



**School of Education
Multiple Subject Program**

**HANDBOOK
2011/2012**

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TABLE OF CONTENTS

<u>Section One: Introduction</u>	1
<u>Section Two: Multiple Subject Program Overview</u>	4
Program Design and Overview	4
Course Descriptions	5
Pre-requisite & co-requisite courses	5
Phase 1 courses	5
Phase 2 courses	6
Pathway Options Through the Program	8
CORE Path	8
FLEX Path	8
Undergraduate Path Blended Program	9
Department Faculty and Staff Directory	10
<u>Section Three: Proceeding Through the Program</u>	11
Advising	11
Procedure for Waiving or Challenging a Course	12
Challenging Student Teaching	12
Acceptable Candidate Progress	12
Attendance, Grading Policy	12
Multiple Subject Program Assessment	13
PACT	14
Advancing Through the Program	18
SSU Policy on Academic Integrity, Student Appeals	19
Leave of Absence and Withdrawal from the Program	19
Student Services	20
Disability Access for Students	20
Scholarships/Financial Assistance, Career Services	20
<u>Section Four: Field Experiences</u>	22
Overview of Field Experiences	22
Description of CORE Model	23
Assignment to a CORE site	25
Roles and Responsibilities of Collaboration Team	25
Job Description of Participant Observation (EDMS 476F)	25
Job Description of Student Teaching (EDMS 482F)	30
Job Description of Mentor Teacher	36
Job Description of University Supervisor	37

Job Description of School Principal	38
Supervision & Evaluation During Field Experiences	39
Standards of Competency for Field Experiences	39
Field Evaluation Process	39
Professional Issues	41
At the School Site	41
Holidays and Breaks	43
Substitute Teaching During Fieldwork	44
Candidate Support During Field Experiences	44
<u>Section Five: Digital Portfolio and PACT</u>	48
Overview	48
Guidelines to Assist in Completion of Teaching Event	49
Acceptable forms of support	51
Unacceptable forms of support	51
<u>Section Six: Program Forms and Handouts</u>	52
Advising:	
Program Planning Form	
Request for Substitution of course	
Basic Learning Plan Template	
Coursework Support:	
Letter of Introduction for FLEX Candidates	
Handbook Signature Page	
PACT Video Release Form ENGLISH or SPANISH	
Teaching Event Authenticity/Confidentiality Form	
Field Experiences:	
Student Teaching Observation Form	
Lesson Planning Form	
Debrief Form, Summary of Debriefs Form	
Evaluation of Student Teaching/Participation Observation	
EDMS 482 Take-Over Checklist	
EDMS 476 Placement Request Form	
EDMS 482 Placement Update Form	
Placement Process Information	

Section One: Introduction

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 our School of Education's [Conceptual Framework](#) — a model representing the core values that underlie all the programs we offer.

About the School of Education

School of Education Mission

The mission of the School of Education at Sonoma State University is to advance excellence in the education profession through the professional preparation of teachers and leaders; to inform that preparation through engagement in and dissemination of exemplary teaching and relevant scholarship and research; and to enact that preparation through collaboration with professional educators, families and the broader educational community.

School of Education Vision

Our shared vision of School of Education graduates is inextricably linked to our mission, the mission of the University, and our commitment to diversity. The School of Education is committed to preparing educators who are able to link research, theory and practice. Our graduates:

- promote social, emotional, and moral growth and learning in their classrooms, school and communities;
- design and engage in inclusive educational practices that respect human differences;
- seek to contributions of families and caregivers in the education of children and youth;
- continuously inquire, observe, study and reflect to improve as educators;
- are agents of individual growth and social change as well as models and advocates of the broader intellectual and social values of a democratic society;
- are knowledgeable and thoughtful about the content and pedagogy in their fields of emphasis.

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. It is most frequently used for teaching in elementary classrooms and early childhood settings, or in middle or high schools where a teacher 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. The diversity of California's school population, in terms of culture, social class, gender, language, and race, is a significant focus of the coursework and field experiences. The program content is based upon a socially constructive stance to education that is informed by developmentally based theories of learning. Upon completing the program, candidates will have breadth and depth in their knowledge of teaching and learning, curriculum and assessment. They will be well prepared to make informed and professional decisions in diverse settings and possess the knowledge, skills, and practices necessary to construct appropriate learning environments for all children.

The program prepares candidates to acquire the Teacher Performance Expectations, which is the "set of knowledge, skills, and abilities beginning teachers should have and be able to demonstrate. Teaching performance expectations describe teaching tasks that fall into six broad domains:

- A. Making Subject Matter Comprehensible to Students
- B. Assessing Student Learning
- C. Engaging and Supporting Students in Learning
- D. Planning Instruction and Designing Learning Experiences for Students
- E. Creating and Maintaining Effective Environments for Student Learning
- F. Developing as a Professional Educator

(see p. A-1, Appendix A of the CalTPA Candidate Handbook of the Commission on Teacher Credentialing, CTC: <http://www.ctc.ca.gov/educator-prep/TPA-files/CandidateHandbook-AppendixA-TPEs.pdf>)

Scope of the Multiple Subject Handbook

This handbook provides program information to candidates in the Sonoma State University Multiple Subject Teaching Credential Program - a program designed to prepare public school educators for teaching in grades K-12 in self-contained, multiple subject school settings. The program is regularly reviewed by the California Commission on Teacher Credentialing (CTC) and accredited by both CTC and the National Council for Accreditation of Teacher Education (NCATE).

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. Candidates should refer to the handbook from the academic year for which they were admitted. However, in the event that program changes

Section One: INTRODUCTION

are made in response to statewide policy changes, such programmatic changes may override the authority of the handbook.

The Multiple Subject Teaching Credential Program handbook is designed to be a primary resource for credential candidates. It is the responsibility of the candidate to be knowledgeable about its contents.

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

Section Two: Multiple Subject Program Overview

Program Design and Overview

The design of the Multiple Subject program is developmental and sequential. The program is divided into two phases, with candidates building upon learning that was attained during the prior semester. Prerequisite courses for the program provide candidates a foundation on which to build their professional knowledge. Phase One coursework focuses on teaching methods of content areas that candidates will observe during their participation observation placement. Student teaching dominates the Phase Two semester, with additional courses that deepen the candidates' understanding of pedagogy and support the candidate in increased synthesis and reflection.

Teacher 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 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. Courses will develop candidate's capacity to:

- appreciate the complexity of cultural influences in students' own lives;
- 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.

Program Summary

Prerequisites/Co-requisites (9 units)		
EDUC 417	School and Society	3 units
EDEC 420	Child Development in the Family, School and Community	3 units
EDMS 470	Multicultural Pedagogy (<i>co-requisite</i>)	3 units
Phase 1 (17 units)		
EDMS 411	Teaching Second Language Learners	3 units
EDMS 463	Reading and Language Arts for Young Students	3 units
EDMS 475	Science in the Elementary School	3 units
EDMS 474	Math in the Elementary School	3 units
EDMS 476F	Participant Observation	3 units
EDMS 476S	Participant Observation Seminar	2 units

Phase 2 (18 units)		
EDMS 464	Reading and Lang. Arts for Older Students/Struggling Readers	3 units
EDMS 471	Social Studies in a Multicultural Society	3 units
EDMS 482F	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) Pre-requisite class

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.

EDEC 420 Child Development in Family, School and Community (3 units)

Pre-requisite class

An exploration of the physical, cognitive, social, emotional, moral, and language development of children from birth through adolescence. Major theories of child development are studied and applications and critiques of theories as they relate to children from a variety of cultural and family backgrounds are discussed. Can meet the requirement of an upper division GE course.

EDMS 470 Multicultural Pedagogy (3 units) Co-requisite class

An examination of cultural, ethnic, racial, linguistic, gender, family structure, and individual diversity in the classroom. The course includes an introduction to educational ethnography and the relationship of educational research and teaching.

Phase One Courses

All Phase One and Phase Two courses require admission to the Multiple Subject program or the Special Education program. Courses are grade only except for fieldwork (EDMS 476F in Phase One and EDMS 482F/482S in Phase Two) that must be taken Credit/No Credit.

EDMS 411 Second Language Pedagogy (3 units)

First and second language acquisition, as well as major second language teaching methodologies in relation to language development in school settings. Provides candidates with a wide diversity of approaches, methods, and materials.

EDMS 463 Teaching Reading/Language Arts to Beginning Learners (3 units)

Principles, methods, & materials for a comprehensive, balanced approach to instruction in reading and language arts for young or transitioning second language learners.

EDMS 474 Teaching Mathematics in the Elementary School (3 units)

Principles, goals, methods, and materials for teaching mathematics in elementary schools. This course aims to increase candidates' understanding of elementary mathematics while developing a substantive pedagogical repertoire.

EDMS 475 Teaching Science in the Elementary School (3 units)

Philosophy, goals, and pedagogies of elementary science teaching. Emphasis on theories and methods of teaching for conceptual understanding, development of science process skills and positive attitudes toward science.

EDMS 476F Participant Observation-Field (3 units)

Candidates are placed in a public school classroom for a minimum of 12 contact hours per week, observing the daily classroom routines, activities, curriculum materials, and instruction in all subject area. Candidates may be paired with a student teacher.

EDMS 476S Participant Observation-Seminar (2 units)

Candidates learn about various aspects of teaching that can be later applied to their field experiences. Topics presented in the seminar include classroom management techniques, special education laws and pedagogy, as well as physical education content and integration with other subject matter. The seminar is designed with technology as a foundation; candidates learn how to use the electronic platform LiveText as part of the LEEE assessment system.

Phase Two Courses

EDMS 464 Teaching Reading to Struggling Learners/Older Students (3 units)

Principles, methods, and materials for instruction and intervention of older and struggling readers. This course supports candidates as they develop their Performance Assessment for California Teachers (PACT), and assists their preparation for the Reading Instruction Competence Assessment (RICA). Must be taken concurrently with EDMS 482.

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

Alternative methods and materials integrating social studies with other school subjects are examined and evaluated; teacher candidates learn to develop their own program of study in the social sciences.

EDMS 482F Student Teaching-Field (10 units)

Candidates spend four and half days per week in an elementary classroom for 15 weeks, planning and implementing curriculum, including two weeks during which candidates teach and are responsible for the entire curriculum and school day.

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.

The courses in the Multiple Subject program are aligned with the California Teacher Performance Expectations (TPE). The TPE's addressed by each of the courses are indicated in the following chart.

Multiple Subject Program Design and Teacher Performance Expectation Congruence Chart	
Prerequisites:	*TPE Emphasis
EDUC 417 (3) School and Society OR LIBS 312 (3) Schools in American Society	TPE 1, 8, 12
EDEC 420 (3) Child Development in the Family, School & Community OR LIBS 330 (3) The Child in Question	TPE 5, 6, 8, 11, 12
Co-requisite:	
EDMS 470 (3) Multicultural Pedagogy	TPE 4, 7, 8, 9, 10
Phase I	
EDMS 411 (3) Teaching Second Language Learners	TPE 1, 4, 5, 6, 7, 8, 9
EDMS 463 (3) Teaching Reading and Language Arts to Younger Students	TPE 1, 4, 5, 6, 7, 8, 9
EDMS 474 (3) Mathematics in the Elementary School	TPE 1, 4, 5, 6, 7, 8, 9
EDMS 475 (3) Science in the Elementary School	TPE 1, 4, 5, 6, 7, 8, 9
EDMS 476F (3) Participant Observation	TPE 4, 5, 6, 7, 8, 9, 11
EDMS 476S (2) Participant Observation Seminar	TPE 1-9
Phase II	
EDMS 464 (2) Teaching Reading and Language Arts to Older Students and Struggling Readers	TPE 1, 2, 3, 7, 9, 10, 11
EDMS 471 (2) Teaching Social Studies in a Multicultural Society	TPE 1, 2, 3, 7, 9, 10, 11
EDMS 482F (10) Student Teaching	TPE 1, 2, 3, 10, 11, 13

Note: Although all program courses support the knowledge and practice of the TPE's, each course emphasizes certain TPE's. The above chart represents this emphasis.

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 the prerequisites and co-requisites prior to enrolling in Phase One and may begin in either fall or spring semester.**

FLEX Path

The [FLEX path](#) is intended for students who choose to be more flexible in their credential path. Candidates may complete the requirements in three or more semesters. FLEX students must meet with the FLEX advisor or the Department Chair to develop an individual plan. Candidates may revise their FLEX plan, but a revised plan must be approved.

The following policies should be considered in designing the FLEX path:

- EDMS 476S should be taken in the candidate's first semester in the program. This course does not need to be taken concurrently with EDMS 476F (participation observation in the field).
- EDMS 463 (Teaching Reading to Beginning Readers) must be taken prior to EDMS 464 (Teaching Reading to Older and Struggling Readers).
- EDMS 476F (participation observation - field) should be taken the semester immediately prior to EDMS 482 F (full-time student teaching). EDMS 476F must be taken prior to EDMS 482 F.
- EDMS 482F must be taken **concurrently** with EDMS 482S (Student Teaching seminar) and EDMS 464 (Teaching Reading to Older and Struggling Readers).

Flex Fieldwork: Each credential methods course (EDMS 411, 463, 474, 475, 464 and 471) requires the student to be involved in a classroom for observation and to complete course assignments. While students who are in the CORE path will be completing these assignments in their EDMS 476F participant observation placement, FLEX students do not take this field course until the semester prior to their full-time student teaching semester. Therefore, FLEX students will be participating in a classroom before their two field placements in the program (EDMS 476F and EDMS 482F) and must locate a site on their own for these experiences.

Flex students are required to:

- be in an elementary school classroom, public or private, for at least a half day per week, or whatever time is necessary to complete the assignments for the methods courses;
- arrange their own fieldwork classroom or consult with their course instructors or the department chair for assistance;
- download the [Letter of Introduction](#) and bring it to their introductory meeting at the school where they have arranged to complete their field assignments.

Undergraduate Path - Blended Credential Program

The Blended Degree 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 School of Education's Elementary Education Undergraduate Advisor (707-664-2081) or the Hutchins School (707-664-2491) for more information.

Department Faculty and Staff Directory

Department Chair	Dr. Paula Lane	664-3292	paula.lane@sonoma.edu
CORE Advisor	Dr. Susan Campbell	664-2628	se.campbell@sonoma.edu
Flex Advisor	Dr. Paula Lane	664-3292	paula.lane@sonoma.edu
Early Childhood Advisor	Dr. Chiara Bacigalupa	664-2104	chiara.bacigalupa@sonoma.edu
Undergraduate Advisor	Ms. Donna Garbesi	664-2081	donna.garbesi@sonoma.edu
Assessment Dir. (PACT)	Dr. MaryAnn Nickel	664-2082	nickel@sonoma.edu
Field Placement Dir.	Ms. Donna Garbesi	664-2081	donna.garbesi@sonoma.edu
Dept. Admin. Coord.	Ms. Kathryn Teixeira	664-3238	kathryn.teixeira@sonoma.edu
Credential Office	Ms. Maricela Ibarra	664-4203	ibarra@sonoma.edu
Credential Analyst	Ms. Lane Olson	664-2082	lane.olson@sonoma.edu

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, and when the candidate is completing the program. It is the candidate's responsibility to seek help or advice if confused about program requirements or scheduling of courses.

- Orientation / Advising Meeting: 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. At this meeting there will be vital information about proceeding through the program.
- Advising Sessions: Each semester, advising days will be scheduled for candidates on both the CORE and FLEX paths. Information regarding courses and scheduling will be addressed as well as opportunities for students to discuss their experiences in the program. Advising sessions will be advertised through postings on bulletin boards, announcements during courses, and via email messages to candidates' SSU email addresses.
- Individual Advising: If a candidate has program and/or advising questions that are not answered during the regular advising sessions, he/she should contact either the Multiple Subject Advisor or the Department Chair for an appointment.
- End of Program Meeting: During the last week of the Phase Two semester, there is a meeting for all credential program finishers. This mandatory meeting includes information about filing for the preliminary credential, [BTSA](#) involvement (Beginning Teacher Support and Assessment) and how to complete program surveys.

Procedures for Waiving or Challenging a Required Course

Any course in the Multiple Subject program may be challenged or waived. If candidates believe that they have taken equivalent coursework, they must complete a [Request for Substitution](#) of School of Education Requirements and submit it to the Department Chair. A grade of "B" or better in previous coursework is required in order to be considered for equivalency. Students must submit the syllabus of the course that they have previously taken and their grade transcript.

In some special cases, candidates may challenge a 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.

Challenging Student Teaching

Candidates may challenge student teaching (EDMS 482) if they have documentation that proves their teaching competency. To challenge student teaching, candidates must have at least two years of recent, successful, full-time teaching experience in an appropriate setting and have well-developed teaching skills. To establish equivalency in student teaching the candidate must contact the Department Chair.

As part of the approval process, a student must:

- be formally admitted to one of the department's credential programs;
- have completed all prerequisites and Phase One course work;
- be in good academic standing;
- enroll in EDMS 482F and EDMS 482S.

The candidate must jointly prepare a memorandum of understanding developed with the Department Chair, the SSU supervisor, the candidate and the school site supervisor. Each of the individuals will sign and receive a copy. The memorandum must include:

- the name of the school site person responsible for supervising the student teacher in the classroom (the principal or a tenured full-time teacher);
- a statement of expected competencies, as outlined in this handbook, the criteria for their demonstration, and a time commitment of no less than that of a non-paid student teacher;
- a definition of the role and responsibilities of the SSU supervisor, the student teacher, and the mentor teacher, as outlined in this handbook;
- a calendar of formal evaluations.

Acceptable Candidate Progress

Attendance Policy

Given the professional nature of the Multiple Subject program, there is a department-wide absence/tardy policy. If a student who is enrolled in a course misses 1/5 of the course meetings in a given semester, any further absences will require that student's status to be reviewed by a department committee for absence/tardy issues. This may result in the requirement that the candidate must retake the course. While this policy in no way restricts an individual faculty member's rights to be more restrictive, this policy will serve as a benchmark for students to be referred to the department's committee for absence/tardy issues.

In field courses, there are a minimum number of hours that candidates are required to be in the classroom. Therefore, when a candidate is absent during EDMS 476F, he/she must make up the absence by scheduling an additional day to participate in the classroom. During EDMS 482F, the candidate is allowed three days of absences before the placement will need to be extended. Additionally, the candidate is allowed three days that he/she can be absent from the classroom in order to work on the CWS2/PACT portfolio.

Grading Policy

Candidates must maintain a 3.0 GPA in program coursework and receive positive recommendations from instructors, field supervisors and mentor teachers in order to remain in good standing in the program. Candidates must earn a grade of "C" or better in all required credential courses. . All credential courses must be taken for a letter grade and all field experience courses for Credit/No Credit grade. A grade of "Incomplete" must be resolved before entering the next phase of the program. Candidates must complete the Phase One program before moving onto Phase Two student teaching.

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 to determine the appropriate resolution; the possibilities include retaking courses, taking additional coursework, re-doing part or all of student teaching, and being counseled out of or terminated from the program.

Multiple Subject Program Assessment

The faculty of the Multiple Subject Program believe that learning and teaching are complex social acts involving thought, preparation, practice, assessment and reflection. When all these factors are attended to, growth over time is the result.

Each of the prerequisites and the credential courses utilizes a variety of assignments and assessments to ensure that the candidate understands and applies the course content. In addition to grades earned in coursework, the Multiple Subject faculty has designed a digital portfolio assignment, submitted and evaluated upon completion of Phase One and Phase Two, which demonstrates the candidates' synthesis of both coursework and field experiences. Within the educational community, the term *portfolio* is used to describe a type of authentic assessment in which students are assessed based upon the work that they do over time. The Multiple Subject faculty has designed the Multiple Subject Digital Portfolio for candidates to demonstrate learning and growth over time. The portfolio provides an opportunity for candidates to demonstrate their learning by selecting and explaining various examples from their work that illustrate their attainment of performance expectations.

What is the CWS1? CWS1 is an abbreviation of Candidate Work Sample 1

At the end of Phase One, candidates will complete and submit the first portfolio, Candidate Work Sample #1 (CWS1) using the LiveText platform. The digital CWS1 portfolio is a way for you, as

SECTION 3: PROCEEDING THROUGH THE PROGRAM

a candidate in the MS Program, to demonstrate professional growth over time. Your overall teaching preparation is represented through a combination of entries including samples of your work in courses, lesson plans, artifacts, rationales and reflections. You choose the work that goes into your portfolio to represent your growing knowledge as a teacher and explain how this knowledge is relevant to children learning. The CWS1's Program Elements (PE's), artifacts or work samples, and rationales paint a picture of you as a beginning teacher moving toward a highly qualified level of preparation.

The CWS1 consists of:

CWS1 (Candidate Work Sample 1) MS PROGRAM Mid-Program Assessment	
Program Elements	Midway through the MS Program, candidates need to competently respond to these important program elements.
<i>PE1 Pedagogy</i>	Candidates provide evidence of their growing knowledge of depth and breadth of the ways in which a teacher can teach a particular lesson or parts of a lesson such as small group instruction.
<i>PE2 Curriculum & Content Math</i>	Candidates provide evidence of their growing knowledge of how to teach mathematics successfully so that all children can learn, and their understanding of the content and curriculum of this subject matter.
<i>PE3 Curriculum & Content-Science</i>	Candidates provide evidence of their growing knowledge of how to teach science successfully so that all children can learn, and their understanding of the content and curriculum of this subject matter.
<i>PE4 Learning Theory</i>	Candidates provide evidence of their growing knowledge of the foundational learning theories and their application to teaching in elementary schools.
<i>PE5 Multiple Perspectives</i>	Candidates provide evidence of their growing knowledge of teaching from multiple perspectives and the importance of culturally relevant pedagogies in schools today.
<i>PE6 Technology</i>	Candidates provide evidence of understanding the importance of helping all children become technologically literate, and the tools that might be used to accomplish such a goal in schools today.
<i>PE7 Reflection</i>	Candidates provide evidence of their ability to thoughtfully reflect on their own learning process in the program, thus far, by addressing what they have learned, how they have learned, and why this knowledge matters for teaching.

Passing Standard for the CWS1 Portfolio

Faculty members review the portfolio and the student is notified that they have passed or if there is a need to resubmit a portion of the portfolio. Notification arrives in the candidate's LiveText inbox. The candidate must successfully pass each section of the portfolio prior to beginning Phase Two. Candidates will be supported in their development of their portfolio in EDMS 476S, by their SSU supervisor, and in support sessions offered during the last month of the semester.

Candidates who need to resubmit a section are encouraged to meet with the department chair and/or their EDMS 476S instructor for support and guidance in the resubmit process. The scores on the CWS1 are not intended to be punitive or harsh, but rather informative and formative. If a candidate needs more time to successfully advance to the level of full time student teaching, the program faculty are committed to assisting that student in his/her endeavors. The CWS1 portfolio is a pre-cursor to the assessments that follow in Phase II of the program.

More information about this portfolio assignment can be found at the program [portfolio support website](#).

What is the PACT (Performance Assessment for California Teachers)?

PACT is a performance assessment developed by a consortium of teacher programs. Successful completion of the teaching performance assessment is **required** to earn a California Preliminary **Multiple Subject** or Single Subject Teaching Credential.

SSU MS PACT Teaching Event (TE) Guidelines

1. All MS candidates must submit a fully completed Teaching Event during the 11th week of the semester on the designated date.
2. No late submissions will be accepted. Dates are distributed via the department webpage <http://www.sonoma.edu/lsee/> and via the EDMS 464 course reader.
3. All TE's must have literacy as the learning segment focus and use ELA or ELD Standards in the learning plans. Specific and detailed directions and guides are found in the EDMS 464 course reader.
4. Authenticity Forms and verification of the PACT Demographic Survey are required by the 8th week of the semester. Both forms can be found on the EDMS 464 Moodle.
5. Candidates may seek guidance from their University Supervisors, EDMS 464 instructor, the PACT Friday Seminars, and their mentor teachers.
6. Candidates make all final decisions about the learning segment and submit their work as assessment that will be scored by trained reviewers.
7. The PACT TE is a candidate's final Program evaluation and as such, it must be completed successfully to move to preliminary credential application.
8. No PACT TE event, video, commentary or lesson plan may be shared with anyone after the TE is officially submitted.
9. From time to time, the program faculty may request the use of aspects of a candidate's portfolio to be used with future candidates. However in all cases, the candidate is free to decline the permission for this purpose.
10. No exceptions will be made to the above requirements.

PACT Teaching Event (TE) Remediation Process

Passing Standard for the PACT Teaching Event

SECTION 3: PROCEEDING THROUGH THE PROGRAM

Candidates pass the Teaching Event if all five rubric categories pass (Planning, Instruction, Assessment, Reflection, & Academic Language) and the Teaching Event has no more than 2 scores of “1” across tasks. If a candidate receives 3 scores of 1, the portfolio is scored as a fail.

The cut score is as follows (1.66 for Planning 1 out of 3 scores can be a “1”; 1.5 in Instruction, Assessment, Reflection, and Academic Language (1 out of 2 scores can be a “1”).

Multiple Subjects candidates pass each Task if they have a majority (at least half) of passing scores for the rubrics for the task. For the Planning Task, this means that candidates can have at most one score at Level 1.

PACT TE scores that Do Not Meet the Passing Standard

Candidates do not meet the passing standard if they receive **three** scores of ‘1’ or if they receive a majority of ‘1’ scores in a Task area. Refer to the chart below for detailed information.

Task Area	Number of Rubrics	# of Required or a Pass
Planning	3	2
Instruction	2	1
Assessment	3	2
Reflection	2	1
Academic Language	2	1

Remediation process for Teaching Events that do not meet the passing standard

If candidates do not meet the “1”s across tasks, an entirely new Teaching Event must be re-taught and re-submitted. However, candidates who fail the Teaching Event because they failed only one task of the Teaching Event have the opportunity to resubmit specific individual tasks for a higher score. With the exception of the Reflection task, resubmitting a task involves more than simply re-writing/revising the commentary for an individual task. The chart below shows what would need to be resubmitted for each task that is failed.

Task Failed	Components to be resubmitted
Planning	Instructional context task; New series of lesson plans and instructional materials on a new topic; Planning commentary
Instruction	Instructional context task; New video clips; New lesson plans for the lessons from which the video clips are drawn; Instruction commentary
Assessment	Instructional context task; New student work samples; Assessment commentary
Reflection	Revision of reflection commentary for previously taught Teaching Event; Daily reflections cannot be revised.*
Academic Language	Instructional context task; New Planning Task + New Instruction Task (See above for components to be resubmitted)

* Guiding Question 9 (Reflection 1) on the current version of the rubrics are based on the Daily Reflections exclusively, and since Daily Reflections depend on teaching the learning segment, the score for this guiding question cannot be remediated.

SSU MS Remediation Procedure

The remediation process includes the following:

- All failing Teaching Events are double scored
- If the two scorers agree the TE is not passed
- If the two scorers disagree either a third scorer scores the entire TE or just the non-passing task(s) depending on the degree of agreement and the number of non-passing tasks.
- For all non-passing TE's, The Department Chair and Assessment Director meet to develop an individual plan for each candidate based on the guidelines in the table above. The university supervisor is informed and often participates in the remediation planning.
- The assessment director meets with the candidate, discusses the work and feedback, and explains the remediation plan including deadlines for resubmitting.
- Upon completion, resubmitted sections are scored.
- If the task(s) are again scored as non-passing, they are again double-scored.

If the candidate does not pass a second time, the candidate does not pass the teaching event. The candidates' advisor and program leaders meet to determine next steps on an individual, case-by-case basis. Next steps may include taking a slower path to program completion, working on becoming more adept in the classroom, and re-doing student teaching.

CWS2-Part2

The Candidate Work Sample Part 2 Portfolio contains the ESA or the Embedded Signature Assessment that is required for all California Multiple Subject Candidates. The customized ESAs, which measure selected Teaching Performance Expectations, are developed by each program. Completion of CWS2-pt2 requires candidates demonstrate depth and breadth of social studies pedagogical content knowledge by submitting an online portfolio as part of completing the multiple subject program. Candidates submit the portfolio at the end of the program. Candidates entry includes submission of a work sample grounded in theoretical rationales, including evidence of social studies content knowledge and assessments which are universally designed to be accessible to diverse groups of K-8 students.

Remediation Process -- CWS2-PT2 and CWS1

The remediation process for both CWS2-PT2 and CWS1 are the same. A candidate must successfully submit these portfolios and resubmit any portion that did not pass, which must also be scored and passed. The review process includes detailed information from the original reviewer so that the candidate has direction for what new or additional information is needed. Candidates are free to request help from an advisor, faculty member, or department chair throughout the process but especially when considering how to address a request for a re-write of any part of the portfolio. Any candidate who continues to submit non-passing entries will need to meet with the department chair so that a plan of action can be created. These plans may include reviewing course material, working with the SSU Writing Center, and individual meetings with mentor teachers, faculty and/or supervisors.

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 School of Education [address change](#) form. To update information with Sonoma State University, students must also submit [SSU Change of Address](#) information to Admissions and Records

Prior to Phase One

- Begin a personal file for saving copies of all official credential paperwork.
- Basic Skills Requirement (via passing scores on CBEST **OR** CSET with Writing)
- 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 California credential.
- Complete prerequisite courses with grade of "C" or better.
- Complete legal information requirement.

Prior to Phase Two

- Complete all Phase One courses with grade of "C" or better.
- Complete co-requisite course with grade of "C" or better.
- Maintain an overall 3.0 GPA in credential coursework and earn 'C' grades or better.
- Pass all performance expectations of CWS1 digital portfolio.
- Receive positive evaluation by Phase One mentor teacher and SSU supervisor.

Prior to Award of the Multiple Subject Credential

- Possession of a bachelor's degree.
- Pass all Phase Two courses; maintain an overall 3.0 in credential coursework and earn 'C' grades or better.
- Satisfy U.S. Constitution requirement.
- Complete application process for the teaching credential.
- Submit of passing scores of RICA.
- Complete CPR certification.
- Complete the CSU Exit Survey and provide proof to the Credentials Office by submitting the "verification of survey completion" form.

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, requiring re-application for admission and beginning coursework again. Timely completion of the program is defined as three years. Should a candidate require more than a three-year time span for program completion, he/she must meet with the Multiple Subject program advisor and receive approval from the Department Chair.

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](#).

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 the candidate must be absent more than one semester, he/she will have to 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

Students in the Multiple Subject program sometimes find that they need to withdraw completely from their course and field experiences. A student who decides to withdraw

from the Multiple Subject program must notify the Department Chair in writing of this change.

Student Services

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 School of Education 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 School of Education 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. The [APLE](#) (Assumption Program for Loans in Education) is a student loan forgiveness program specifically offered to teachers. 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

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

There are two components of supervised fieldwork in Sonoma State University's Multiple Subject Credential Program, occurring in the first and second phases. These field experiences take place in a school selected as a SSU/public school CORE collaboration site. During both of these field experiences, the credential candidates are supervised by a university faculty member and a mentor teacher who have met specific criteria for selection and who meet with university faculty regularly each semester. FLEX students who opt to complete the program in more than two semesters will complete these supervised classroom experiences during their last two semesters.

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 salaried teacher:

- Candidates are expected to teach connected reading and language arts lessons, connected, hands-on math and science lessons and culturally relevant multicultural social studies lessons.
- 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 higher rate than is typical.
- Candidates are expected to use the methodologies, curriculum and strategies that have been introduced in program coursework. In particular, candidates are required to make every attempt 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) into teaching and learning plans.

The assigned tasks of student teachers become more complex and address increasingly important aspects of a teacher's 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 teacher, to ensure that the candidate has met the School of Education's requirements and the California State Teacher Performance Expectations.

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. 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 break down the stereotypes of the ivory tower and to bridge the gap between public school and university educators. Simply stated, everyone is an expert in areas of strength and everyone has something to learn.

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 student teachers. 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 observing candidates teaching, 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 one-year commitment in this model, however a two-year commitment is preferable.

Configuration of the CORE model

- 3-6 mentor teacher per CORE site.
- Mentor teachers, peer participants and student teachers conduct the majority of observations.
- Because CORE focuses on peer coaching and peer observation, participant observers (EDMS 476) are observed less frequently by the university supervisor than the full-time student teachers enrolled in EDMS 482.
- Peers, mentors and the supervisor collaboratively observe Phase II (EDMS 482) student teachers.
- The university supervisor meets with the mentor teachers and with the student teachers 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. Mentors and university supervisors meet during the school day, ideally twice a month at the beginning of the semester.
- Observations are used in new, more constructive ways than in traditional models, in particular to establish next steps for student teachers
- 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 476F and EDMS 482 F) are placed at a CORE site. CORE sites are established in Sonoma County (Cotati/Rohnert Park, Petaluma, Santa Rosa), Marin County, and Napa County. 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, 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 476F, 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, university supervisors invite 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 participation observation 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.

Roles and Responsibilities of Collaboration Team

University/public school collaborations offer a unique dimension to our program, while providing our candidates with researched best teacher preparation (Goodlad, Darling-Hammond, Lieberman, Hargreaves). The on-site supervisor model mirrors BTSA mentoring and induction experiences that our candidates will have as beginning teachers. This model allows us to more deeply engage in a school's culture and community. The use of 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.

Participant Observation (EDMS 476F)

Job Description of Participant Observation

During the first semester of supervised fieldwork, the candidate is a participant observer at the CORE site, preferably partnered in the same classroom with a student teacher. The placement is 15 weeks long, two days each week. Participant observers 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, participant observers attend staff meetings, in-service sessions, and school functions.

SECTION 4: FIELD EXPERIENCES

While the list is by no means complete, by design, EDMS 476 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 your fulfillment of course and field requirements.
- Design and implement 4-6 lessons with the assistance of the mentor/student teacher team.
- Arrange to be observed approximately every other week during the semester by:
 - your mentor teacher (2 lessons)
 - peers (2 lessons)
 - university supervisor (2 lessons).
- Arrange to observe, at regular intervals during the semester:
 - your mentor teacher (2 times)
 - peers (4 lessons)
 - another teacher at your school (1 time)
- 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.
- Begin developing the digital portfolio.
- Attend all workshops, staff development and meetings scheduled on the days that they are at their CORE site, more if possible.

Suggested Timeline for EDMS 476F Participant Observation

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	Participation Observation Focus
1-2	<p><u>Orientation to the School</u></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 when he/she arrives 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 of the attention signals that your mentor and student teaching partner use.</p>
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 computer, VCR and other audiovisual equipment 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 lesson plan book 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.</p>

SECTION 4: FIELD EXPERIENCES

Week	Participation Observation Focus
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. <p><u>Observation focus:</u> Classroom management and engagement: How does your mentor and SSU colleague introduce lessons, maintain student engagement, foster language development and critical thinking, close their lessons to promote student reflection and self-assessment?</p>
5	<ul style="list-style-type: none"> • Try to 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 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 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</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. <p>Observation focus: Your mentor teacher's strategies for smooth transitions and setting expectations.</p>

SECTION 4: FIELD EXPERIENCES

Week	Participation Observation 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. Arrange to have the class by yourself for part of a day in the next few weeks. <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>
14-15	<p><u>Closure</u></p> <ul style="list-style-type: none"> Work on adding to your digital portfolio. Increase your time teaching and reflecting on your teaching whenever possible. Complete your course assignments that are based in the field. 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. Plan for how you will say good-bye and thank you to your students, your mentor and your partner student teacher. <p><u>Observation focus:</u> Take stock. Review the School of Education Conceptual Framework and analyze how your teaching and learning so far addresses the performance expectations and dispositions that are included in this document. Also consider what you have learned about the classroom environment and what ways you can develop community, autonomy and choice in the classroom.</p>
16	Your CWS1 is due this week!

Student Teaching - EDMS 482F

Job Description of Student Teaching

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 participation observation placement, remaining at the same CORE site except with the approval by the Placement Director and the department chair.

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 from that of the mentor.)

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 (with mentor's approval), and similar duties. Candidates are responsible for mentoring other SSU candidates at the CORE site, especially their partner EDMS 476 participant observer. 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 482 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 476 and 482 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.

SECTION 4: FIELD EXPERIENCES

- 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.
- Arrange to be observed approximately every week during the semester by:
 - your mentor teacher (4 lessons)
 - peers (4 lessons)
 - university supervisor (4 lessons).
- Arrange to observe at regular intervals during the semester:
 - your mentor teacher (2 times)
 - peers (4 lessons)
 - other teachers at your school (2 times)
- Design a 2 week integrated unit consistent with the themes in place in the classroom, but containing teaching techniques, methods and strategies that are consistent with SSU coursework. Candidates will teach their unit during their take-over weeks. The unit must be completed and submitted to the mentor teacher and supervisor one week prior to solo teaching.
- Keep a written journal that documents observations, teaching experiences, and reflections.
- Prepare the digital/PACT portfolio.
- 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, parents or staff members outside the classroom.
- Notify the mentor teacher and the university supervisor at the first sign of trouble if concerns arise.

Suggested Timeline for 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 faculty meet regularly to determine specific steps for each candidate.

SECTION 4: FIELD EXPERIENCES

Week	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. <p>Observation focus: Learn the students' names and begin to learn about each child. Make a list of the of the attention signals that your mentor and student teaching partner use.</p>
2	<ul style="list-style-type: none"> • Observe and record classroom management strategies while observing the teacher and how she/he interacts with the children • Find a place to keep your journal in the classroom so your supervisor may read it when he/she arrives without disturbing your teaching. • Begin written "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 PACT videotaping 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 videotaping 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>

SECTION 4: FIELD EXPERIENCES

Week	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. Explain your lesson planning process with your SSU peer. • 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 computer, VCR and other audiovisual equipment 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>
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, ways to deal with conflicts, giving directions, determine what are 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 PACT lessons with your supervisor and mentor. <p>Observation focus: Resources available to support learning of students with special needs, ask mentor teacher and observe strategies used in classroom.</p>

SECTION 4: FIELD EXPERIENCES

Week	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 as you teach. • Finalize your PACT lesson plans. <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 and any other area from the California frameworks you might have missed thus far. • Videotape your PACT lessons • 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 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>
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 one week before your solo teaching begins. Prepare your materials for your teaching. • Continue teaching longer blocks of the day. • Submit your PACT Teaching Event documentation. • Make sure to schedule to be observed and to observe your peers. <p>Observation focus: Observe another teacher at your grade level.</p>
11-14	<ul style="list-style-type: none"> • Take-over all aspects of the day, planning for yourself, your mentor teacher, and your 476 partner. Design lesson plans for your mentor so that you can attend on-site seminar 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>

Week	Student Teaching Focus
14-15	<u>Closure</u> <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. Review the School of Education Conceptual Framework and analyze how your teaching and learning so far addresses the performance expectations and dispositions that are included in this document. Also 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"> • Complete your digital portfolio, CWS2.2 • Attend program meeting on campus. • Invite friends, family, and your mentor to the Credential Ceremony.

Description of 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, due to classroom, holiday and/or testing schedules, student teachers can plan two separate weeks for their takeovers. Traditionally, the takeover weeks 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 take-over teaching checklist can be found [here](#).

The student teacher will present his/her takeover plans **one week before** the takeover begins. The following are required:

- A clear central focus or theme to the curriculum
- Objectives that will be met through the curriculum
- Assessments that will be used

SECTION 4: FIELD EXPERIENCES

- 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
- 5 lesson plans, one in each major content area (if taught simultaneously with PACT, may double-dip.)
- 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 will write daily reflections and communicate 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, the 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.

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

- Introduce the SSU candidates to school personnel. Acquaint the candidate with the school rules and procedures, including available resources, district standards, and disciplinary and/or emergency procedures.
- Invite the students to all grade level meetings, faculty meetings, parent meetings, and district in-service meetings, when appropriate
- Provide the students with a desk or space to store materials and personal belongings.
- Make curriculum manuals and other resources available to the credential candidates.
- Schedule weekly planning meetings with the credential candidates in your classroom.
- Develop a timeline, with the candidate, for increasing his/her knowledge of the curriculum and for taking on increased responsibilities in the classroom.
- Review the lesson plans and the integrated unit plans prepared by the student teacher and the participant observer.
- Allow the student teacher to take over all planning/teaching responsibilities of the classroom for two weeks.

SECTION 4: FIELD EXPERIENCES

- Observe and write formal observations for the student teacher and participant observers in your classroom:
 - 4 lessons for the student teacher
 - 2 lessons for the participant observer.
- 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 if responsibilities are not being met.
- Be part of an ongoing collaboration with the university supervisor for developing effective supervision models that meet the needs of the candidates at the school.

Job Description of the University Supervisor

The university supervisor is the liaison between the SSU School of Education and the mentor teachers and principal at the CORE school site. The supervisor ensures that the student teacher is making appropriate progress while following the policies and procedures of both the guest school and SSU.

The supervisors develop 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 participant observation and student teaching are met.
- Review the program handbook and syllabi with the candidates.
- Facilitate the candidate's progress with the Multiple Subject digital portfolio and PACT.
- 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
- Schedule regular meeting times for mentor meetings and keep written records of these meetings. Meetings include discussions to design effective mentoring and observation methods and strategies to support the candidates in their classrooms.
- Provide mentor teachers and EDMS 476 and EDMS 482 candidates with information and training on positive peer observation strategies.
- Complete formal observations of the student teachers: at least 4 for the student teachers and 2 for the participant observers. Observations should encompass the range of curriculum areas.
- Review the documentation completed by the candidates, including lesson plans, unit plans, journals, and the professional portfolio.
- Assist student teachers and participant observers in delivering curriculum that is consistent with the philosophy and practice taught in the Multiple Subject credential program.

SECTION 4: FIELD EXPERIENCES

- 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 assignments, activities and learning episodes that the credential candidates need to complete in the field.
- Keep written records that describe and evaluate the work of the candidates.
- Schedule midterm and final evaluation conferences for the candidates and their mentors.
- Notify the candidate, the mentor teacher, the Placement Director, and the Department Chair, at the first sign of trouble.
- Collaborate with the mentor teachers and site administrator for presenting seminar sessions that meet the needs of the candidates at the school.
- Provide program information to the Department Chair and the Placement Director, as specified.
- Attend supervisors' meetings on campus to stay current with Multiple Subject program information and procedures.
- Maintain a candidate file system for both student teachers (EDMS 482) and participant observers (EDMS 476).

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.

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 in terms of school district and SSU School of Education criteria.
- Assist the mentor teachers in accommodating the student teachers at the school and in the classroom.
- Facilitate or provide 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 department chair, at the first sign of trouble if responsibilities are not being met.

Supervision and Evaluation During Field Experiences

Credential candidates benefit from their interactions with two experienced educators at their CORE school: 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 participant observation and the student teaching phase, candidates will 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 he/she should take.

The California Standards for the Teaching Profession and the California Teacher Performance Expectations 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

Evaluation Forms

The [evaluation form](#) is aligned with the California Standards for the Teaching Profession and the California State Teacher Performance Expectations. For each of the bolded areas, A-G, the candidate will be evaluated using the rubric on page one of the form. Within each of these seven standards are descriptors that relate to the standard. The student, mentor and the supervisor should identify some of the descriptors that are strengths and some descriptors that are important next steps or need to know areas for the candidate. The back of the form can be used for additional comments or elaboration.

The same evaluation form is used for both Phase 1 and Phase 2 candidates. While there are many indicators that will not pertain to the traditional experiences of a participant observer, the evaluation serves as a list of expectations and competencies that candidates must

achieve at the end of their student teaching semester. The descriptors at the top of each standard are ones that are more relevant to the participant observation placement.

Midterm and Final Evaluation Conferences

Three-way evaluation conferences are mutually arranged with supervisors, mentors and candidates.

- Participant observers 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 supervisor reviews this evaluation form. 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 student teaching semester.
- Student teachers typically meet in a 3-way evaluation conference with mentors and supervisors at the middle of the semester. At the end of the semester, a final closure meeting is held.

Both the midterm and final evaluation conferences are an opportunity for the candidate to reflect on strengths, progress made, and next steps. He/she 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 participant observers and student teachers, 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 participation observation placement, the candidate may move forward to student teaching after meeting with the university supervisor, the Placement Director, and the department chair, if requested. 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.

If supervisors or mentor teachers have concerns about the progress of a candidate, more frequent three-way meetings need to be arranged, with agreements and next steps recorded by the supervisor. Student concern forms should also be submitted to the Placement Director.

Determination of Candidate Competence

Participant observation fieldwork and student teaching constitutes 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. Marginal or substandard performance in either field experience will result in a NO CREDIT grade for the course. The university supervisor makes the recommendation for no credit to the Placement Director and the department chair.

If a candidate receives a no credit grade, the field placement may be extended or the candidate may be allowed to repeat student teaching. Candidates may repeat student teaching only once. If student teaching is not satisfactory after the second attempt, candidates will be advised to leave the program. Candidates who attempt student teaching and withdraw before completion will be allowed to re-apply for a second placement the following semester. Candidates who are terminated from their field placement in the first four weeks of the semester may be assigned to another CORE school site, if a classroom setting is available and if they have demonstrated strong progress in their teaching, and their successful completion of the field competencies during the semester is expected. No candidate will be assigned to a new CORE site after the eighth week of the semester.

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. Essentially, they are 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 put these recommendation letters in his/her placement file, absence of such letters tends to raise questions about the success of the candidate's student teaching experiences. Candidates should consider carefully any decision to omit the mentor teacher's and university supervisor's 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 expelled 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 a term or 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.

SECTION 4: FIELD EXPERIENCES

While student teachers may be permitted access to the records of certain student under responsible control, care must be taken to protect the confidentiality of any and all information contained in such records. As a student teacher, you will at times 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. 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 candidate who is enrolled in EDMS 476 misses a scheduled day to be on site in the public schools due to a holiday, the candidate is expected to schedule another on-site day. This policy pertains to holidays and spring or semester breaks.

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.

- EDMS 476 participant observers are permitted three days of absences during the participant observation phase. These absences must be made up. **All absences must be reported to your mentor teacher, school office, and your university supervisor as soon as possible.**
- EDMS 482 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 require that you 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

- EDMS 476 participant observers may substitute at their CORE site on any day that is not their regularly scheduled site day, and substitute for their mentor teacher at anytime.
- EDMS 482 student teachers may also substitute for their mentor teacher at anytime. Fulltime student teachers may substitute outside of their assigned classroom up to three days in their EDMS 482 semester.

Long-term Substitution:

If candidates receive an invitation to ‘take-over’ a classroom as a long-term substitute, they must inform the Department Chair, university supervisor and mentor teacher immediately, in writing. Such offers are usually associated with the [intern program](#).

Note: ALL candidates are encouraged to obtain a sub card.

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.
- 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 problems 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 problems and the plans for resolution.
- If the plan for resolution is not followed or is unsuccessful in resolving the problems, the Placement Director consults the department chair to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of placement, etc.) and next steps for this case.

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 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, after every effort has been made to resolve identified problems, the student teacher's field placement may be terminated, effective immediately, at any point during the assignment.

When a student is removed from a field placement, a number of options are available for action subsequent to the removal:

- The student may be placed immediately in another field placement before the midpoint of the semester, with specified stipulations and requirements.
- The student 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 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 must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field placement and specify agreements regarding re-placement and conditions/requirements for the student's continuation in the program. The department chair maintains all records supporting the decision by the faculty to remove the student from the field placement.
- If the student's placement is terminated, the student 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. A student may repeat a placement once; if he or she does not meet the specified requirements and/or is not successful in that placement, termination from the program is likely.
- The student may be denied another placement and counseled out of the program. If this option is chosen, the department chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, meeting with the student to counsel him/her out of the program. After a successful meeting with the student, the department chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and will not be continuing in the program. The department chair maintains all records supporting the decision by the faculty to remove the student from the field experience and encourage him/her to leave the program.

SECTION 4: FIELD EXPERIENCES

- The student may be denied another placement and be terminated from the program. If this option is chosen, 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 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.

Notification list for student removal:

Required: Student, CORE school site personnel, (e.g., mentor teacher, principal), university supervisor, Placement Director, School of Education credentials analyst, department chair

Optional as Appropriate: Dean of the School of Education, Disabilities Resource Center

Sources of Help During Field Experiences

Student teaching is a complex and event-filled experience; it is expected that candidates will have questions, concerns, and perhaps some problems. 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 faculty advisor or by the department chair. 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 either of the above situations, if the university supervisor, Placement Director or department chair is unavailable, the student teacher should contact the Dean of the School of Education.

Supporting Candidates

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

- Supervisors will contact candidate as soon as concerns arise about the candidate's progress, readiness for assuming agreed upon responsibilities, or the candidate's professional behaviors. Supervisor may give the candidate their home number and email address for easier communication.
- 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 very clear with expectations. Candidates may be asked to write these down.
- After identifying the candidate's strengths in the classroom, start with those comfort areas and move on from there.

SECTION 4: FIELD EXPERIENCES

- 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 you both understand next week's schedule and curriculum.
- Ask the candidate to bring other course requirements to your planning meetings so that you can both schedule these assignments into your week.
- Recommend that the student observe the 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 student to observe in other classrooms, selected to supplement the student's concern areas. The student can then write a reflection about what was observed.
- Videotape the student and ask the student to review and reflect.
- Ask other mentors at the school site to observe the student to get additional perspectives and voices.
- Suggest that the student collaboratively plan a lesson with a colleague or with the supervisor and team-teach the lesson.
- Brainstorm at the mentor meetings and with the school principal about some alternate ways that the student can be supported.
- Remember that the first priority is to the pupils in the classroom.

Digital Portfolio and PACT

Overview

In addition to the ongoing evaluation of candidates in their fieldwork, candidates are evaluated in each of their prerequisites and the credential courses utilizing a variety of assignments and assessments. Summative assessments are also in place to ensure that the candidate is understanding and effectively applying the course content in their field placements.

The digital portfolio assignment, submitted and evaluated after Phase 1 and Phase 2, demonstrates the candidate's progress. As part of the Phase 2 digital portfolio, credential candidates must now complete a Teacher Performance Assessment (TPA) that is aligned to the California Teacher Performance Expectations (TPE) and approved by CCTC prior to receiving his or her credential. Sonoma State University is using the Performance Assessment for California Teachers ([PACT](#)). The PACT Consortium consists of more than 30 teacher credentialing programs and has designed a thorough set of tasks that will demonstrate a candidate's competence to design, implement and assess curriculum. The PACT includes lesson planning, videotaping and analysis of student work.

The candidates are supported in their completion of the digital portfolio and PACT in their coursework. The candidates are all trained on the necessities of the teaching event portfolio and the related requirements. As part of this portfolio, the candidates must discuss their teaching experience and describe their understanding and knowledge of how individual students are learning and how to approach them. In addition, there is a required video clip of the student teacher providing direct instruction to students. In light of these components, our school partners should know that:

1. The credential candidates have been trained and understand that in their written descriptions of the student learning process they may not use information that would individually identify any student. The confidentiality rights of students are understood and will be fully honored.
2. As part of the videotaping of the teaching event, students will undoubtedly appear in the videotape of the demonstrated lesson. Therefore it will be important that parents have given their permission for their students to participate and be viewed in the video clip. Many districts already have in place a release from parents for children to participate in photo events by way of a general release that parents sign at the beginning of the school year. In the event that your district does not have that process in place or it is unclear about its application to this situation, SSU supervisors can provide a release form that can be distributed to children so that they can take it home and have their parents review and authorize their being viewed in the video clip. The candidate, in coordination with his/her mentor teacher, will be responsible for ensuring that the only children seen in the video clip are those children for whom an authorization has been received.

3. Another aspect of the video clip is the actual taping of the demonstrated lesson. Candidates will work with their mentor teachers to determine the best practice for doing this. Candidates will have access to appropriate equipment through SSU. The actual videotaping can either be done using a tripod or a volunteer camera person, which might include the mentor teacher, a student teacher colleague or the SSU supervisor.

The University supervisor will give you additional information regarding both of these assessments. For more details, you can refer to the following sites:

- [Digital Portfolio and PACT department information](#)
- [PACT information](#)

Guidelines to Assist in Completion of PACT Teaching Event

The Teaching Event is a subject-specific, portfolio-based assessment of teaching performance that is completed by student teachers to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the California Teaching Performance Expectations and the relevant California student academic content standards and/or curriculum framework. Teaching Events and the associated [rubrics](#) are available on the PACT [website](#) and distributed directly to candidates by many campuses.

Teaching candidates complete the Teaching Event during their teacher preparation program. Evidence of teaching competence consist of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, or reflecting on the artifacts. In constructing the Teaching Event, candidates apply what they have learned from their coursework about research, theory, and strategies related to teaching and learning. Strategies for supporting candidates vary across institutions. These strategies include:

- providing and discussing samples of previously completed Teaching Events that demonstrate competent teaching practice;
- explicitly pointing out relationships between learning and assessment tasks during coursework and tasks in the Teaching Event;
- supporting candidates in developing a timeline for completion of the Teaching event;
- completing parallel tasks during coursework, e.g., analyzing a videotape of teaching and learning, constructing a unit of instruction, assessing student work; sometimes all or part of this work is used in the Teaching Event;
- technical and logistical support for videotaping and uploading documents into electronic platforms;
- advice, assistance, and review by faculty, supervisors, cooperating teachers, and/or peers;
- offering emotional support to help candidates persist;
- offering the above types of assistance through student teaching seminars;

- offering the above types of assistance through a separate course to support candidates in completing the Teaching Event.

Several documents are offered on the PACT website to support candidates completing the Teaching Event:

- [*Making Good Choices*](#), a document that answers frequently asked questions about each Teaching Event task, provides a general description of how each task is scored, and offers optional questions for examining artifacts and commentaries in each task; and
- [*PACT Videotaping Procedures*](#), a document that offers advice about effectively videotaping instruction
- For faculty, supervisors, and other assessors, *Thinking Behind the Rubrics* describes the central concepts in each rubric and the distinctions between performances at adjacent levels of the rubric. It was written for experienced teachers and teacher educators and may or may not be accessible to candidates with limited experience in classrooms. However, it may be shared with candidates at the educator's discretion. It can be downloaded from the Scoring section of the PACT website; program directors have the password for this section.

The Teaching Event as an assessment plays a role in recommending a candidate for a teaching credential, either as a course assignment or as a direct contributor to a recommendation for a California Teaching Credential.

Therefore, it is important that faculty, supervisors, cooperating teachers, peers, and other educators offering assistance understand the distinction between APPROPRIATE and INAPPROPRIATE support to candidates as they work on completing the Teaching Event.

The Teaching Event should document the work of candidates and their students in their classrooms; educators offering support should discourage any attempts to fabricate evidence or plagiarize work. Given the demonstrated value of collegiality in education and the placement of the Teaching Event within an educational program, PACT encourages collaboration but is also interested in ensuring the authenticity of the portfolio submission. **The boundaries between acceptable and unacceptable support are being made explicit in this document to support a consistent understanding across PACT institutions.**

Candidates are learning how to teach and are being guided by more experienced teachers. Professional conversations about teaching and learning are not only appropriate, but desirable. Teaching Events can and should allow candidates to draw upon these conversations as they create their own understandings of teaching and learning and apply them in the teaching decisions that they make. **However, educators providing support should avoid telling candidates what to say in the Teaching Event. Support providers should ensure that the teaching decisions and thinking reflected in the Teaching Event are the candidate's own integration of their own experience, research and theory, and insights by other educators about the type of teaching and learning reflected in the learning segment.**

ACCEPTABLE forms of support for constructing the Teaching Event:

- Explaining the general design of curriculum materials or instructional and assessment strategies, leaving it to candidates to make selections and/or adaptations based on perceptions of their students' strengths and needs and on the content to be taught.
- Making referrals to curriculum materials, professional and research articles on issues the candidate is thinking about, experienced teachers, and PACT support documents. Many, if not most, candidates will use or adapt curriculum materials developed by others; they should just cite the source, including materials from experienced teachers. It is up to each candidate to explain how the materials are appropriate for their students and the relevant learning objectives and standards.
- Asking probing or clarifying questions that encourage candidates to deepen their analysis of and reflection on the artifacts, commentary prompts, and/or their responses and to communicate these analyses and reflections more clearly.

UNACCEPTABLE forms of support for constructing the Teaching Event:

- Making choices of curriculum materials or instructional strategies (other than those required by the cooperating teacher/school/district) for the candidate.
- Providing your own analysis of the candidate's students or artifacts or offering alternative responses to commentary prompts.
- Suggesting *specific changes* to be made in a draft Teaching Event, rather than asking questions aimed at helping candidates reflect on a draft and reach their own conclusions about needed changes.
- Providing intensive coaching for candidates perceived to be weak that is aimed at helping them pass the Teaching Event, rather than on improving their teaching competence, e.g., extensive focused feedback on repeated drafts leading to the final submission
- Editing the Teaching Event

In summary, educators and peers providing support to candidates completing Teaching Events should take care that it reflects the understanding of the candidate with respect to the teaching and learning during the learning segment documented and is an authentic representation of the candidates work.

Section Six: Program Forms and Handouts

(additional forms and information for supervisors and mentor teachers can be found in the Supervisor & Mentor Handbook: www.sonoma.edu/education/handbooks/msmentor.pdf)

[Program Planning Form](#)

[Request to Substitute School of Education requirements](#)

[Basic Learning Plan Template](#)

COURSEWORK SUPPORT

[Letter of Introduction for FLEX Candidates](#)

[Handbook Signature Page](#)

PACT Video Release Form [English](#) or [Spanish](#)

[Teaching Event Authenticity/Confidentiality Form](#)

FIELD EXPERIENCES

[Student Teaching Observation Form](#)

[Debrief Form](#), [Summary of Debriefs Form](#), [Lesson Planning Form](#)

[Evaluation of Student Teaching & Participation Observation](#)

[EDMS 482 Take-Over Teaching Checklist](#)

[EDMS 476 Placement Request Form](#)

[EDMS 482 Placement Update Form](#)

[Placement Process Info](#)

Section Six: Program Forms and Handouts

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[Placement Process Info](#)



School of Education

08/2010

Department of Literacy, Elementary, and Early Education (LEEE)

MULTIPLE SUBJECT CREDENTIAL

35 units plus Pre-requisites/Co-requisite

Pre-requisites		9	Resources	
EDUC 417	School and Society	3	SSU	http://www.sonoma.edu
EDEC 420	Child Development in the Family, School, and Community	3	Schulz Info Center	http://libweb.sonoma.edu/
			MS Placements	http://www.sonoma.edu/education/studplace.htm
			Digital Portfolio	http://www.sonoma.edu/lsee/portfolio/
			CCTC	http://www.ctc.ca.gov/
Co-requisite			Contacts	
EDMS 470	Multicultural Pedagogy	3	Department Chair	Dr. Paula Lane 664-3292
			Multiple Subject Advisor (CORE)	Dr. Susan Campbell 664-2628
Phase 1		17	Multiple Subject Advisor (FLEX)	Dr. Paula Lane 664-3292
EDMS 411	Teaching Second Language Learners	3	Early Childhood Advisor	Dr. Chiara Bacigalupa 664-2104
EDMS 463	Reading & Language Arts for Young Students	3	Director of Assessment	Dr. MaryAnn Nickel 664-2082
EDMS 474	Mathematics in the Elementary School	3	Elementary Ed Advisor/Recruiter	Ms. Donna Garbesi 664-2081
EDMS 475	Science in the Elementary School	3	Director of Placements	Ms. Donna Garbesi 664-2081
EDMS 476 F	Participant Observation – Fieldwork	3	Credential Office	Ms. Maricela Ibarra 664-2593
EDMS 476 S	Participant Observation – Seminar @ SSU	2	Credential Analyst	Ms. Lane Olson 664-3141
			LEEE Department Office	Ms. Kathryn Teixeira 664-3292
Phase 2		18		
EDMS 464	Reading & Language Arts for Older Students & Struggling Readers	3		
EDMS 471	Social Studies in a Multicultural Society	3		
EDMS 482 F	Student Teaching – Fieldwork	10		
EDMS 482 S	Student Teaching – Seminar @ School Site	2		
Exams			School of Education (front desk)	664-3115
CBEST	www.cbest.nesinc.com		School of Education FAX	664-2483
CSET	www.cset.nesinc.com		SSU Admissions & Records	664-2778
RICA	www.rica.nesinc.com			



School of Education **Literacy Studies and Elementary Education (LSEE)** **MULTIPLE SUBJECT CREDENTIAL PATHWAYS**

08/2010

Paths	Semester One	Semester Two	Semester Three	Semester Four	Semester Five	Notes
Path 1 3 Semesters begin any semester	<u>Pre and Co-requisites</u> 9 units 417: School & Society 420: Child Development 470: Multicultural Pedagogy	<u>Phase I</u> 17 units 411: Teaching 2 nd Lang. Learners 463: Reading for Young Students 474: Math in Elem School 475: Science in Elem School 476F: Observation/Participation 476S: Seminar	<u>Phase II</u> 18 units 464: Reading for Older Students 471: Social Studies in a Multicultural Society 482F: Full time Student Teaching 482S: Seminar			<i>Not recommended for candidates with work and/or family responsibilities.</i>
Path 2 5 Semesters begin any semester	<u>Prerequisites</u> 6 units 417: School & Society 420: Child Development	5 units 470: Multicultural Pedagogy 476S: Seminar	9 units 474: Math in Elem School 475: Science in Elem School 411: Teaching 2 nd Lang. Learners	9 units 471: Social Studies 463: Reading for Young Students 476F: Observation/ Participation	15 units 464: Reading for Older Students 482F: Full time Student Teaching 482S: Seminar	<i>One example of a 5-semester program.</i> <i>Other course sequences are possible</i>
Path 3 4 Semesters (Blended)	6 units 411: Teaching 2 nd Lang. Learners 470: Multicultural Pedagogy	6 units 475: Science in Elem School 474: Math in Elem School	6 units 463: Reading Young Students 476F: Observation/Participation (Blended BA completed)	18 units 464: Reading for Older Students 482F: Student Teaching 482S: Seminar 471: Social Studies		<i>Blended students take BA courses along with MS courses; Students have taken prereqs.</i>

Notes:

- (1) The fee structure for any semester with 7 or more units is considered full-time at SSU. Please consult with SSU Admissions and Records (707-664-2778) for current SSU fee information.
- (2) EDMS 464 can ONLY be taken with EDMS 482F and 482S (full-time student teaching).
- (3) **BOLD** = prerequisite courses.
- (4) EDMS 470 is a co-requisite. It may be taken prior to entry into the program, or during the program.



Note: Completion of this form also requires that you complete the top portion of the form found at http://sonoma.edu/ar/records/request_for_substitution_major_minor_req.pdf and attach it to this petition.

School of Education • Credentials Office • Stevenson 1078 • (707) 664-2832 • www.sonoma.edu/education

PETITION FOR WAIVER OF SCHOOL OF EDUCATION REQUIREMENTS

Name _____ Department _____

Address _____ Program _____

City, State, Zip _____ Home Phone _____

SSN XXX-XX- _____ Work Phone _____

Directions for Completion: 1) Students are to state their rationale for requesting the waiver of School of Education requirements and attach supporting documentation (**including transcripts and course descriptions**). 2) Students submit the waiver request to the Credentials Office. 3) Students will receive a copy of the final decision.

REQUIREMENT BEING PETITIONED _____
(attach documenting letter, transcripts, course descriptions, etc.)

Justification for Petition:

Signature of Student

Date

STUDENTS DO NOT WRITE BELOW THIS LINE

Instructor's Recommendation:

Signature of Instructor

Date

____ Approved

____ Denied

____ Copy to Student

____ Copy to Department Chair

____ Copy to Credentials Office

Signature of Department Chair

Date



Literacy, Elementary, and Early Education (LEEE)

Multiple Subject Credential Planning Sheet

rev. 08/2010

Student Name _____ Semester Admitted _____

Phone(s) _____ Email: _____

Local Address _____

<input type="checkbox"/> Regular CORE or FLEX MS Program <input type="checkbox"/> Blended Program	Have taken	Taking now	Hope to Waive	Waived	Sem. 1 term/yr.	Sem. 2 term/yr.	Sem. 3 term/yr.	Sem. 4 term/yr.	Sem. 5 term/yr.
Prerequisites/Co-requisites									
EDUC 417 School & Society (3) (LIBS 312*)									
EDEC 420 Child Development (3) (LIBS 330*)									
EDMS 470 Multicultural Pedagogy (3) (co-requisite)									
Phase 1 (17 total units)									
EDMS 411 Teaching Second Language (3)									
EDMS 463 Reading for Young Students (3)									
EDMS 474 Math in Elementary School (3)									
EDMS 475 Science in Elementary School (3)									
EDMS 476 F Participant Observation (3)									
EDMS 476 S Seminar (2)									
Phase 2 (18 total units)									
EDMS 464 Reading for Older & Struggling (3)									
EDMS 471 Teaching Social Studies (3)									
EDMS 482 F Student Teaching (10)									
EDMS 482 S Student Teaching Seminar (2)									

* Hutchins students only

Student Signature _____ Date _____

Orientation Advisor _____ Date _____

NOTES:



School of Education
Department of Literacy, Elementary, and Early Education

Dear Colleague:

The School of Education and the Multiple Subjects faculty have been working on providing our students with current research and the instructional approaches and methodologies that follow. In addition to university coursework, we believe that pre-service teachers need an opportunity to observe, assist and practice these concepts in authentic settings. We hold deeply the premise that solid teacher preparation is a genuine collaboration between public school teachers and university faculty.

This letter is meant to serve as an introduction for a credential candidate who would like to spend three to twelve hours in your classroom for the next 14-15 weeks. We deeply appreciate your support by providing observation and teaching opportunities for a practicing credential candidate. Thank you for opening your classroom to a future multiple subjects teacher. Your participation as a mentor to this student is valued and says a great deal about your commitment to the profession of teaching. Attached to this letter you will find a list of content course requirements. Visit our website for a more detailed description of the field work activities of a first semester credential candidate in the Multiple Subjects program at SSU.

Credential Candidates are concurrently enrolled in several content methods courses that require classroom observation and practice teaching. Students may fulfill all or some course requirements in the same classroom. The candidate requesting the opportunity to observe and practice-teach in your room is responsible for communicating to you the activities that he/she wishes to complete.

We encourage you to call us if you have any questions or concerns. We appreciate your generosity and willingness to collaborate. We extend a sincere invitation to you to visit us on campus. We look forward to any suggestions that you may wish to share with us.

Sincerely,

Paula Lane

Dr. Paula Lane, Chair

paula.lane@sonoma.edu

707-664-3292



Multiple Subject Handbook Signature Page

Sonoma State University School of Education

I have read and understand the Candidate Handbook, including the Teacher Performance Expectations. I have provided a copy of this document to my instructor in: (check one)

- ☐ EDMS 476
- ☐ EDMS 482

Candidate Name (please print)

Date

Candidate Signature



SONOMA STATE UNIVERSITY

Office of the Dean
School of Education
(707) 664-2132
(707) 664-2483 FAX

RELEASE FORM

Sonoma State University
School of Education

PARENT/GUARDIAN RELEASE FORM FOR PHOTOGRAPHS,
FILMS, SLIDES, VIDEO AND AUDIO TAPE RECORDINGS OF
PUPILS ENROLLED IN _____ SCHOOLS

Pupil's Name: _____

Classroom Teacher: _____ Grade: _____

School: _____

School Year: _____

You have my permission for film, video and audio tape recordings, slides and photographs to be made of my son/daughter in classroom activities, assessment and other school activities. I understand that the films, video and audio tape recordings, slides and/or photographs are being produced for educational purposes for the student teacher working in my student's classroom. Such records shall only be used for the following: to record and evaluate the Student Teacher/Credential Candidate teaching students in their classroom placement. Such record will be used as part of a performance assessment of the candidate by Sonoma State University that is required by State law.

_____ Yes, I give my consent.

_____ No, I do not give my consent.

Parent/Guardian Signature: _____

Date: _____

After signing, please return to your child's teacher. Thank you.



SONOMA STATE UNIVERSITY

Office of the Dean
School of Education
(707) 664-2132
(707) 664-2483 FAX

FORMA DE PERMISO

Universidad Estatal de Sonoma
Escuela de Educación

FORMA DE PERMISO PARA PADRES/GUARDIANES PARA FOTOGRAFIA,
PELICULAS, DIAPOSITIVAS, GRABACIONES DE AUDIO CASETE Y VIDEO
DE ESTUDIANTES MATRICULADOS EN ESCUELAS DE _____

Nombre del Estudiante: _____

Maestro/a: _____ Grado: _____

Escuela: _____

Año Escolar: _____

Usted tiene mi permiso para tomar película, grabaciones de audio y de vídeo, diapositivas y fotografías de mi hijo/a en las actividades del salón de clase, evaluaciones y otras actividades escolares. Entiendo que las películas, las grabaciones de audio y de vídeo, las diapositivas y/o fotografías se producirán solamente con propósito educativo para el estudiante que está haciendo su práctica en el salón de clase de mi hijo/a. Tales expedientes serán utilizados únicamente para lo siguiente: para registrar y evaluar a los estudiantes que son candidatos para maestros quienes son colocados en el salón de clase. Tal expediente será utilizado como parte de una evaluación del desempeño del candidato por la Universidad Estatal de Sonoma que es requerido por ley Estatal.

_____ Si, doy mi permiso.

_____ No doy mi permiso.

Firma del Padre/Guardián: _____

Fecha: _____

Favor de devolver después de firmar al maestro de su hijo/a. Gracias.

Teaching Event Authenticity Sign-Off Form

Submit this form with your completed Teaching Event.

This Teaching Event has been submitted as an assessment whose passage will be required for completing the requirements for a California Multiple/Single Subject(s) Teaching Credential under S.B. 2042. This attestation is acknowledgement that the ultimate responsibility for compiling the documentation (including writing the commentaries) lies with the credential candidate. However, credential candidates are encouraged to seek assistance, input and feedback from their university supervisors, cooperating/master teachers, university instructors, or other credential candidates during the Teaching Event development process.

Attestation by Credential Candidate

- I have primary responsibility for teaching the students/class during the learning segment profiled in this Teaching Event;
- The video clip(s) submitted show me teaching the students/class profiled in this Teaching Event;
- The student work included in the documentation is that of my students who are profiled in the learning segment documented in this Teaching Event;
- I am sole author of the teacher commentaries and other written responses to prompts and forms in this Teaching Event;
- Appropriate citations have been made for all materials in the Teaching Event whose sources are from published text, the Internet, or other educators.

Date

Teacher Candidate ID #

Teacher Candidate's Signature

Teacher Candidate's Name (printed)

Attestation by University Supervisor

To the best of my knowledge, the statements above are accurate.

University Supervisor's Signature

University Supervisor's Name (printed)

Date

Additional Information

BS, BA, MA, other in _____

Circle One: YES NO

Circle highest degree earned prior to credential

Native Speaker of English (optional)

Student Teacher _____ Course # _____ School _____ Observer _____

Subject & Lesson _____ Date _____ Visit 1 2 3 4 5 6 7 8

<u>Creating an Effective Environment</u> Safe, accessible physical environment Respectful climate Productive use of time Purposeful procedures Positive social expectations Clear standards for behavior TPE: 10 & 11 / PE: D, E & J	<u>Engaging Students in Learning</u> Explicit links with students' prior knowledge Variety of strategies /resource Student self-direction and reflection Support for interaction & choice Provision for problem solving multiple perspectives TPE: 4, 5, 6, & 7 / PE: C,G & J	<u>Planning Instruction</u> Attention to student diversity Emphasis on student strengths Adjustment for student needs Well-sequenced activities Correspondence between daily and long-term plans TPE: 8 & 9 / PE: A, C, E, G & J	<u>Organizing Instruction</u> Focus on key concepts/themes Attention to stud. development Effective use of materials and technologies Curricular Integration TPE: 1, 4, 8 & 9 / PE: A, B, C, E, G & J	<u>Assessing Learning</u> Explicit Goals for all students Evidence of self-evaluation Multiple sources of information Assessment to guide planning Goals & progress to be shared TPE: 2 & 3 / PE: E, H & I
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

OBSERVATION	COMMENTS

STRENGTHS:

NEXT STEPS:

LEEE Lesson Plan Into, Through and Beyond Planner

Classroom Background

Describe the general makeup of the class and the overall classroom atmosphere.

Goals/Anticipated Outcomes

Describe your goals as well as the anticipated outcomes for this learning session.

Standards

Select the state standards that are most fully addressed in this lesson

Materials

List the materials you will need for this learning plan.

Plan: Hook (Into)

How will you get students interested and eager to be involved in this lesson?

Plan: Procedures (Through)

Details of the procedure you will use in this learning session.

Plan: Extensions (Beyond)

Describe how students are practicing and applying this new understanding.

Plan Differentiation

List special adaptations you will use for various learning skills including academically talented students.

ELL Adaptations

Describe any adaptations you will use for ELL students.

Special Learner Adaptations

Describe adaptations you will use for special learners.

Art Potentials

Describe ways to bring art into this learning plan.

Technology Opportunities

Describe ways to include technology to enrich and broaden the learning plan.

Assessment

Describe ways you will assess the work and involvement of your students.

Resources

**Multiple Subject Fieldwork and Student Teaching
Debriefing and Reflection Form**

Teacher _____ Observers _____

Date _____ Learning Episode _____

In your opinion, what were the strengths of this learning episode?

What was challenging about this experience?

What were the anomalies?

How did your knowledge of student assessment guide your planning?

How did you help students assess their learning?

What did you learn from this experience and how will you use it?

How will assessment guide your next steps?

SUMMARY OF DEBRIEFS

NAME _____

476 482 SEMESTER

AREAS OF STRENGTH

NEXT STEPS

Date of lesson

Date of lesson

Date of lesson

Date of lesson

Date of lesson

LSEE Lesson Plan Intro, Through and Beyond Planner

Classroom Background

Describe the general makeup of the class and the overall classroom atmosphere.

Goals/ Anticipated Outcomes

Describe your goals as well as the anticipated outcomes for this learning session.

Materials

List the materials you will need for this learning plan.

Plan: Hook (Intro)

How will you get students interested and eager to be involved in this lesson?

Plan: Procedures (Through)

Details of the procedure you will use in this learning session.

Plan: Extensions (Beyond)

Describe ways to extend the learning in other directions.

Plan Differentiation

List special adaptations you will use for various learning skills including academically talented students.

ELL Adaptations

Describe any adaptations you will use for ELL students.

Special Learner Adaptations

Describe adaptations you will use for special learners.

Art Potentials

Describe ways to bring art into this learning plan.

Technology Opportunities

Describe ways to include technology to enrich and broaden the learning plan.

Assessment

Describe ways you will assess the work and involvement of your students.

Resources

Standards



SONOMA STATE UNIVERSITY
Multiple Subject Credential Program

EDMS 476 – Participant Observation Evaluation

CANDIDATE: _____ DATE _____

MENTOR: _____ SUPERVISOR _____

SCHOOL: _____ GRADE _____

Directions

Mentor Teacher: This form will be used for both midterm and final evaluation of the participant observer. The California Standards for the Teaching Profession are listed in bold text, A-G. Below are descriptors that relate to the standard. Considering the many experiences that the candidate has had in your class, evaluate the candidate using the rubric below. Select some of the descriptors for each teaching standard to indicate the candidate's strengths and the challenges to be addressed. Use a "+" next to 2-3 descriptors in each standard that you feel are growing strengths of the candidate. Mark 2-3 descriptors that you believe are important next steps or need to know areas for the candidate with an arrow "→". Any areas of concern can be marked with a "-". Use the space provided or the back of the form to elaborate if needed. The descriptors at the top of each standard will reflect the experiences that the participant observer will have in this field experience; please mark those.

Candidate: Reflectively consider your areas of strength and your growth areas in your continued professional development. To the best of your ability, give an overall point value for the seven standards on this form. Highlight your strengths, next steps and challenge areas using the same code as your mentor. Strength = "+", Next steps = "→" and challenge area = "-". Come prepared to explain your self-evaluation in your three-way conference. These indicators are intended to be "talking points" for the three-way evaluation conferences among the mentor teacher, the student and the university supervisor. The descriptors at the top of each standard will reflect the experiences that you will have in this field experience; please mark those.

	0	1	2	3	4
476	Serious Concern	Not met at a beginning level of competency	Met at a beginning level of competency	Consistent Strength	Above expectations for this level

Midterm

Place evaluation number in gray area only

Final

	A. CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT TPE- 10, 11; P- D, E, J; DISPOSITIONS – B, C	
	Highlight 2 or 3 strengths with a "+", 2 or 3 next steps with a "→" and challenge areas with a "-"	
	Shows interest in students as individuals	
	Establishes a climate that promotes fairness and respect	
	Promotes social development and group responsibility	
	Creates a physical environment that engages all students	
	Uses instructional time effectively	
	Establishes and maintains standards for student behavior	
	Plans and implements classroom procedures and routines that support student learning	
	Emphasizes anti-bias curriculum and knowledge of differing socio-economic, ethnic, cultural and family backgrounds	

Midterm

Place evaluation number in gray area only

Final

	B. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES TPE - 8, 9; PE - A, C, E, G, J	
Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”		
	Draws on and values students’ backgrounds, interests, and developmental learning needs	
	Establishes and articulates goals for student learning	
	Has all supplies and materials ready before they are used	
	Develops and sequences instructional activities and materials for student learning	
	Is familiar with classroom schedules, policies, and routines, and implements them appropriately	
	Designs short-term and long-term plans to foster student learning	
	Modifies instructional plans to adjust for student needs	

	C. UNDERSTANDING AND ORGANIZING SUBJECT MATTER TPE - 1, 4, 8, 9; PE - A, B, C, E, G, J	
Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”		
	Demonstrates knowledge of subject matter content <i>Circle the content areas: language arts, math, science, social studies, physical education, arts</i>	
	Demonstrates knowledge of student development	
	Develops student understanding through instructional strategies that are appropriate to the subject matter	
	Organizes curriculum to support student understanding of subject matter	
	Integrates ideas and information within and across subject matter areas	
	Uses appropriate technology to enhance learners’ understanding of content	

	D. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING TPE - 4, 5, 6, 7; PE - C, G, J	
Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”		
	Connects student’s prior knowledge, life experience, and interests with learning goals	
	Encourages interactions, language development and emerging literacy	
	Uses a variety of instructional strategies and resources to respond to students’ diverse needs (including socio-economic, cultural, linguistic, and special learning needs)	
	Facilitates learning experiences that promote autonomy, interaction and choice	
	Engages students in problem solving, critical thinking and other activities that make subject matter meaningful	
	Promotes self-directed, reflective learning for all students	
	Adapts instruction to take advantage of teachable moments, student strengths and interests	
	Effectively implements lessons in all content areas <i>Circle the content areas: language arts, math, science, social studies, physical education, arts</i>	

Midterm

Final

Place evaluation number in gray area only

	E. ASSESSING STUDENT LEARNING TPE - 2, 3; PE - H, I ; Dispositions C	
	Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”	
	Collects and uses multiple sources of information to assess student learning, including student work samples	
	Uses the results of assessments to guide instruction	
	Establishes and communicates learning goals to all students, when appropriate	
	Involves and guides all students in assessing their own learning	
	Communicates with students, families, and other audiences about student progress	

	F. PROFESSIONAL GROWTH AND DEVELOPMENT TPE - 7, 12, 13; PE - D,F,H	
	Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”	
	Uses reflection and evaluation to improve teaching	
	Works with colleagues to improve professional practice	
	Reflects on teaching practice and plans for professional development	
	Balances professional responsibilities and maintains motivation	
	Establishes professional goals and pursues opportunities to grow professionally	
	Works with families to improve professional practice	
	Works with communities to improve professional practice	
	Identifies forms of racial, gender and ethnic discrimination and implements methods to counteract discrimination and its effects	
	Takes responsibility for student academic learning outcomes	
	Understands California and federal laws and procedures pertaining to the educating of all students	

	G. COMMUNICATION, PERSONAL AND PROFESSIONAL BEHAVIOR TPE - 12, 13; PE - D, F, H	
	Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”	
	Projects enthusiasm about teaching and children	
	Shows tact and consideration of others	
	Is prompt and reliable in meeting responsibilities. Arrives early at a time arranged with mentor teacher and remains after school to work, plan and evaluate instruction	
	Maintains a professional demeanor	
	Builds effective and positive communication with mentor, supervisor, staff, families, and colleagues at CORE site	
	Wears appropriate professional attire	
	Uses correct written and oral English	
	Assumes responsibility, uses sound interpersonal skills in communicating with colleagues and uses mature judgment	
	Exhibits understanding and sensitivity toward cultural heritage, family and community values	
	Is adaptable to new ideas and unexpected situations	
	Communicates about children and families in ways that reflect confidentiality and professional ethics	
	Consults and collaborates, when necessary, with other teachers, specialists, and professionals, including student teaching colleagues at collaboration site	

ANECDOTAL INFORMATION (OPTIONAL)

Record anecdotal comments or any significant teaching performance.

Date _____

MIDTERM EVALUATION OF STUDENT

Candidate Name _____

Professional Strengths:

Areas for future professional growth:

Additional comments:

Signatures:

CANDIDATE _____

DATE _____

UNIVERSITY SUPERVISOR _____

DATE _____

MENTOR TEACHER _____

DATE _____

FINAL RECOMMENDATION OF STUDENT

At this point, I _____ recommend
_____ have some reservations in recommending
_____ would not recommend

this candidate for advancement to fulltime student teaching.

Comments:

Signatures:

CANDIDATE _____

DATE _____

UNIVERSITY SUPERVISOR _____

DATE _____

MENTOR TEACHER _____

DATE _____



SONOMA STATE UNIVERSITY
Multiple Subject Credential Program

EDMS 482 – Student Teaching Evaluation

CANDIDATE: _____ DATE _____

MENTOR: _____ SUPERVISOR _____

SCHOOL: _____ GRADE _____

Directions

Mentor Teacher: This form will be used for both midterm and final evaluation of the student teacher. The California Standards for the Teaching Profession are listed in bold text, A-G. Below are descriptors that relate to the standard. Considering the many experiences that the candidate has had in your class, evaluate the candidate using the rubric below. It is expected that student teaching candidates will have had the range of experiences reflected in the descriptors within each standard. Select some of the descriptors for each teaching standard to indicate the candidate's strengths and the challenges to be addressed. Use a "+" next to 2-3 descriptors in each standard that you feel are growing strengths of the candidate. Mark 2-3 descriptors that you believe are important next steps or need to know areas for the candidate with an arrow "→". Any areas of concern can be marked with a "-". Use the space provided or the back of the form to elaborate if needed.

Candidate: Reflectively consider your areas of strength and your growth areas in your continued professional development. To the best of your ability, give an overall point value for the seven standards on this form. Highlight your strengths, next steps and challenge areas using the same code as your mentor. Strength = "+", Next steps= "→" and Challenge area= "-". Come prepared to explain your self-evaluation in your three-way conference. These indicators are intended to be "talking points" for the three-way evaluation conferences among the mentoring teacher, the student and the university supervisor.

The **482 Phase** is intended to provide an intensive public school experience much like that of a public school teacher. The evaluation form should indicate if the candidate is prepared for his/her own classroom. The 3-way conference is typically conducted at the midterm point for 482 candidates.

482	0	1	2	3	4
	Not met or unacceptable	Occasionally	Frequently	Consistent Strength	Above expectations for this level

Midterm	Place evaluation number in gray area only	Final
	A. CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT TPE- 10, 11; P- D, E, J; DISPOSITIONS – B, C	
Highlight 2 or 3 strengths with a "+", 2 or 3 next steps with a "→" and challenge areas with a "-"		
	Shows interest in students as individuals	
	Establishes a climate that promotes fairness and respect	
	Promotes social development and group responsibility	
	Creates a physical environment that engages all students	
	Uses instructional time effectively	
	Establishes and maintains standards for student behavior	
	Plans and implements classroom procedures and routines that support student learning	

	Emphasizes anti-bias curriculum and knowledge of differing socio-economic, ethnic, cultural and family backgrounds	

Midterm

Place evaluation number in gray area only

Final

	B. PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES TPE - 8, 9; PE - A, C, E, G, J	
Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”		
	Draws on and values students’ backgrounds, interests, and developmental learning needs	
	Establishes and articulates goals for student learning	
	Has all supplies and materials ready before they are used	
	Develops and sequences instructional activities and materials for student learning	
	Is familiar with classroom schedules, policies, and routines, and implements them appropriately	
	Designs short-term and long-term plans to foster student learning	
	Modifies instructional plans to adjust for student needs	

	C. UNDERSTANDING AND ORGANIZING SUBJECT MATTER TPE - 1, 4, 8, 9; PE - A, B, C, E, G, J	
Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”		
	Demonstrates knowledge of subject matter content * <i>Circle the content areas: language arts, math, science, social studies, physical education, arts</i>	
	Demonstrates knowledge of student development	
	Develops student understanding through instructional strategies that are appropriate to the subject matter	
	Organizes curriculum to support student understanding of subject matter	
	Integrates ideas and information within and across subject matter areas	
	Uses appropriate technology to enhance learners’ understanding of content	

	D. ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING TPE - 4, 5, 6, 7; PE - C, G, J	
Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”		
	Encourages interactions, language development and emerging literacy	
	Connects student’s prior knowledge, life experience, and interests with learning goals	
	Uses a variety of instructional strategies and resources to respond to students’ diverse needs (including socio-economic, cultural, linguistic, and special learning needs)	
	Facilitates learning experiences that promote autonomy, interaction and choice	
	Engages students in problem solving, critical thinking and other activities that make subject matter meaningful	
	Promotes self-directed, reflective learning for all students	

	Adapts instruction to take advantage of teachable moments, student strengths and interests	
	Effectively implements lessons in all content areas <i>Circle the content areas:</i> language arts, math, science, social studies, physical education, arts	

Midterm		Final
	Place evaluation number in gray area only E. ASSESSING STUDENT LEARNING TPE - 2, 3; PE - H, I ; Dispositions C	
	Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”	
	Collects and uses multiple sources of information to assess student learning, including student work samples	
	Uses the results of assessments to guide instruction	
	Establishes and communicates learning goals to all students, when appropriate	
	Involves and guides all students in assessing their own learning	
	Communicates with students, families, and other audiences about student progress	

	F. PROFESSIONAL GROWTH AND DEVELOPMENT TPE - 7, 12, 13; PE - D,F,H	
	Highlight 2 or 3 strengths with a “+”, 2 or 3 next steps with a “→” and challenge areas with a “—”	
	Uses reflection and evaluation to improve teaching	
	Works with colleagues to improve professional practice	
	Reflects on teaching practice and plans for professional development	
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	Works with communities to improve professional practice	
	Identifies forms of racial, gender and ethnic discrimination and implements methods to counteract discrimination and its effects	
	Takes responsibility for student academic learning outcomes	
	Understands California and federal laws and procedures pertaining to the educating of all students	

	G. COMMUNICATION, PERSONAL AND PROFESSIONAL BEHAVIOR TPE - 12, 13; PE - D, F, H	
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	Builds effective and positive communication with mentor, supervisor, staff, families, and colleagues at CORE site	
	Wears appropriate professional attire	
	Uses correct written and oral English	
	Assumes responsibility, uses sound interpersonal skills in communicating with colleagues and uses mature judgment	

	Exhibits understanding and sensitivity toward cultural heritage, family and community values	
	Is adaptable to new ideas and unexpected situations	
	Communicates about children and families in ways that reflect confidentiality and professional ethics	
	Consults and collaborates, when necessary, with other teachers, specialists, and professionals, including student teaching colleagues at collaboration site	

ANECDOTAL INFORMATION (OPTIONAL)

Date _____

Record anecdotal comments or any significant teaching performance.

MIDTERM EVALUATION OF STUDENT

_____ **Candidate Name**

Professional Strengths:

Areas for future professional growth:

Additional comments:

Signatures:

CANDIDATE _____

DATE _____

UNIVERSITY SUPERVISOR _____

DATE _____

MENTOR TEACHER _____

DATE _____

FINAL RECOMMENDATION OF STUDENT

At this point, I _____ recommend

_____ have some reservations in recommending

_____ would not recommend

this candidate for a teaching credential.

Comments

Signatures:

CANDIDATE _____

DATE _____

UNIVERSITY SUPERVISOR _____

DATE _____

MENTOR TEACHER _____

DATE _____

TAKE OVER CHECK LIST

Check-Off	To-Do	Details
	Schedule Take-Over Dates	Record your dates here:
	Learn Class Schedule This means when the bells ring, when each content area is taught.	Record daily schedule --preps, computers, special classes, pull-out times and who goes, etc.
	Become comfortable teaching all the content areas before your takeover	List these:
	What theme is planned during your take-over? Example: Roots & Foundations Or Taking and Giving Reading: H-M and add <i>Sarah Morton's Day</i> Social Studies: Colonies & American natives Science: Plants and the life cycle Math: Fractions—division of 2 digit PE: Physical and mental strength related to nutrition Arts: Cartography and math	As you think about a theme—think what common thread is naturally present among all the areas that you are teaching. Do not force a theme—find the theme that is there. This looks like a bigger overarching idea for all the content areas—math may not be easy to find. There will always be math connections, but this may not be the math you're working on in your class. This should not prevent you from doing a little connected math during a science, social studies or language arts time.
	Ask yourself: How am I helping students make connections? How am I deepening students' understandings? How am I fostering student reflection?	Attach
	Identify your learning goals for the take-over Connect what you teach to what your class needs to know--use observational skills to determine what your students know & need to know	What are the strengths you will tap into? (yours/your students) What do you know that you want to teach? What do you need to learn before you teach? Attach
	Identify your assessment strategies: how can you tell whether your learning goals have been met?	Attach
	Schedule a one-on-one with Supervisor to review initial ideas	Date:
	Develop an outline of your two weeks	Attach a photocopy of the plan book pages
	Write a lesson plan for each contents areas and any teaching that requires plans	Attach all--5 full plans -- one in each subject area
	Develop appropriate homework that extends the in-class learning	Attach
	Review plans with mentor and supervisor at least 1 week prior to takeover beginning	Date Time
	Write a letter to your students' parents describing your takeover	Ask mentor teacher to proofread, at least 3 days before

Sonoma State University
Multiple Subject Credential Program
EDMS 476 (Participant Observation) Request Form

Placement for: Fall / Spring _____
please circle Year

Students begin their first semester of practice teaching as participant observers and typically continue into full-time student teaching at the same site. Select your choice of regions and school site preferences.

STUDENT NAME _____

Phone (____) _____ Email _____

Local Address _____

Emphasis Area (circle one) Multiple Subject Bilingual

Requirements: *Please circle the requirements that have been successfully completed and are on file in the Credential Office. If not, indicate the anticipated date of completion. It is your responsibility to submit these documents to the Credential Office.*

The following must be submitted before 476:

- | | | | |
|----------------------------------------------------------|-----|----|------------------|
| 1. Negative TB Exam results | Yes | No | Date: _____ |
| 2. Certificate of Clearance/Emergency Permit filed | Yes | No | Date: _____ |
| 3. CSET results (except Blended and Integrated students) | Yes | No | Date: _____ |
| 4. Completion of School of Education Legal Seminar | Yes | No | Date: _____ |
| 5. Proof of Registration for CBEST | Yes | No | Test Date: _____ |

Region Preference: Indicate your first, second and third choices with a #1, #2 and #3.

____ Marin County (north & south)	____ Santa Rosa	____ Napa County
____ Petaluma	____ Sonoma	____ Lake/Mendocino County
____ Cotati – Rohnert Park	____ Windsor	specify location: _____

Site Preference: Never contact a school or teacher directly.

Placements are selected using a variety of criteria, including the district's ongoing relationship with SSU, geographic proximity, the ability to cluster candidates at a school site, supervisor ability, and student diversity within the school site. After reading the school descriptions carefully, choose a site based on your interest and need. List your first 3 preferences. Site descriptions may be found at: <http://www.sonoma.edu/education/studplace.htm>

1st Choice: _____ 2nd Choice: _____ 3rd Choice: _____

Grade Preference: Circle the preferred grade level for 476: K-3 or 4-6
(Full time student teaching will be at another grade level.)

To the extent possible, student preferences will be accommodated utilizing the above criteria.

Return this form to Lisa Pollack – School of Education
Or FAX: (707) 664-2483

