a variety of [media services](#), and several computing labs. You are invited to take advantage of these resources, which are described in detail in the SSU catalog and website.

DISABILITY ACCESS FOR STUDENTS

If you are an individual with a disability and you think you may require academic accommodations, you must register with the [Disability Services](#) office. While the exact nature of the disability remains confidential with the DSS Department, accommodation authorization forms must be provided to faculty in advance of the need. The DSS staff, in consultation with the student and medical providers, determines appropriate accommodations.

Request for accommodations for student teaching placements are made to the Director of Placements and are most appropriately made when requesting placement. While it is permissible to request accommodation after the beginning of a course or after a student teaching placement, timely notice enables the program to properly respond to and arrange for the accommodation.

Candidates with disabilities who are provided accommodations are held to and evaluated according to the same academic and professional training standards as candidates without disabilities. State accrediting agency standards are applied to all candidates regardless of ability/disability status and must be considered throughout training. It is the College of Education, Counseling, and Ethnic Studies faculty who decide what the "essential academic and technical standards" are for meeting core requirements and academic expectations.

WRITING CENTER

The [SSU Writing Center](#) is located in Schulz 1103. The Writing Center helps SSU students, faculty, and staff members (as well as members of the wider community) become better writers.

SCHOLARSHIPS AND FINANCIAL ASSISTANCE

The [SSU Scholarship Program](#) awards some scholarships reserved for teaching credential candidates. The College of Education, Counseling, and Ethnic Studies also has some [scholarship](#) opportunities. Additionally, some off-campus organizations award scholarships for future teachers.

Other forms of financial aid include grants, loans, and temporary employment. For general financial aid questions, including applying for student loans, contact the [SSU Financial Aid](#) office.

CAREER SERVICES

[SSU Career Services](#) office provides a number of important services for credential candidates. These include job listings, drop-in career counseling, and periodic workshops on such skills as resume writing and interviewing.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY

The Multiple Subject program adheres to all SSU policies and procedures unless otherwise stated or clarified in this handbook. The policies and procedures related to the [SSU code of ethics, plagiarism and cheating](#) apply to all candidates in the Multiple Subject program. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in sanctions by the department as well as SSU.

STUDENT APPEALS

Candidates may appeal a course grade they believe to be arbitrary, unreasonable or capricious by following the SSU Grade Appeal procedures (available on the SSU website). All other appeals are covered by the [SSU Student Grievance Policy](#).

SECTION FOUR: FIELD EXPERIENCES

The major goal of the Multiple Subject program is to prepare candidates to teach successfully in California's public schools. This requires both a theoretical basis for teaching and learning and a practical understanding of children, classrooms, curriculum, schools, and the society in which they all operate. For this reason, all of the curriculum courses have been designed to include significant field experiences in schools. In each phase, field experiences are coordinated with one or more academic courses to help establish the relationships between the theories and practices learned at the university and the realities of classroom life. Involvement in the schools culminates in full-time student teaching during the last phase of the credential program.

OVERVIEW OF FIELD EXPERIENCES

Part-time and Full-time Student Teaching — the two components of supervised fieldwork in Sonoma State University's Multiple Subject Credential Program — occur in Phase 1 and in Phase 2 respectively. These field experiences take place in schools selected as SSU/public school CORE collaboration sites. During both field experiences credential candidates are supervised by SSU faculty members and Mentor Teachers (district-employed supervisor) who have met specific criteria for selection in accordance with CCTC program standards guidelines and who meet with university faculty regularly each semester. FLEX students who opt to complete the program in more than two semesters and candidates on undergraduate pathways complete these supervised classroom experiences during their last two semesters in the program.

During the two semesters that candidates are placed at a CORE school site, they are expected to experience the full range of teaching that one is likely to meet as a teacher-of-record:

- Candidates are expected to plan, implement, and assess connected, hands-on, theoretically sound, and culturally relevant instruction in literacy & language, mathematics, science, arts, social studies, health, and PE.
- Candidates are expected to have experiences working with individual students, small groups, and whole class instruction.
- Candidates are expected to prepare curriculum plans that reflect an understanding of first and second language learners' needs and demonstrate sound methodologies and strategies.

- Candidates are expected to design and deliver curriculum for all learners, including those with special needs such as special education students and the students who are progressing at a rate that is other than is typical.
- Candidates are expected to use the methodologies, curriculum, assessments, and strategies that have been introduced in program coursework.
- Candidates are expected to use integrated, thematic teaching that allows students to make connections across subject areas and with previous learning experiences.
- Candidates are expected to contribute to the building of community in the classroom, and their curriculum should reflect sound multicultural principles including incorporating the Funds of Knowledge (Moll, 1994) and developmental theories into teaching and learning plans.

The assigned tasks of student teachers become more complex and address increasingly important aspects of a teachers' work as candidates progress through the program. Collaboratively, the candidates, Mentor Teachers, and University Supervisors observe, discuss, and reflect on the complex aspects of teaching, including delivering the curriculum to students of varying backgrounds and abilities. Candidates assess their own strengths and teaching challenges along with their faculty and peers in order to make adjustments and improvements in teaching. The successful completion of the fieldwork sequence is assessed by the department faculty, the University Supervisor, and the CORE Mentor Teachers, to ensure that candidates have met the College of Education, Counseling, and Ethnic Studies's requirements and the Teacher Performance Expectations of the California Commission on Teacher Credentialing.

DESCRIPTION OF THE CORE MODEL

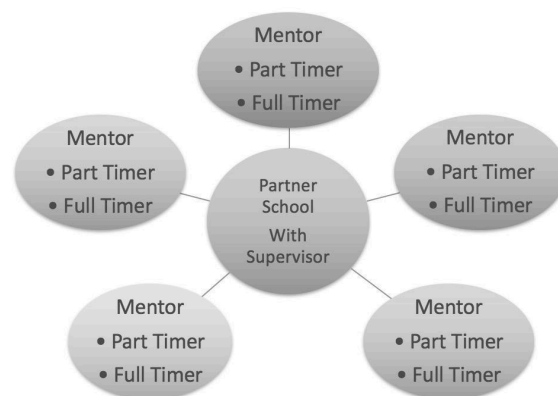
Our model of teacher preparation, **Collaboration for the Renewal of Education (CORE)**, goes beyond that of a traditional student teaching placement. CORE has grown out of a rich history with roots in the clinical observation, peer coaching, and team models of professional development (John Goodland, 1998). CORE draws from this background and incorporates the best characteristics from these models. CORE is purposely structured to give equal voice to all participants, to honor all participants as lifelong learners, and to view everyone as a co-teacher. The model attempts to bridge the gap between public school and university educators. Every participant in this model is an expert with areas of knowledge, skills, and strength and everyone has areas for learning and growth.

The Multiple Subject program has developed a flexible organization for teacher preparation that acknowledges the contribution made to candidates' education by public school teachers and administrators. The program purposefully builds in time for meetings with Mentors at the CORE site, to hear what they are thinking, to implement their ideas into the program and to learn

together. We believe this model is exciting and purposeful. It is not typical for university faculty to commit to spending one day each week in a public school for the purpose of supervising teacher candidates. That the faculty eagerly participate in this experience is evidence of the value placed on this aspect of the Multiple Subject program.

HOW THE CORE MODEL WORKS

SSU Multiple Subject credential candidates participate in fieldwork at a specific CORE school site for one year, moving to a new classroom at the semester break. Candidates are placed in collaborative pairs in classrooms whenever possible. In addition to systematically assuming greater instructional responsibilities within their assigned classroom, candidates regularly observe peers and Mentor Teachers. On a pre-arranged day each week, the University Supervisor is on site, typically all day, observing candidates teaching, debriefing observations, reviewing plans, delivering or participating in classroom instruction, meeting with the Mentor Teachers, and holding on-site small group seminars. Schools are asked to agree to a two-year commitment is preferable.



Configuration of the CORE model

- 3-6 Mentor Teachers per CORE site each semester.
- Peers, Mentors, and the Supervisor collaboratively observe Part-Time and Full-Time student teachers.
- The University Supervisor meets with the student teachers and Mentors during their regularly scheduled time on the school campus.
- The University Supervisor provides information on how to conduct positive peer observations.

Key Features of the CORE model

- Time to meet and talk is built into the model. Site Mentors and University Supervisors meet during the school day, approximately 5 times per semester.
- Observations are used in new, more constructive ways than in traditional models, in particular to establish a candidate's relative strengths and next steps toward meeting performance goals.
- Shared discussions often lead to enhancement of both the university curriculum and classroom instruction

CORE SCHOOL SITES

All candidates enrolled in supervised field experiences (EDMS 482P and EDMS 482F) are placed at a CORE site. CORE sites are established in Sonoma County (Cotati/Rohnert Park, Penngrove, Petaluma, Sebastopol, Santa Rosa, and Sonoma), and Marin County (Novato) . The Multiple Subject faculty selects school sites that mirror California’s schools of today and where credential candidates can both complete program requirements and learn alongside talented Mentor Teachers.

The CORE sites represent a rich variety of neighborhood schools that offer choices for the candidates in terms of student demographics, curricular focus, and geographical proximity. Site selection criteria include:

- school meets cultural and linguistic diversity (at least 25%) or agrees to develop a shared model with a culturally and linguistically diverse site.
- school agrees to participate for at least one year and host a critical mass of candidates (6 -12)
- school provides the opportunity for candidates to observe a variety of instructional models
- school provides the opportunity for students to design, organize and deliver curriculum according to models taught at SSU that are based on current research findings

The selection of Mentor Teachers at the CORE site is the responsibility of the site principal in conjunction with the University Supervisor. Mentor teachers (aka district-employed supervisors), viewed as clinical faculty, work closely with the University Supervisor to support and evaluate the candidate, ensuring that all of the teaching competencies have been met.

Assignment to a CORE Site

The Director of Placements arranges all student placements. The semester prior to enrolling in EDMS 482P, candidates will submit a placement request form indicating their geographical and school preferences. Prior to completing this form, site information is provided during program orientation and at on-campus advising meetings. Once placements are determined, the University Supervisor (who serves as program liaison at the partner school) invites candidates to an orientation meeting at the school site. Candidates traditionally remain at the same school site for their full-time student teaching semester, though candidates may be able to move to another site with the approval of the Department Chair and Placement Director. Placement update forms are distributed and submitted towards the end of the Part-Time Student Teaching semester.

Candidates may not arrange their own placements. Contacting a school, principal, teacher or supervisor prior to the placement being arranged will jeopardize the candidate's status in the credential program. Any questions or concerns about field placements should be addressed to the Director of Placements and/or the Department Chair as appropriate.

ROLES AND RESPONSIBILITIES OF COLLABORATION TEAM

University/public school collaborations offer a unique dimension to our program, while providing our candidates with research-based strategies for optimal teacher preparation (e.g., Goodlad, Darling-Hammond, Lieberman, and Hargreaves). The on-site supervisor model mirrors the mentoring and induction experiences that our candidates will have as beginning teachers. This model allows all participants to more deeply engage in a school's culture and community. We use the label "job descriptions" for all participants is a conscientious attempt to even the playing field, and to value and make equitable the worthiness of all participants' work.

Part-Time Student Teacher (EDMS 482P)

Job Description of Part-Time Student Teacher

During the first semester of supervised fieldwork, the candidate is a Part-Time Student Teacher at the CORE site, preferably partnered in the same classroom with another student teacher. The placement is 15 weeks long, two days each week. Part-Time Student Teachers design a consistent schedule for working at a school, spending approximately 13-14 hours per week at their CORE site. They meet and plan with Mentor Teachers and their partner student teacher on a weekly basis. Candidates must be at the school on the day of the week when the University Supervisor is scheduled to be there. With the Mentor's consent, Part-Time Student Teachers attend staff meetings, in-service sessions, and other school functions.

While the list is by no means complete, by design, EDMS 482P candidates are responsible for the following:

- Become familiar with the community, history, mission, and goals of the school site and of the classroom.
- Become an active member of the classroom and school community.
- In the classroom, assist students in their work, assist in teaching lessons, observe the Mentor Teacher, and support the learning of the other SSU candidates at the school.
- Prepare a schedule with the Mentor Teacher that plans for their fulfillment of course and field requirements.
- Design and implement 4-6 lessons with the assistance of the Mentor/student teacher team.

- Co-Teach at least 4-6 lessons using the 6 Models of Co-Teaching throughout the semester with your Mentor and/or SSU peers.
 - Shared Teaching
 - One Teach, One Observe
 - One Teach, One Assist
 - Station Teaching
 - Parallel Teaching
 - Differentiated Teaching

- Arrange to be observed approximately every other week during the semester. These will include the following kinds of observations — Note: some may “double-count”
 - 2 formally planned lessons observed by your Mentor
 - 2 formally planned lessons observed by your peers
 - 2 formally planned lessons observed by your University Supervisor
 - 4 lessons that are co-taught with your Mentor and/or SSU
 - 2 -4 drop-in observations conducted by your Mentor or Supervisor
- Arrange to observe, at regular intervals during the semester:
 - 2 lessons taught by your Mentor Teacher
 - 4 formally planned lessons taught by peers
 - 1 lesson taught by another teacher at your school
- Join the University Supervisor during his/her observations of other credential students. These observations will always be scheduled in advance.
- Keep a written journal which documents observations, teaching experiences, and reflections.
- Attend all workshops, staff development and meetings scheduled on the days that they are at their CORE site; more if possible.
- Complete a 2-day Take-Over (required).

NOTE: A candidate may be removed from a placement at any time during the semester based on the recommendation of either the Mentor or the principal if it is determined that the candidate’s continuation would be detrimental to the students in the class or the Mentor’s ability to teach them. The candidate may or may not be eligible for a new placement depending on the circumstances.

Suggested Timeline for EDMS 482P Part-Time Student Teaching

This timeline is meant to serve as a guide and not followed in a rigid manner. Mentor teachers, candidates and university faculty meet regularly to determine specific steps for each candidate.

Week	Part-Time Student Teaching Focus
<p><u>1-2</u></p>	<p>Orientation to the School</p> <ul style="list-style-type: none"> ● Begin by attending school when school starts or at the time designated by your University Supervisor for the first day at your site. ● Become familiar with the school culture and the children. ● Make a floor plan of your classroom noting the placement of desks or work areas, storage, and supplies and materials. ● Make or acquire a school map. ● Find out what is available on the playground. Determine the rules governing behavior outdoors. ● Familiarize yourself with school policies, regulations and classroom management and classroom norms. ● Observe and record classroom management routines while observing the teacher and how she or he interacts with the children. ● Find a place to keep your journal in the classroom so that your Supervisor may read it upon arrival without disturbing your teaching. ● Volunteer to actively participate in teaching and learning. Read a story, take the children to the computer lab, take lunch count, etc. Help with daily clean up and set up for the next day. <p><u>Observation focus:</u> Learn the students’ names, and make a list of the attention signals that your Mentor and student teaching partner use.</p>

Week	Part-Time Student Teaching Focus
3	<ul style="list-style-type: none"> ● Continue to observe your Mentor Teacher and student teaching partner. ● Take notes regarding classroom procedures, transitions, and discipline techniques. ● Learn how assignments are graded and recorded and assist with this responsibility. ● Discuss which curricular area you would like to actively participate in next week. Become familiar with the texts and resources adopted. Determine what type of lessons, activities, observations, etc. are assigned in your program courses and share these with your team. ● If you plan to teach a lesson, submit the lesson plan to your Mentor Teacher at least two days before teaching it so you may revise it before its implementation. ● Learn to use the available technologies including computers/tablets, apps, smartboards, digital platforms, etc. in the school. ● Arrange to be observed by your Mentor, Supervisor and peers in the next few weeks. <p><u>Observation focus:</u> Learn the class and school’s weekly schedules and the daily schedules for your observation days. Make a plan book (planner) for yourself and check in with your partner student teacher to determine what plans are set for the week and the future. Also include the planning of lessons and units that occur when you are not on site. Try to schedule a few co-teaching events to be observed by your Mentor, Supervisor and peers in the next few weeks.</p>
4	<ul style="list-style-type: none"> ● Teach either a whole class or small group lesson this week. ● Conduct a formal observation of one colleague and debrief at lunchtime, recess or after school. ● Observe teaching and become familiar with resources in another area of the curriculum. ● Plan your lessons/activities for the next week, discuss them with your Mentor Teacher, and continue writing in your field journal. ● Arrange to be observed by your Supervisor. ● Be sure to introduce yourself to other teachers and staff at your school site, including teachers beyond your grade level, the instructional aids, specialists, office staff, custodial staff, and administrators. <p><u>Observation focus:</u> Classroom management and engagement: How does your Mentor introduce lessons, maintain student engagement, foster language development and critical thinking, and close their lessons to promote student reflection and self-assessment? Consider the same question for your SSU colleagues.</p>

Week	Part-Time Student Teaching Focus
5	<ul style="list-style-type: none"> ● Teach in another area of the curriculum. ● Check to see that you have taught a student one-on-one, a small group and a whole class lesson or are preparing to teach a whole class lesson. ● Arrange to be observed teaching the whole class or a lesson specific to a methods course assignment. <p><u>Observation focus:</u> Resources available to support learning of students with special needs; ask Mentor Teacher and observe strategies for student engagement that are used in the classroom and in resource classrooms.</p>
6	<ul style="list-style-type: none"> ● Continue participating in new ways in the classroom, taking over routines and some instruction during each visit. ● Focus on planning a curriculum that is responsive to learners’ needs. ● Plan to interview your Mentor Teacher regarding how learners’ needs are assessed. ● Plan to be observed by your Mentor or Supervisor in the next few weeks. <p><u>Observation focus:</u> How well do you know the students in your classroom? What are their cultural and linguistic backgrounds? Examine the curriculum materials, resources and instruction in light of promoting the development of children’s sense of cultural diversity through values, respect and responsibility. Are there students or groups of students who may be missing in these materials and resources? If so, what might be done?</p>
7 - 8	<ul style="list-style-type: none"> ● Midterm evaluation of field experience: Schedule a meeting with your Mentor Teacher to discuss your progress so far. Use the SSU form and reflect on what you have accomplished so far and what you still hope to see and do this semester in your classroom. Share this evaluation with your Supervisor. ● Review your course assignments and make sure that you are integrating your coursework with your participation in the classroom. ● Discuss plans for your 2-Day Take-over with your Mentor Teacher and Supervisor <p>Observation focus: Your Mentor Teacher’s strategies for smooth transitions and setting expectations.</p>

Week	Part-Time Student Teaching Focus
9	<ul style="list-style-type: none"> ● Continue addressing different subject areas. ● Begin to follow the suggestions for next steps that were discussed at your midterm evaluation. ● Your student teaching partner will soon begin his/her take-over weeks. Be sure to offer your ideas, suggestions and observations. Conference with your partner and find ways that you can be actively involved in the planning and the teaching. ● Make sure you are continuing to observe your peers on site. <p><u>Observation focus:</u> How does your Mentor and your SSU partner help the children make connections: among subject content, with past learning, with their personal experiences?</p>
10-13	<ul style="list-style-type: none"> ● Continue addressing different subject areas. ● Plan to be observed by your Mentor or Supervisor in the next few weeks. ● Observe at least one other teacher at your school site. ● Complete your 2-Day Take-Over with the support of your Mentor and SSU partner. <p><u>Observation focus:</u> Observe the solo teaching taking place at your site—record the strengths and the challenges that student teachers are facing. Observe the connections between the children’s funds of knowledge and the relationship to curriculum and instruction.</p> <p><u>Work focus:</u> Your digital portfolio. Make an appointment for your University Supervisor to review your work.</p>

Week	Part-Time Student Teaching Focus
14-15	<p data-bbox="321 296 422 327"><u>Closure</u></p> <ul data-bbox="321 369 1409 674" style="list-style-type: none"> <li data-bbox="321 369 1166 401">● Complete your course assignments that are based in the field. <li data-bbox="321 443 1409 558">● Schedule a final evaluation conference with your Mentor and Supervisor. Come prepared to discuss your growing knowledge and competencies as well as areas that you have identified as your next steps for student teaching. <li data-bbox="321 600 1409 674">● Plan for how you will say good-bye and thank you to your students, your Mentor and your partner student teacher. <p data-bbox="321 716 1360 831"><u>Observation focus:</u> Take stock. Set goals for a strong start for Full-Time student teaching next semester. What are you doing well? What are the first things you want to work on?</p>

FULL-TIME STUDENT TEACHING - EDMS 482F

Job Description of Full Time Student Teacher

During the final semester of the credential program, the credential candidate becomes an integral part of the teaching team while assuming increased responsibilities for the classroom instruction. The student teacher is placed at a different grade level than that of the part-time student teaching placement, remaining at the same CORE site, except with the approval of the Placement Director.

Student teaching occurs four and a half days each week, Monday through Friday for 15 weeks, and includes a two-week takeover by the student teacher. Candidates are required to be in the school during the teacher contract day, and typically follow the schedule of their Mentor Teacher. (They must check with the University Supervisor if times vary significantly from that of the Mentor.)

Full-Time Student teachers are required to attend staff meetings, in-service sessions, planning meetings, school functions, and schedule a weekly planning meeting with their Mentor Teacher and their partner participant observer. Their responsibilities may include yard duty, school bus duties, parent conferences and SST/IEP/504 meetings (with Mentor’s approval), and similar duties. Candidates are responsible for mentoring other SSU candidates at the CORE site, especially their part-time student teaching partner. Candidates arrange for a weekly planning session with their Mentor Teacher and partner participant observer.

During student teaching, candidates participate in a weekly on-site seminar with other candidates, the mentors when available, and the University Supervisor to discuss application of major ideas and theories studied and developed during coursework. The goal is to deepen understanding and implementation of classroom organization and management strategies and to become a confident, informed beginning teacher. Candidates learn and apply skills for communicating and working constructively with students, their families and community members and they become familiar with resources available on the school site to promote learning and healthy social, emotional, cognitive, and physical development of all pupils.

While the list is by no means complete, by design, EDMS 482F/S candidates are responsible for the following:

- Become familiar with the community, history, mission, and current goals of the school site and of the classroom.
- Support the learning of the other EDMS 482P and 482F students at the school.
- Observe the Mentor Teacher and become familiar with classroom management procedures, classroom organization and routines, grade level curriculum and district standards, strategies for assessment, and ways to communicate with colleagues, staff and parents.
- Prepare a teaching timeline with the Mentor Teacher that plans for increased assumption of teaching responsibilities. Maintain a lesson plan book that includes this schedule.
- Co-Teach at least 4-6 lessons using the 6 Models of Co-Teaching throughout the semester with your Mentor and/or SSU peers.
- Expect to be observed approximately every week during the semester. These will include the following kinds of observations — Note: some may “double-count”:

Arrange to be observed approximately every other week during the semester. These will include the following kinds of observations — Note: some may “double-count”

- 4 formally planned lessons observed by your Mentor
- 4 formally planned lessons observed by your peers
- 4 formally planned lessons observed by your University Supervisor
- 4 lessons that are co-taught with your Mentor and/or SSU
- 2 -4 drop-in observations conducted by your Mentor or Supervisor

Arrange to observe, at regular intervals during the semester:

- 2 lessons taught by your Mentor Teacher
- 4 formally planned lessons taught by peers
- 2 lessons taught by another teacher at your school

- Design a 2-week plan consistent with the class' curriculum, goals, expectations. It should demonstrate teaching techniques, methods and strategies that are consistent with SSU coursework. The final plans must be completed and submitted to the Mentor Teacher and Supervisor and approved one week prior to solo teaching.
- Keep a written journal that documents observations, teaching experiences, and reflections.
- Prepare the Teacher Performance Assessment (CalTPA).
- Model professional and ethical behavior, such as punctuality, regular attendance, and appropriate dress. Notify the school, Mentor Teacher, and Supervisor if absent. (More than three days of absence must be made up.)
- Maintain confidentiality. Do not discuss student problems with anyone, including parents or staff members outside the classroom.
- Notify the Mentor Teacher and the University Supervisor at the first sign of trouble if concerns arise.

NOTE: A candidate may be removed from a placement at any time during the semester based on the recommendation of either the Mentor or the principal if it is determined that the candidate's continuation would be detrimental to the students in the class or the mentor's ability to teach them. The candidate may or may not be eligible for a new placement depending on the circumstances.

Suggested Timeline for Full-Time Student Teaching EDMS 482F & 482S

This timeline is meant to serve as a guide and not necessarily followed in a rigid manner. Mentor teachers, candidates and University Supervisor meet regularly to determine specific steps for each candidate.

Week	Full-Time Student Teaching Focus
1	<ul style="list-style-type: none"> ● Become familiar with the classroom culture and the children in your placement classroom. Develop an understanding of the classroom management rules and procedures. ● Make a floor plan of the classroom and playground, noting placement of desks or work areas, storage, and supplies and materials. ● Set a schedule for arriving, meeting and leaving the school with your Mentor and peer observation partner. ● Your daily schedule should approximately mirror your mentors schedule. If conflicts arise, work with your Supervisor to determine the proper solution. <p>Observation focus: Learn the students’ names and begin to learn about each child. Make a list of the attention signals that your Mentor and student teaching partner use.</p>

Week	Full-Time Student Teaching Focus
2	<ul style="list-style-type: none"> ● Observe and record classroom management strategies while observing the teacher and how they interact with the children. ● Find a place to keep your journal in the classroom so your Supervisor may read it when they arrive without disturbing your teaching. ● Begin writing "thumbnail sketches" of each child in your classroom for your field journal. ● Help with daily clean up and set up for the next day. ● Monitor students during small and large group work, and during play on the playground or indoors. ● Begin taking over some routines, such as circle time, read aloud, opening routines and marking papers. ● Set up a meeting with your Mentor Teacher and your Supervisor to create a tentative timeline for the semester, planning for TPA video recording and take-over weeks. ● Discuss which curriculum area you will begin to plan for next week, using the texts and resources adopted by your school. ● Check to see whether your Mentor has signed video permission slips for the students; if not, send them home with the children. <p>Observation focus: Class rules, class procedures, and children’s names. Make notations about children in your thumbnail sketches, learn classroom schedule, and analyze the physical set up in the classroom.</p>

Week	Full-Time Student Teaching Focus
3	<ul style="list-style-type: none"> ● Take over the planning and teaching of one subject area. Submit your lesson plan to your Mentor Teacher at least two days before teaching it so you may revise it before teaching. Discuss your lesson planning process with your SSU peer(s). ● Continue to observe your Mentor Teacher and take notes regarding classroom procedures, transitions, and discipline techniques. ● Learn how assignments are graded and recorded and assist with this responsibility. ● Each day teach the routines that you planned the previous week. ● Observe teaching and become familiar with resources in a second area of the curriculum. ● Learn to use the available technologies including computers/tablets, apps, smartboards, digital platforms, etc. in the school. ● Debrief daily with your Mentor Teacher at lunchtime, recess or after school. <p>Observation focus: Look for differentiated management strategies that your Mentor employs for individual students.</p>

Week	Full-Time Student Teaching Focus
4	<ul style="list-style-type: none"> ● Try to teach in two areas of the curriculum, the one you began last week and a new area. Make sure that you are also assessing the students' understanding, and recording grades if appropriate. ● Plan to teach the whole class as well as small group lessons. ● Ask your Mentor Teacher and one of your colleagues in the program to write formal observations of your teaching sometime in the next two weeks. ● Conduct a formal observation of one of your colleagues during this time. ● Continue debriefing daily with your Mentor Teacher at lunchtime, recess or after school. ● Observe teaching and become familiar with resources in a third area of the curriculum. Plan your lessons for the next week, discuss them with your Mentor Teacher, and continue writing in your field journal. ● Arrange to be observed by your Supervisor. <p>Observation focus: Recurring conflicts among children including bullying, ways to deal with conflicts, specific teacher interventions, and related school resources. Determine the limits and the consequences of actions.</p>
5	<ul style="list-style-type: none"> ● Continue teaching the subjects you have already started. If appropriate, begin another content area. ● Shadow a student who receives special services. ● Arrange to be observed. ● Discuss your ideas for TPA lessons with your Supervisor and Mentor. * (subject to change pending State of California timelines for CalTPA). <p>Observation focus: Resources available to support learning of students with special needs, ask Mentor Teacher and observe strategies used in the classroom.</p>

Week	Full-Time Student Teaching Focus
6	<ul style="list-style-type: none"> ● Add another responsibility to your day, either teaching another content area, or taking on an additional block of time. ● Practice using the video camera or appropriate recording devices as you teach. ● Finalize your TPA lesson plans. * (subject to change pending State of California timelines for CalTPA). <p>Observation focus: Curriculum - all aspects of learning including the materials and resources available. Ask, “How do these materials support learning?” “Show bias?” “Promote the development of children’s sense of cultural diversity?”</p>
7 - 8	<ul style="list-style-type: none"> ● Begin taking over the planning and becoming the "lead" teacher for the entire morning or afternoon. Be sure to include physical education, health, the arts, and any other area from the California frameworks you might have missed thus far. ● Video record your TPA lessons * (subject to change pending State of California timelines for CalTPA). ● Schedule a three-way mid-term evaluation conference with Mentor Teacher and University Supervisor. Come prepared to discuss your growing knowledge and competencies as well as areas that you have identified as your next steps for student teaching. <p>Observation focus: Observe how assessment, teaching and learning are connected. Ask yourself: how do children show what they know?</p>
9	<ul style="list-style-type: none"> ● Begin compiling resources for your take-over weeks. Discuss your plans with your Supervisor and Mentor. ● Share your planning process with your SSU peer. ● Focus on the next steps that were identified during your midterm conference. <p>Observation focus: Look again at your Mentor’s management and engagement strategies and see which ones work with which children.</p>

Week	Full-Time Student Teaching Focus
10	<ul style="list-style-type: none"> ● Finalize your unit and lesson plans for your take-over weeks. Present your plans to your Mentor Teacher and your University Supervisor for approval no later than one week before your solo teaching begins. Prepare your materials for your teaching. ● Continue teaching longer blocks of the day. ● Submit your TPA Teaching Event documentation.* (subject to change pending State of California timelines for CalTPA). ● Make sure to schedule to be observed and to observe your peers. <p>Observation focus: Observe another teacher at your grade level.</p>
11-13	<ul style="list-style-type: none"> ● Take-over all aspects of the day, planning for yourself, your Mentor Teacher, and your 482P partner. Design lesson plans for your Mentor so that you can attend on-site seminars and SSU courses. Continue to reflect on your work with children and adapt your lessons as needed. ● Arrange to be observed by your Supervisor, Mentor and peers. <p>Observation focus: Reflect on each day and identify what is going well and what changes you can make.</p>
14-15	<p><u>Closure</u></p> <ul style="list-style-type: none"> ● Share responsibility with your Mentor Teacher for planning and teaching. ● Plan for how you will say good-bye and thank you to your students, your Mentor and your partner student teacher. ● Schedule a final evaluation conference with your Mentor and Supervisor. <p>Observation focus: Take stock. Consider what you have learned about the classroom environment and what ways you can develop community, autonomy and choice in the classroom.</p>
16	<ul style="list-style-type: none"> ● Attend the required end of program meeting.

Description of Full-Time Student Teaching Take-Over Assignment

Student teachers are required to take over the curricular planning, instruction, assessment, grading, and organization of the classroom for a two-week period. While two consecutive weeks more closely parallels the responsibilities of a classroom teacher, in some cases, student teachers plan two separate weeks with a bit of time in between for their takeover. Students also may arrange for their “week” to start on a day other than Monday, and continue for 5 days. The takeover weeks typically occur in the last third of the student teaching semester, after the student teacher has demonstrated competency in classroom management, organizing instruction for student understanding, utilizing a variety of engagement strategies, and after effectively teaching all content areas.

The planning for the takeover weeks begins in the first few weeks of the student teaching semester, with the student and the Mentor identifying tentative dates for the takeover weeks. As the semester progresses, the student teacher and the Mentor decide on a central focus for the takeover weeks. The central focus can be identified by looking at the common themes in the pupils’ curriculum and developing these themes to create an integrated unit of study. The student teacher’s interests, creativity, curiosity and knowledge of the children should be combined with any curricular requirements in the classroom to develop a cohesive curriculum. The final two-week takeover plans should reflect the student teacher’s understanding of developing relevant and meaningful learning experiences.

The student teacher will present his/her takeover plans such that they can be approved **one week before** the takeover begins. The following are required:

- Objectives that will be met through the takeover plans
- Assessments that will be used
- A plan for each day, with lesson synopses for each lesson/activity that is not routine (include description, objectives, assessment) or a photocopy of a detailed lesson plan book
- 10 lesson plans, at least one in each major content area.
- A letter to the parents of the students in the class describing the weeks’ focus and other pertinent information

If the student teacher’s takeover plans are not complete or do not demonstrate that adequate preparation has been done, the student teacher will need to postpone his/her takeover weeks.

During the takeover weeks, the student teacher communicates with the Mentor and/or Supervisor about student progress and ask any questions that arise during the day. After the takeover weeks are completed, the student teacher will write a final reflection.

Note: ***During the takeover weeks, student teachers are expected to attend all SSU courses and on-site seminars. Substitute teaching plans will need to be left for the Mentor Teacher to use if the Mentor will be covering the class.***

Job Description of the Mentor Teacher

The Mentor Teacher provides a role model and the necessary support for the student teachers, capitalizing on teaching strengths and suggesting alternative strategies. Referred to as “District-Employed Supervisors” by CCTC, Mentors must meet SSU, District, and CCTC specified criteria in order to serve in this capacity. CCTC requires Multiple Subject Mentor Teachers hold a Clear Multiple Subject credential and have at least 3 years successful teaching experience. They must have demonstrated exemplary teaching practices as determined by both their district and SSU. Candidates are matched with Mentor Teachers through a collaborative process between the school and the SSU Multiple Subject program. A student Teacher may be removed from a placement at any time during the semester based on the recommendation of either the Mentor or the principal if it is determined that the candidate’s continuation would be detrimental to the students in the class or the Mentor’s ability to teach them. The candidate may or may not be eligible for a new placement depending on the circumstances.

As per CCTC Program Standards, the SSU Multiple Subject program provides 10 hours of initial orientation and training for Mentor Teachers to ensure their understanding of the roles and expectations and to support the development of effective strategies for supervision and coaching. (Note — there is a process for vetting experienced Mentors who have fulfilled this requirement through alternate means or prior to the Fall 2017 establishment of this requirement.) Topics for Orientation include the following:

- Orientation to the SSU Multiple Subject Credential Program,
 - Program Scope & Sequence including course learning goals and key assignments student teachers complete.
 - CORE Model for student teaching
 - Field Expectations and Timelines
- The CORE student teacher observation cycle (reviewing lesson plans, observing, debriefing, goal setting),
- Co-Teaching Models
- Coaching Student Teachers and Adult Learning Theory
- Supporting Take-Overs and Take-Over Expectations
- Tools for evaluating Student Teachers’ progress
- Tools for identifying Needs and Supporting Struggling Student Teachers (aka students of concern) and criteria for removal of a candidate from a placement
- California Teacher Performance Expectations (TPE),
- California Teacher Performance Assessment (TPA)

The Mentors maintain an ongoing collaborative relationship with the credential candidates including the following responsibilities:

- Introduce the SSU credential candidate(s) to school personnel. Acquaint the candidate(s) with the school rules and procedures, including available resources, district standards, and disciplinary and/or emergency procedures.
- Invite the candidates to all grade level meetings, faculty meetings, parent meetings, SST/IEP/504 meetings, and district in-service meetings when appropriate.
- Provide the candidate(s) with a desk or space to store materials and personal belongings.
- Make curriculum manuals and other resources available to the candidate(s).
- Schedule weekly planning meetings with the candidate(s).
- Develop a timeline, with the candidate(s), for increasing his/her knowledge of the curriculum and for taking on increased responsibilities in the classroom.
- Review the lesson plans and unit plans prepared by the candidate(s).
- Allow and support Part-Time Student Teachers to take over all planning/teaching responsibilities of the classroom for two days. (Note – the 2 days need not be consecutive.)
- Allow and support Full-Time Student Teachers to take over all planning/teaching responsibilities of the classroom for two weeks. (Note – the 2 weeks need not be consecutive, nor do the “weeks” need to begin on Monday)
- Co-Teach with the candidate(s) using the 6 Models of Co-Teaching throughout the semester
 - Shared Teaching
 - One Teach, One Observe
 - One Teach, One Assist
 - Station Teaching
 - Parallel Teaching
 - Differentiated Teaching
- Observe and write formal observations for the candidate(s):
 - 4 lessons for the Full-Time student teacher
 - 2 lessons for the Part-Time student teacher
 - Drop-In Observations may also be conducted by the Mentor Teacher as appropriate.
- Attend regularly scheduled Mentor meetings while SSU candidates are in charge in the classroom.
- Notify the credential candidates and the University Supervisor at the first sign of trouble or if responsibilities are not being met. In more serious cases, work with the Supervisor to

complete Student of Concern paperwork and collaboratively develop a timeline in which candidates must demonstrate adequate growth/progress toward the TPEs or other criteria for success. Monitor and provide the Supervisor with timely feedback and documentation.

- Be part of an ongoing collaboration with the University Supervisor for developing effective supervision models that meet the needs of the candidates at the CORE school site.

Job Description of the University Supervisor

The University Supervisor is the liaison between the SSU College of Education, Counseling, and Ethnic Studies and the Mentor Teachers and principal at the CORE school site. The Supervisor facilitates appropriate placement and ensures that the student teacher is making appropriate progress while following the policies and procedures of both the host school site and SSU. Supervisors will facilitate the removal of a student teacher candidate from a placement at any time during the semester based on the recommendation of either the Mentor or the principal if it is determined that the candidate's continuation would be detrimental to the students in the class or the mentor's ability to teach them. The candidate may or may not be eligible for a new placement depending on the circumstances.

As per CCTC Program Standards, the SSU Multiple Subject Supervisors must be credentialed teachers or have equivalent experiences in teacher preparation. They should be experts in the content areas for which they are supervising. They should also have recent appropriate professional experiences in school settings that reflect the diversity of California's student population and in which the curriculum aligns with the standards and frameworks the program has adopted.

The Multiple Subject Program provides an orientation and training for all new Supervisors to ensure their understanding of the program expectations and Supervisors' roles and expectations, as well as to support the development of effective strategies for supervision and coaching and knowledge of program curriculum and assessments including and various TPA/LPA assessments.

- Orientation to the SSU Multiple Subject Credential Program,
 - Program Scope & Sequence including course learning goals and key assignments student teachers complete.
 - CORE Model for student teaching
 - Field Expectations and Timelines
- The CORE student teacher observation cycle (reviewing lesson plans, observing, debriefing, goal setting),
- Co-Teaching Models
- Coaching Student Teachers and Adult Learning Theory
- Supporting Take-Overs and Take-Over Expectations

- Tools for evaluating Student Teachers' progress
- Tools for identifying Needs and Supporting Struggling Student Teachers (aka students of concern) and criteria for removal of a candidate from a placement
- California Teacher Performance Expectations (TPE),
- California Teacher Performance Assessment (TPA)

The Supervisor develops an ongoing collaborative relationship with the Mentor Teachers and the credential candidates, including the following responsibilities:

- Maintain a regular schedule at the school site with a regular day of the week to supervise and a regular meeting time for on-site seminars.
- Follow the Multiple Subject Program Handbook, ensuring that all requirements for Part-Time and Full-Time student teaching are met.
- Review the Program Handbook and syllabi with the candidates.
- Provide Mentor Teachers and student teaching candidates with information and training on positive peer observation strategies.
- Meet regularly with the candidates to discuss lesson planning, support their learning, and assist in their meeting the requirements for effective completion of the student teaching requirements.
- Conduct regular Mentor meetings (typically 1 or more per month). Keep written records of these meetings. Meetings include discussions techniques & tips, effective mentoring and observation methods, Co-Teaching, and strategies to support the candidates in the development of their teaching practice, expectations and support for TakeOvers and the Teacher Performance Assessment, connections/clarification regarding SSU methods courses, strategies for supporting struggling student teachers.
- Provide Mentor Teachers and student teaching candidates with information and training on co-teaching strategies including Shared Teaching, One Teach/One Observe, One Teach/One Assist, Station Teaching, Parallel Teaching, and Differentiated Teaching.
- Complete formal observations of the student teachers: at least 4 for the full-time student teachers and 2 for the part-time student teachers, as well as 2-4 Drop-In observations as appropriate. Observations should encompass the range of curriculum areas. Each candidate must be observed by the University Supervisor 6 times per semester.
- Review the documentation completed by the candidates, including lesson plans, unit plans, take-over plans, and journals.

- Assist student teachers and participant observers in delivering curriculum that is consistent with the philosophy and practice taught in the Multiple Subject credential program.
- Provide appropriate guidance and feedback to the full-time student teachers for the completion of the approved California Teacher Performance Assessment. Provide the mentor teacher and the candidate guidance in scheduling the TPA and in the selection of appropriate teaching/learning episodes that will fulfill the state requirements and help the candidate effectively demonstrate their teaching capacities.
- Keep communication open among the candidates, Mentor Teachers, and the principal. It is the Supervisor's job to communicate with the Mentor Teacher in support of the SSU required assignments, activities and learning episodes that the credential candidates are to complete in their placement.
- Keep written records that describe and evaluate the work of the candidates.
- Maintain a candidate file system for all student teachers at the site. Files should include the following for each candidate, for each semester: Cover Sheet, Learning Cycles (lesson plan, observations by mentor, supervisor and peers, and debrief form), Debrief Summary Sheet, Drop-In Observations, evidence of co-teaching, evidence of observing peers and mentors/other teachers, and Midterm/Final Evaluation forms.
- Input all appropriate data into Program Data Management Systems, including the reporting of Final Evaluation scores for each candidate and the Supervisor's field site report.
- Schedule and participate in midterm and final evaluation conferences with the candidates and their mentors.
- Notify the candidate, the Mentor Teacher, the Placement Director, and the Department Chair, at the first sign of trouble. In more serious cases, work with the Mentor Teacher to complete Student of Concern paperwork and collaboratively develop a timeline in which candidates must demonstrate adequate growth/progress toward the TPEs or other criteria for success. Monitor and provide the Placement Director and/or Department Chair with timely feedback and documentation.
- Understand that a Student Teacher may be removed from a placement at any time during the semester based on the recommendation of either the Mentor or the principal if it is determined that the candidate's continuation would be detrimental to the students in the class or the mentor's ability to teach them. The candidate may or may not be eligible for a new placement depending on the circumstances. Should such a case arise, work as a liaison with all involved to ensure clear and informed decision-making and communication.

- Collaborate with the Mentor Teachers and site administrator for presenting seminar sessions that meet the needs of the candidates at the school. Seminar topics are to be aligned with the EDMS 482S syllabus.
- Provide program information to the Placement Director, Department Chair, or Credentials Office when requested.
- Attend Supervisors' meetings on campus and stay current with Multiple Subject program information and procedures, as well as California statutory and CTC accreditation requirements .

Job Description of the School Principal

The school principal is the liaison between the University Supervisor and the teachers and staff at the CORE school site. The principal ensures that the SSU candidates are maintaining a high quality curriculum for the children in the school. In addition, the principal designs the plan for selecting Mentor Teachers.

As per CCTC Program Standards, partnership school sites have a fully qualified site administrator who supports collaborative evidence-based practices and strives for continuous improvement. The school they lead must:

- have partnerships with other appropriate social, educational, and community-based entities that support teaching and learning;
- place students with disabilities in the Least Restrictive Environments;
- provide support for English Learners;
- reflect to the extent possible the socioeconomic and cultural diversity of California;
- permit video capture for candidate reflection and TPA completion.

The principals work closely with the University Supervisor to develop an ongoing, collaborative relationship among the Mentor Teachers and the credential candidates, including the following responsibilities:

- Identify interested and qualified teachers to serve as Mentor Teachers (aka district employed Supervisors) who have demonstrated exemplary teaching in terms of school district and SSU College of Education, Counseling, and Ethnic Studies criteria.
- Assist the Mentor Teachers in accommodating the student teachers at the school and in the classroom.
- Facilitate and/or support Mentor Teachers in providing orientation sessions for the student teachers regarding school curriculum, facilities, auxiliary services, and school policies and rules.

- Collaborate with the Mentor Teachers and the University Supervisor for developing effective supervision models that meet the needs of the student teachers at the school.
- Collaborate with the University Supervisor to organize relevant seminar sessions that meet the needs of the credential candidates and highlight the expertise of the school faculty.
- Notify the student teacher, the Mentor Teacher, the University Supervisor, and the Placement Director at the first sign of trouble if responsibilities are not being met, or if there are performance or other concerns.
- Understand that a Student Teacher may be removed from a placement at any time during the semester based on the recommendation of either the Mentor or the principal if it is determined that the candidate's continuation would be detrimental to the students in the class or the mentor's ability to teach them. The candidate may or may not be eligible for a new placement depending on the circumstances. Should such a case arise, work with the Mentor Teacher and University Supervisor to ensure clear communication and documentation.

Supervision and Evaluation During Field Experiences

Credential candidates benefit from their interactions with two experienced educators at their CORE school each semester: the Mentor Teacher and the University Supervisor. Each of these teacher educators will guide candidates' professional development during student teaching experiences. In addition, the candidate's colleagues at the CORE site will provide valuable peer coaching and support. The Mentor Teacher and peers work with candidates on a daily basis, providing support, assistance, and continuous feedback to build classroom management and instructional skills, confidence, understanding, and professional expertise.

During both the part-time and the full-time student teaching phases, candidates also benefit from their ability to self-reflect, their openness to suggestions, and their acceptance of cognitive coaching in a positive and professional way. Through hard work and self-reflection, the candidate applies the feedback received from the collaborative team and develops an effective, individualized teaching style. Working as a team, candidates, peers, Mentor Teachers, and University Supervisors help candidates utilize teaching skills to higher levels of professional competence.

Standards of Competency for Field Experience

The regular formal and informal observations of the collaboration team (the Mentor Teacher, University Supervisor and peer observers) monitor the progress that the credential candidate is making towards meeting the standards of competency for field experiences. The observation

remarks and the debriefing notes create an important documentation of the candidate's strengths, progress and the next steps that should be taken.

The California Teacher Performance Expectations (TPEs) and the California Standards for the Teaching Profession (CSTPs) provide the framework for the credential candidate's field evaluation. The midterm and final evaluations completed by the candidate, the Mentor Teacher and the University Supervisor document the candidate's progress toward meeting these competencies. Based upon these documents, the Department Chair then makes the final determination of the candidate's successful completion of the participation observation phase and of student teaching.

Field Evaluation Process

MIDTERM & FINAL EVALUATION FORMS

The evaluation form is aligned with California's TPEs 1-7 and CSTPs A-G and assesses candidates for competence in the following areas:

- Creating an Effective Environment: TPE 2 & CSTP A
- Planning for Instruction: TPE 4 & CSTP B
- Understanding and Organizing Subject Matter for Instruction: TPE 3 & CSTP C
- Engaging and Supporting All Students in Learning: TPE 1 & CSTP D
- Assessing Learning: TPE 5 & CSTP E
- Developing as a professional Educator: TPE 6 & CSTP F and G
- Implementing Standard 7: Effective Literacy Instruction for All Students

Each of these seven areas of competence are further articulated by a set of descriptor criteria. The student, Mentor and the Supervisor should identify specific descriptors that are relative strengths for the candidate at their particular phase in the program, and other descriptors that are important next steps for the candidate. There is also an opportunity to identify areas of struggle or concern if necessary. The back of the form can be used for additional comments or elaboration.

The same evaluation form is used for both Part-Time and Full-Time student teachers. While there are some indicators that may not initially pertain to the experiences of a Part-Time student teacher (especially at mid-term), the evaluation serves as a list of expectations and competencies that all candidates must achieve by the end of their Full-Time student teaching semester. Thus increasing familiarity with the expectations for beginning teachers is a by-product of the evaluation process. The descriptors at the top of each standard are ones that are more likely to be relevant initially for the Part-Time student teacher.

Midterm and Final Evaluation Conferences

Three-way evaluation conferences are mutually arranged with Supervisors, Mentors and candidates.

Part-Time Student Teachers typically meet with their mentors at the midterm to identify areas of strengths and to look ahead for what should be accomplished during the remainder of the placement. The University Supervisor reviews this evaluation form with them, but may not participate in the mid-term evaluation process. At the end of the semester, a three-way evaluation conference is held during which the student, mentor, and University Supervisor discuss the candidate's progress and next steps for the Full-Time student teaching semester.

Full-Time Student Teachers typically meet in a 3-way evaluation conference with Mentors and Supervisors at the midterm in the semester. At the end of the semester, a final closure meeting is held. During this meeting, the threesome review the final evaluation which may be completed by the Mentor and student teacher ahead of time. They also discuss ongoing next steps in professional growth and the transition into the Induction process as a beginning teacher. They will collaboratively complete the candidate's Individual Learning Plan (ILP) at this time.

Both the midterm and final evaluation conferences are an opportunity for candidates to reflect on strengths, progress made, and next steps. They should come to the conference prepared to discuss these three areas. The candidates and the mentors can bring their own copy of the evaluation form so they can focus on key areas. The evaluation form is used as a starting point for this dialogue. It is the Supervisor's responsibility to complete a master copy of the evaluation form in collaboration with the Mentor and the candidate, and each participant will sign this copy. At the end of the semester, the Supervisor will input the final field data onto the candidate's online evaluation form.

At the final conferences for Part-Time and Full-Time candidates, the Mentor and University Supervisor make a recommendation regarding the candidate's next phase. The recommendation is either a recommendation that the candidate: moves forward to the next phase, moves forward with reservations, or that the candidate is not ready to move forward. These recommendations are forwarded to the Placement Director and the Department Chair. If the candidate receives a recommendation with reservations following the Part-Time Student Teaching placement, the candidate may move forward to Full-Time Student Teaching only after meeting with the University Supervisor and the Placement Director. The candidate will be asked to complete a written reflection, reviewing his/her progress to date and describe strategies that will be taken to allow the candidate to meet the expectations of the student teaching

placement. Additional steps may also be required if additional concerns have previously been identified.

If Supervisors or Mentor Teachers have concerns about the progress of a candidate, more frequent three-way meetings will be arranged, with agreements and next steps recorded by the University Supervisor. Student of Concern forms should also be submitted to the Placement Director and copies sent to the Department Chair.

Multiple Subject Individual Learning Plan

Upon the successful completion of full-time student teaching during Sonoma State University's Multiple Subject Credential Program, Teacher Candidates will collaborate with their University Program Supervisor (UPS) and District-Employed Supervisor (DES/Mentor) to reflect and complete an Individual Learning Plan (ILP) in which they will identify two professional development goals related to the Teacher Performance Expectations (TPE)/California Standards for the Teaching Profession (CSTP). The Plan is based on the results of the Mid-Term and End of Semester Evaluations, formal and informal classroom observations, CalTPA, two-week takeover, and other indicators of performance. The ILP will be used by with preliminary credentialed teachers along with artifacts and work from teacher preparation when meeting with their Induction Mentor during their first year of teaching.

With feedback and guidance from their UPS and DES, the Candidate will select two TPES/CSTPs upon which to focus during the initial phase of their professional induction period. For each TPE/CSTP, the candidate will create a specific goal. This plan will be created during a triad meeting and signed by all applicable parties (Teacher Candidate, DES, Program Supervisor).

The Candidate must keep one copy of the ILP form. Another copy will be retained by the Literacy Studies and Elementary Education Department.

Determination of Candidate Competence

Part-Time and Full-Time teaching constitute the first substantial opportunity for most students to explore their qualifications as teachers and to demonstrate competency in teaching. With

this in mind, it must be understood that admission to these field placements does not guarantee successful satisfaction of credential requirements.

If a candidate receives an Incomplete, due to compelling circumstances consistent with University policies, the field placement may be extended within reasonable limits and with consent of the Partner School's principal and Mentor Teacher.

If the candidate's performance in either Part-Time or Full-Time student teaching is marginal or substandard, the result will be a NO CREDIT grade for the course. The University Supervisor makes the final recommendation for No Credit to the Placement Director and the Department Chair.

In the event a candidate receives a grade of No Credit grade, the candidate may be allowed to repeat either Part-Time or Full-Time student teaching. Candidates may repeat student teaching only once, regardless of which phase is repeated. If a phase of student teaching is not satisfactory after the second attempt, candidates will be terminated from the program.

Candidates who attempt student teaching and withdraw before completion will be allowed to re-apply for a second placement the following semester. If the withdrawal occurs following the fourth week of the semester, this initial placement will be considered an unsatisfactory attempt at student teaching. If a phase of student teaching is not satisfactory after the withdrawal, the candidate will be subject to termination from the program, pending a review of the circumstances.

In cases in which candidates are terminated from their assigned field placement in the first four weeks of the semester, they may be assigned to another CORE school site if the following criteria are all true: a classroom placement with a qualified Mentor Teacher at a partner school is available, the candidate has demonstrated strong progress in their teaching, and successful completion of all field competencies during the semester is expected. No candidate will be assigned to a new CORE site after the eighth week of the semester. No candidate will be given more than three placements while they are in the program.

Letters of Recommendation

Mentor teachers and University Supervisors traditionally write letters of recommendation for their student teachers. These recommendations are different from observation and evaluation reports in content and purpose. They are for candidates to share with prospective employers, providing qualitative statements of the candidate's performance as a student teacher and of his/her potential for success as a beginning teacher. Although the candidate is not required to request or use these recommendation letters, absence of such letters tends to raise questions about the success of the candidate's student teaching experiences. Mentors are encouraged

(but under no obligation), to complete a letter of recommendation for a student teacher they have supported and who has demonstrated success. Candidates should consider carefully any decision to omit the Mentor Teacher and University Supervisor letters of recommendation, and to consult with university faculty before doing so.

PROFESSIONAL ISSUES

At the School Site

Behavior

Candidates are asked to remember that they are guests in their Mentor Teachers' classrooms and at the school where they are placed. Initiative, sensitivity, and communication skills are important assets. Student teachers are encouraged to attend all staff development and school faculty meetings to which they are invited. Parent conferences, parent advisory meetings and other school-community events are also good avenues for building a bridge to the community in which they are teaching. In collaboration with the University Supervisor and the Mentor Teacher, the candidate should develop a timeline that will allow him/her to complete the program requirements while supporting the learning of the children in the classroom.

Discrimination and sexual harassment are unprofessional behaviors and will not be tolerated. A candidate who engages in this conduct will be terminated from the credential program.

Discrimination is behavior that employs a student's ethnicity, religion, race, gender, economic status, sexual orientation, physical or mental disability as the basis for decisions regarding academic status or progress, benefits, services, honors or activities. Unprofessional conduct also includes creating an environment that intimidates or is hostile to individuals or groups on the basis of these characteristics.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature made under the following conditions:

- Submission to the conduct is explicitly or implicitly made as a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Confidentiality

The communication of confidential information about another person, except within the frameworks authorized by the "Family Educational Rights and Privacy Act" of 1974, is a violation of individual rights. It is important to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, the United States Congress passed the Family Educational Rights and Privacy Act of 1974, which made explicit the principles of confidentiality summarized below.

The communication of confidential information to another person except within the authorized educational framework is a violation of individual rights that are legally protected. Violation of these rights may lead to serious consequences. Student teachers are advised that they are not to discuss information derived from the educational records of students with anyone except authorized personnel including the responsible instructors, concerned administrative personnel or individuals responsible for pupil personnel or health services. The use of actual confidential information concerning students for discussion in university classes, whether or not the students are individually identified, may also constitute a violation of privilege and should be handled with extreme caution.

It is an established legal principle that access to the records of another person may be necessary for individuals in certain types of positions in order for them to do their job. However, in granting such privilege, the courts have consistently imposed a strict duty on those to whom privilege is granted to protect the confidentiality of the information to which they have access.

While student teachers may be permitted access to the records of certain students under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records. At times, student teachers have access to student information such as test scores, teacher reports, or even verbal comments. All such information comes under the "Family Educational Rights and Privacy Act," which protects its confidentiality. Therefore, student teachers are advised to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

- Treat all knowledge of students in strictest confidence;
- Discuss specific student information only with your supervising teacher, and ask him/her what you may or may not do with any information;
- Maintain appropriate ethic of confidentiality when students are discussed in the teacher's room or anywhere else;
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, etc. Do not leave them where they might get out of your possession.

Dress

Professional appearance (neat attire, appropriate to the activities in your classroom) is required. Bear in mind that your role in your student teaching placement is that of a professional rather than a student. Candidates are to use good judgment and err on the side of dressing conservatively. Check with the school to see if there is a specific dress code for teachers and use observational skills to see what the norm at the CORE site is; schools vary.

Holidays and Breaks

In each semester of the Multiple Subject program, candidates have coursework responsibilities at SSU and fieldwork responsibilities in the public schools. When there are conflicts in holiday or break dates, candidates follow the SSU academic calendar for their university coursework and follow the public school calendar (available at each CORE site) for their fieldwork.

If a Part-Time student teacher misses a scheduled day to be on site in the public schools due to a holiday or SSU break, the candidate is expected to schedule another on-site day. Part-Timers follow the SSU calendar, which has approximately 14- 15 weeks (28-30 days) of student teaching. From the start of the SSU semester onward, Full-Time student teachers must attend all days of public school instruction and SSU instruction, whether or not those calendars are well aligned. With the approval of your Supervisor and mentor, some days of informal student teaching prior to the start of the SSU semester may be applied to the current semester's days, especially in the case of student teaching at a year-round school.

Illnesses and Absences

Candidates are to call the Supervisor and the Mentor Teacher if they are sick and cannot be at their CORE site as planned.

- Part-Time Student Teachers are permitted three days of absences during the participant observation phase. These absences must be all made up. **All absences must be reported to your Mentor Teacher, school office, and your University Supervisor as soon as possible.**
- Full-Time student teachers are permitted three days of excused absences during student teaching. These absences must be made up if they occur during your solo teaching. More than four absences may result in No Credit for your student teaching, and would require you to repeat student teaching. **All absences must be reported to your Mentor Teacher, school office, and your University Supervisor as soon as possible.**

Substitute Teaching During Fieldwork

ALL Multiple Subject candidates are encouraged to obtain their sub card. For candidates who are student teaching in Sonoma County, the College of Education, Counseling, and Ethnic Studies provides a workshop by the Sonoma County Office of Education regarding the requirements and procedures for obtaining this authorization. Candidates student teaching in Marin County must make their own arrangements. Information for Marin County Office of Education's website can be found [here](#).

- Part-Time student teachers may substitute at their CORE site on any day that is not their regularly scheduled site day, and substitute for their Mentor Teacher at any time.
- Full-Time student teachers may substitute for their Mentor Teacher at any time. Full-time student teachers may substitute outside of their assigned classroom up to three days in their EDMS 482F semester.

Long-term Substitution:

If candidates receive an invitation to 'take-over' a classroom as a long-term substitute, they must inform the Placement Director, the Department Chair, the University Supervisor and Mentor Teacher immediately, in writing. Such a placement must be approved by the Department Chair in consultation with the rest of the team. Approval is based upon factors including the candidate's good standing in all aspects of the program, demonstrated teaching capacities including strengths and next steps, and assurances of appropriate support and mentoring to be provided by the hiring principal.

Candidate Support During Field Experiences

When Problems Occur in Field Placements

Notify the University Supervisor at the first sign of trouble and if any concerns arise. The procedures for handling problems are:

- The student teacher or the Mentor Teacher notifies the University Supervisor as soon as a concern arises.
- The University Supervisor holds a three-way conference with the student teacher and/or the Mentor Teacher to discuss concerns and find solutions.
- The University Supervisor notifies the Placement Director and the Department Chair of the problem(s).
- If the problems continue, the University Supervisor schedules a formal three-way conference with the student teacher and Mentor Teacher. This conference is to result

- in clear identification of the problem(s) and development of specific, written plans for resolution.
- The University Supervisor notifies in writing the student teacher, the Mentor Teacher, the site principal, the Placement Director and the Department Chair of the problem(s) and the detailed expectations and timeline for resolution.
 - If the plan for resolution is not followed or if the candidate is unsuccessful in resolving the problem(s), the Placement Director in consultation with the Department Chair will determine the appropriate next steps. These include but are not limited to: visitation/assessment by another Mentor or Supervisor, change of placement, extension of placement, additional next steps, and in some cases removal from the placement or program.

Extension of Field Placement Assignment

In circumstances where the student teacher is unable to complete the field assignment successfully as outlined in the Handbook, and his/her performance indicates potential for further progress, provisions may be made for an extension of the field placement assignment. The decision for extending the assignment is made collaboratively between the University Supervisor, the Mentor Teacher, the site principal, the Placement Director and the Department Chair. In cases where disagreement exists, the Department Chair will make the final decision.

Removal of a Student from a Field Placement

When the presence of the student teacher is detrimental to the classroom or when performance does not meet minimum standards, the student teacher's field placement may be terminated, effective immediately, at any point during the assignment, including the student teachers' site orientation, or prior to any observation of teaching by a University Supervisor. A student may also be terminated from a placement if school personnel find or have found the student unsuitable for the school site (e.g., on-going negative or malicious talk about the school, school personnel, or school policies; negative performance during substitute teaching at a school or district).

The Department Chair, in consultation with school personnel, the Placement Director, and the University Supervisor determines the actions subsequent to removal.

1. The student teacher may be placed immediately in another field placement before the fourth week of the semester, with specified stipulations and requirements.
2. The student teacher may be placed in another field placement in the subsequent semester with specified stipulations and requirements.

- If the first or second option is chosen, the Placement Director is responsible for working with the Department Chair, University Supervisor and program faculty to determine the actions to be taken and conditions for the student's continuation in the program. The Placement Director or Department Chair must notify in writing all appropriate persons and offices (see below) that the student teacher has been removed from the field placement and specify agreements regarding replacement and conditions/requirements for their continuation in the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student teacher from the field placement, including a letter stating the conditions for continuation.
3. The student teacher may be denied third placement and be terminated from the program. A student teacher may be terminated if a placement cannot be found due to the student's prior or current negative performance in local schools. There are rare situations in which a student teacher will not be given a second placement. In this circumstance, the Department Chair is responsible for working with the Placement Director, the University Supervisor and program faculty to determine the actions to be taken, and meeting with the student to inform him/her of termination from the program. The Department Chair must notify in writing all appropriate persons and offices (see below) that the student teacher has been removed from the field experience and terminated from the program. The Department Chair maintains all records supporting the decision by the faculty to remove the student from the field experience and the program.
 4. If the student teacher's placement is terminated, they will receive a No-Credit (NC) grade for the first placement and must re-register for the new field placement. The student is expected to complete the repeat placement in the semester immediately following the semester of the original placement unless otherwise stipulate by the Department Chair or Dean of the College of Education, Counseling, and Ethnic Studies. A student may repeat student teaching (regardless of which phase) only once; if he or she does not meet the specified requirements and/or is not successful in during the second placement for either level of student teaching, termination from the program is likely.

Notification list for student removal:

Required: Student, CORE school site personnel, (e.g., Mentor Teacher, principal), University Supervisor, Placement Director, Program Advisor, College of Education, Counseling, and Ethnic Studies Credentials Analyst or Director of Student Services, Department Chair.

Optional as Appropriate: Dean of the College of Education, Counseling, and Ethnic Studies, Disabilities Resource Center, Student Affairs, subsequent University Supervisors, and subsequent CORE school site personnel (e.g., Mentor Teacher, principal)

Sources of Help During Field Experiences

Student teaching is a complex and event-filled experience; it is typical that candidates will have questions, concerns, and perhaps some struggles. It is essential that candidates initiate communication to inform the Mentor Teacher and University Supervisor of questions and concerns. Good judgment will dictate where one looks to solve problems and answer questions. As a general rule, questions arising prior to student teaching may be resolved by the Placement Director, or in some cases the Faculty Advisor. Once student teaching has begun, the Mentor Teacher and University Supervisor are the first sources of help, particularly in regard to teaching. The Placement Director is another source of help if candidates have unresolved concerns or problems with Mentor Teachers or University Supervisors. Problems concerning University Supervisors can also be brought to the attention of the Department Chair. In any of the above situations, if the University Supervisor, Placement Director, Faculty Advisor, or Department Chair are unavailable, the student teacher may contact the Dean of the College of Education, Counseling, and Ethnic Studies.

Supporting Candidates

Supervisors and mentors can work very closely when a candidate requires additional support. Some effective strategies are:

- Supervisors will contact the candidate as soon as concerns arise about the candidate's progress, readiness for assuming agreed upon responsibilities, or the candidate's professional behaviors. Supervisor and mentors may give the candidate their private number and email address for easier communication. These are to be considered confidential and should be used with discretion.
- As soon as possible, the Supervisor will schedule a three-way meeting during which goals are identified and check-in times are scheduled.
- Supervisors will be as clear as possible in articulating expectations. Candidates may be asked to write these down and clarify any questions.
- After identifying the candidate's strengths in the classroom, start with those comfort areas and move on from there.
- Meet with the candidate at least once a week, to review plans for the coming week. Make sure that the candidate uses a planning book and that the candidate understands next week's schedule, curriculum and teaching expectations.

- Ask the candidate to bring other course requirements to your planning meetings in order to schedule assignments and expectations for the next week.
- Recommend that the candidate observe the Mentor or Supervisor teaching to children, and take notes to gather ideas which can be applied within the next few days of the field experience, if at all possible.
- Assign the candidate to observe in other classrooms, selected to supplement the student's concern areas. The candidate can then write a reflection about what was observed.
- Audio or Video record the candidate and ask the candidate to review and reflect.
- Ask other mentors at the school site to observe the candidate to get additional perspectives and voices.
- Suggest that the candidate collaboratively plan a lesson with a colleague or with the Supervisor and co-teach the lesson.
- Brainstorm at the Mentor meetings and with the school principal about some alternate ways that the candidate can be supported.
- Remember that the first priority is to the TK-6 students in the classroom. If at any time it is believed that the student teaching candidate is jeopardizing the learning of the students in the class or in some way getting in the way of the mentor's ability to effectively the placement should be terminated.

SECTION FIVE: PROGRAM FORMS AND HANDOUTS

NOTE: Right click on any link to open it in a new internet browser tab.

[Petition to Substitute a Course](#)

Multiple Subject Credential Planning Sheet

COURSEWORK SUPPORT

Letter of Introduction for FLEX Candidates

Handbook Signature Page

Video Release Form English

Video Release Form Spanish

Teaching Event Authenticity/Confidentiality Form

Statement of Concern for Coursework

FIELD EXPERIENCES

MS Student Teaching Observation Form (Classic Two-Column)

Drop In Observation Form for Teacher Presence

Drop In Observation Form for Student Learning

Lesson Planning Form

Debrief Form

Summary of Debriefs

Midterm & Final Evaluation of Student Teaching

EDMS 482P (Part-Time Student Teaching) Placement Request Form

EDMS 482F (Full-Time Student Teaching) Placement Update Form

Statement of Concern for Student Teaching

Professional Attributes Form