



**Special Education Teaching Credentials Program
Extensive Support Needs Education Specialist Program**

**FIELDWORK
PLACEMENT HANDBOOK**

**for
Teacher Candidates, Interns, Mentor
Teachers, District Partners, and University Supervisors**



Updated: 8-2023. This is a living document, and its contents are subject to revision and modification as needed

Dear ESN Specialist Credential Teacher Candidates,

Congratulations on becoming a member of the CSUS College of Education, Special Education, ESN Specialist Credential Program. You are entering in a profession that cares about intellectual development and social emotional learning of California's children. Faculty members take tremendous pride in the rigor and quality of our program, and we are committed to providing you with the experiences essential to your development as a competent and confident beginning teacher. We look forward to working with you and our school partners as you become a knowledgeable and skilled new teacher committed to social justice and equity for ALL students.

As a Credential Department, we model high quality teaching that exemplifies professional standards as elucidated in the California Teaching Performance Expectations (TPEs) Grounded in socially and culturally sustaining paradigms, we promote and practice critical community engagement and democratic ideals in the classrooms and the university. Moreover, we aim for collaborative endeavors that interrupt narratives of domination in curriculum and instruction. Ultimately, we foster personal and professional integrity. Our vision hinges on the uniqueness and strength of every child and we eschew the deficit-thinking model. Our vision comes to life through focused, rigorous coursework and structured field experiences to serve large numbers of students coming from low-income families, and culturally, and linguistically diverse communities. This integrated coursework and fieldwork strengthens candidates' commitment, knowledge base, and skills needed to achieve educational equity

This fieldwork is supported by collaborative relationships among public school districts, schools, and community agencies to provide opportunities for K-12 students, and young adults age 18-22, to reach their full potential. These partnerships actively remove barriers to learning by engaging in collective efforts to equalize learning opportunities for all children and youth in the K-12 public education system informed by evidence based and high leverage pedagogical practices. Progress towards our vision is measured through input from partners and a coordinated set of performance assessments that faculty regularly and deliberately analyze.

This Fieldwork Placement Handbook provides the most current information about our program and explains the expectations of professional conduct to which you will be held while completing experiences in the field. The College of Education [Policies and Procedures Handbook for Teacher Preparation Programs](#) is an important source of information about policies governing the program and key processes. For additional information, visit the Teaching Credentials Department website.

Dr. Jenna Porter, Chair

College of Education - Teaching Credentials

jmporter@csus.edu

Dr. Kathy Gee

Extensive Support Needs Credential Program and Student Teacher Field Placement Coordinator

College of education – Teaching Credentials

kgee@csus.edu

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GLOSSARY OF TERMS

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

Competencies – measurable and observable knowledge, skills, and dispositions that the university uses to evaluate candidates.

Mentor Teacher/Cooperating Teacher (CT) – in-service teacher who willingly collaborates with and mentors a teacher candidate. S/he functions as the on-site supervisor as a district employee.

Commission on Teacher Credentialing (CTC) – state agency that issues California credentials.

Field Placement – all-encompassing term used to refer to the field experience placement and student teaching placements.

Field Placement Coordinator – A faculty member who assigns candidates their field placements.

Field Work – Refers to student teaching, internships, and/or clinical practice that provide teacher candidates with an intensive and extensive culminating activity. Fieldwork is synonymous with *Clinical Experiences*. Within the field-based/clinical experiences, candidates are immersed in the learning community and are provided opportunities to develop and demonstrate competence in the professional roles for which they are preparing. Field-based experiences are provided to the candidate under the supervision or guidance of an experienced individual who has the knowledge and skills the candidate is working to attain.

Preliminary Education Specialist Teaching Credential Program Standards and Teaching Performance Expectations (TPEs) Commission on Teacher Credentialing (Adopted August 2018). For more details, [see the catalog](#).

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

Teacher Candidate (TC) – An individual enrolled in the university credential program who concurrently works in the field as a student teacher or an intern teacher.

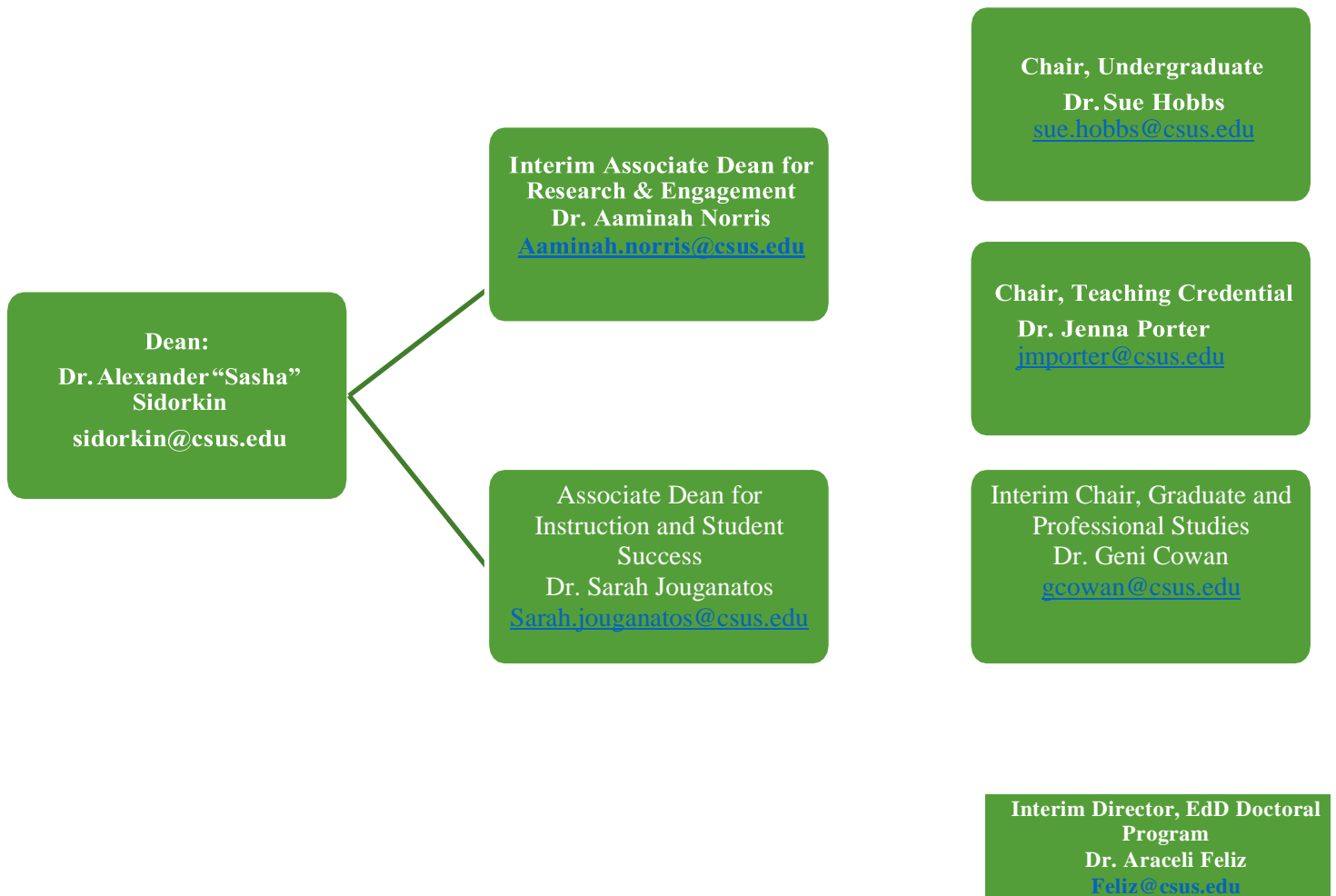
Teacher Performance Expectations (TPEs) – A description of the set of knowledge, skills, and abilities that the state of California expects of each candidate recommended for the Extensive Support Needs Education Specialist Credential.

THE STUDENT SUCCESS CENTER (SSC)

The Teaching Credential Programs are supported by expert staff at the program, department, and college levels. Staff in our department office provide admitted candidates with resources related to courses, required forms, any program continuation issues, and faculty information. Staff advisors in the Student Success Center (SSC)

provide resources related to exploring graduate programs, support for required credential exams, scholarship information, as well as assist credential candidates at the final stages of their program when a credential recommendation is needed.

College of Education Organizational Chart



CONTACT INFORMATION

Overall Student Services Office – Eureka Hall 401, (916) 278-6639 or coe-cred@csus.edu

The Academic and Program Services is the one-stop shop for all student services.
To learn more, [see the catalog](#).

Program Specific

- [Student Success Center](#) – Eureka Hall 437, (916) 278-6403. The Center helps guide students through their academic careers at Sacramento State. Advisors provide academic assistance to both prospective and continuing students in the College of Education. We recommend that undergraduate students meet with an advisor once per semester to discuss course planning and graduation.
- [Credential Analysts' Office](#) – Eureka Hall 414, (916) 278-4567. The Credential Analysts oversee advising and administrative services for current Sacramento State credential students (and out-of-state teachers) seeking information about completing and/or applying for their California credentials. Learn more:
- [Equity Office](#) – Eureka Hall 436, (916) 278-7022. The Equity Office provides advising and career development resources for specific student groups. Among these are financial aid work-study candidates, Cal Grant recipients, individuals that are first in family college students, and English language learners. Learn more:
- [Information Technology Center \(ITC\)](#) – Eureka Hall 203, (916) 278-4004, coe-it@csus.edu. The IT Center provides web services and technical support to faculty and staff. Learn more:
- [Forms for students. Most Used Forms \(Add/Drop Petition, Course Substitution, etc.\)](#): Teaching Credential Forms (Statement of Concern, Request to Delay or Withdraw, Advisement, Observation forms, program specific forms, etc.

Staff

- **Linda Lugea**, Teaching Credentials Department Administrative Support Coordinator: llugea@csus.edu, Eureka Hall 401, (916) 278-5399 for any questions related to course registration
- **Ashley Ciraulo-Stuart**, [Student Success Center](#) Program Advisor: aciraulo@csus.edu, Eureka Hall 432, (916) 278-6403
- **Elizabeth Christian**, Lead [Credential Analyst](#) echristian@csus.edu, Eureka Hall 414, (916) 278-4567, Any questions related to internship
- **Karina Figueroa-Ramirez**, [Equity Coordinator](#): figueroaramirez@csus.edu, Eureka Hall 436, (916) 278-4324
- **Mercedes Hipolito**, Applications and Admissions Administrative Support Coordinator, m.dawal@csus.edu, Eureka Hall 401

Handbook Resource

Two handbooks are relevant to each teacher candidate in Sacramento State’s teacher credential programs: 1) The Policies and Procedures Handbook, and 2) the Extensive Support Needs Handbook. These handbooks can be found on the [teaching credentials website](#).

University Academic and Program Resources & Services:

	Office	Service	Contact Information
1	Information Resources and Technology (IRT)	If you experience technical difficulties with your computer or network connection to the university, contact IRT Service Desk	E-mail: servicedesk@csus.edu Phone: (916) 278-7337 Or visit them in person: AIRC 2005. A full listing of their services can be found in this website .
2	Academic Technology Center (ATC)	If you need assistance navigating or operating Canvas, you can get one on one software support or online support.	Location: AIRC 2004 Hours: Monday-Friday 8:00am- 7:00pm. Online support can also be found in this link .
3	University Reading and Writing Center (URWC)	The University Reading and Writing Center is an excellent resource for Sacramento State students who would like assistance from peer tutors with reading and writing tasks. For free, one-on-one help with reading or writing in any class, visit the University Reading and Writing Center (URWC) in Calaveras 128. The URWC can help you at any stage in your reading and writing processes: coming up with a topic, developing and organizing a draft, understanding difficult texts, or developing strategies to become a better editor. Students can sign up for up to an hour a week with a tutor by visiting the URWC.	Visit the Website Email: writingcenter@csus.edu Phone: 278-6356 Hours: Mon-Thurs 9am-6pm; Fri 10am-1pm Writing Center Location: Calaveras (CLV) 128
4	Sac State Library	Using the library search, students can find articles, journals, and books, loan books or request through interlibrary loan, set Google Scholar preferences, read books on reserve, borrow multimedia materials, use a study room, use over 180 computers, borrow a laptop, print materials, and get research help in person or virtually.	Visit the Website Services for Students Ask a librarian
5	Disabilities Access Center (DAC)	Offers a wide range of support services and accommodations for students in order to ensure students with disabilities have equal access and opportunity to pursue their educational goals. Working collaboratively with students, faculty, staff and administrators, SSWD provides consultation and serves as the information resource on disability related issues to the campus community.	Visit the Website : Main DAC Office: Lassen Hall, 1008 Phone: (916) 278-6955 Email: dac@csus.edu

6	Division of Student Affairs: Basic Needs	If you are experiencing challenges in the area of food and/or stable housing, help is just a click, email or phone call away! Sacramento State offers basic needs support for students who are experiencing challenges in these areas. Please visit our Basic Needs website to learn more about your options and resources available.	Visit the Website Case Manager: Danielle Munoz at danielle.munoz@csus.edu or 916-278-6060.
7	University Policy Manual	The University Policy Manual is the official source for policies of California State University, Sacramento. The manual is subject to change at any time as new policies are disused or current policies are updated.	The university policy manual

SPECIAL EDUCATION MISSION AND PHILOSOPHY

We believe that teachers of students with disabilities should:

- Demonstrate respect and support for the diversity and dignity of all persons, regardless of age, race, ethnicity, language, socioeconomic status, religion, gender, national origin, abilities, family composition, and sexual orientation.
- Facilitate collaboration among general educators, special educators, families, related services personnel, and community agencies to educate students in inclusive settings.
- Utilize innovative, evidence-based, and high leverage practices for assessment and evaluation, curriculum and instructional development, educational intervention planning, positive behavioral supports, and transition aimed at the development of life-long learners
- Be active participants in innovative and evidence-based practices, supported with critical self-reflection for effective practices.
- Demonstrate the core values of student advocacy, teacher advocacy, cultural competence, and family-centered, trans-disciplinary collaboration.
- Be effective agents of systems change and promoters of social justice in their schools, programs, communities, and professional disciplines.
- Facilitate the development of self-determination and self-advocacy in all students and their families to achieve meaningful life outcomes.
- Demonstrate a high standard of ethics in all of professional activities

SPECIAL EDUCATION PROGRAM GOALS

We believe that the core competence required of all educators upon entry to the profession is the capacity to help all children and young adults participate successfully in our democratic and diverse society as thoughtful, knowledgeable, and ethical individuals who can make their own lives and the lives of others better. A solid academic background forms the foundations for those planning to enter the Special Education Teaching Credential Programs. Goals of the credential program include the following:

1. Candidates will identify students' individual differences in ability, language, and experiences, and use understanding of these differences to support their achievement.
2. Candidates will demonstrate knowledge of the learning process, the diagnosis of learning problems, and strengths, and the process of evaluating their students' achievement.
3. Candidates will identify social, cognitive, and affective needs of students and plan and implement appropriate lessons to meet those needs.
4. Candidates will teach lessons that utilize a range of strategies- e.g., inquiry, discovery, problem solving, inductive reasoning that address the varying needs of the students
5. Candidates will study various models of and strategies for classroom management and be able to identify and use elements that promote an equitable, productive, and positive learning environment for all students.
6. Candidates will use evidence effective communication skills, both written and oral, to stimulate optimal student learning by demonstrating conflict resolution and problem-solving skills.
7. Candidates will exhibit desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.
8. Candidates will explore and draw on community and family resources to enhance their students' learning.
9. Candidates will demonstrate knowledge of the role of the teacher in the profession and in the community.

ESN CREDENTIAL PROGRAM PATHWAYS

1. **ESN Preliminary Credential Program (hold no other credential):** Candidates who do not hold any credential follow a sequence of approximately 41 units of coursework, and at least 7 units of supervised field experience and 9 units of supervised student teaching.
 - **Summer + 2 Semester Pathway:** This is an intensive pathway designed to have the credential completed after one full year. Candidates start in Summer Semester and finish the following spring. Candidates in this pathway cannot be working as an intern or permit teacher or paraprofessional in a school.
 - **4 Semester Pathway:** Candidates start in Fall semester and take 2 academic years to finish the credential. Candidates can work as paraprofessionals in the first year of the program. In the second year of the program, if the candidate is in good standing, they may apply for an internship (see below).
2. **ESN Preliminary Credential Program (hold multiple subject credential):** Candidates who already hold a multiple subject credential follow a sequence of approximately 35 units of coursework, including, at least 7 units of supervised field experience and 9 units of supervised student teaching.

Internships: Candidates in the 4-semester pathway, may be eligible for an internship credential in the second year of the program. Individuals interested in this possibility should first seek advising from their program coordinator and approval by the special education faculty. See the website for internship procedures.

Teacher Candidates on an Employer Restricted Teaching Permit - Some teacher candidates want to begin the credential program as the teacher of record (teaching full-time) in their local school district through an Employer Restricted Teaching Permit, sometimes called an emergency permit (e.g., Provisional Internship Permit: PIP, Short- Term Staff Permit: STP). For more information, visit the [CCTC's website](#).

Advisement

Advisement: our faculty and program coordinator closely monitor Candidate growth and development. Advisement is provided to each candidate before the start of the first semester of the program. **All faculty meet with their advisees in person at least once prior to the start of the program to provide an overview of the coursework and fieldwork in the program.** Advisors meet periodically with their advisees across the program to ensure the candidates are following their program plans and progressing through the program adequately.

FIELDWORK EXPERIENCE AND STUDENT TEACHING PLACEMENTS

ESN Initial Field Experience	EDSP 413 - F	Candidates are in their placements for field experience 2 full school days/week.
ESN Field Experience second semester	EDSP 413 - Sp	Candidates are in their placements for field experience 3 full school days/week.
ESN Adv. Field Experience	EDSP 414 or EDSP 421 (first intern semester)	Candidates in the Fall semester of the one-year intensive program are in their placements for field experience 3 full days a week. Candidates in the 4 semester program are in their placements 4 full school

		days/week.
ESN Student Teaching	EDSP 415 or EDSP 422 (second intern semester)	Candidates are in their placements for student teaching Monday – Thursday for a full day each day, 6-7 hours during weeks 1-10; and all 5 days weeks 11-15. Candidates who are working with an intern credential are in the classroom Monday – Friday for a full day each day.
Multiple Subject Student Teaching	EDSP 420B	Candidates are in their multiple subject student teaching placement 4 days/week during weeks 1-10; and 5 days/week during weeks 11-15.

Initial Field Experience (EDSP 413-Fall): The initial field experience is for candidates in the 4-semester pathway. Students are placed under the guidance of a mentor teacher who has some years of experience and also holds the MMSN credential. Candidates spend 2 full days a week, and work with small groups and individual students carrying out their mentor teachers plans. As the semester progresses, candidates are required to design their own learning plans and implement them with supervision from the mentor and the University supervisor. Candidates also complete field-based projects for some of their classes with the students in their placements.

Field Experience – 2nd semester (EDSP 413-Spring): The second field experience is for candidates in the 4-semester pathway. Students are placed under the guidance of a mentor teacher who has some years of experience and also holds the MMSN credential. Candidates spend 3 full days/week and work with small groups and individual students carrying out their mentor teachers plans, but also their own instructional plans. Candidates are expected to design their own learning plans and implement them with supervision from the mentor and the University supervisor for a certain number of class periods. Candidates also complete field-based projects for some of their classes with the students in their placements.

Advanced Fieldwork in ESN (EDSP414): 414 is taken by candidates in the third semester of the 4-semester program; or in the Fall semester of the one-year intensive program. Candidates in 414 spend 4 full days/week working with the students in the placement under the guidance of their mentor teacher. Candidates in the one-year intensive program spend 3 full days/week. By the 3rd week of the semester they are taking responsibility for at least one content area of instruction – which means planning for all students. By the 6th week, they are taking responsibility for a second content area of instruction. They will continue to work with their supervisors and their mentors to improve these two content areas: planning, implementing, assessing progress for all the students, etc.

ESN Student Teaching (EDSP 415): Teacher candidates will student teach full time Monday through Thursday, for weeks 1-10 of the semester and then 5 days/week during weeks 11-15. Teacher candidates are placed in a MMSN program and work with a mentor teacher. Candidates gradually take on responsibility for one period of the day at a time, until they are planning the whole instructional day for the whole caseload of students.

Key Points for Teacher Candidates (TCs):

Do not make any placement arrangements or changes on your own! If you have special needs, communicate these first to your Field Supervisor who will then contact the Student Teaching Placement Coordinator.

ETHICAL PROFESSIONAL STANDARDS FOR TEACHER CANDIDATES (TC)

You are representing Sacramento State specifically and the teaching profession in general – strive to uphold the highest standards for professionalism (equity-mindedness, hard work, preparation, cultural humility, persistence, open-mindedness, respect, willingness to experience discomfort when discussing difficult topics, dependability, integrity, discretion, flexibility, etc.). Remember that you are on an “interview” anytime you are at the school site.

1. Professional Attitude

- a. Demonstrate openness to the feedback that you receive. Accept this feedback as it is given with the expectation that performance will be improved by applying this feedback.
- b. Believe that all students can learn. Have high expectations for all students and be willing and able to provide the supports needed so that all students can learn.
- c. Be willing to engage in courageous conversations about people who are different in race, gender, socioeconomic status, home language, culture, and other categories of difference. Be willing to examine your own preconceived notions and to learn about these categories. After voicing a differing opinion, candidates do not harbor ill feelings toward peers and are willing to continue relationships.
- d. Take responsibility for student learning and do not blame outside forces for students’ immediate learning or lack thereof. Use knowledge about students and their caregivers to make decisions so all children can access learning.
- e. Assume the best of other educators, such as peers, students, students’ caregivers, faculty, supervisors, CTs, administrators, etc

2. Attendance, Absences, and Tardies

- a. Arrive at placement classroom on time - one half hour before school begins and stay one half hour after school to plan, attend staff meetings, in-services, parent conferences, and other school functions, such as “Back to School Night” and “Open House” as their schedule allows.
- b. Excessive absences that cannot be made up and/or frequent schedule irregularities (tardiness or leaving early) can be cause to initiate a Statement of Concern/Performance Contract
- c. Inform cooperating teacher and supervisor when an absence is unavoidable. If you have specific responsibilities for that day (tutoring, small group work, teaching a lesson, etc.), you are expected to have complete plans ready that your CT can follow.
- d. During minimum days, students are required to commit a full day if that day is normally a full field experience day. Staff development and workdays are also considered part of your assignment in the field if they fall within the required schedule.
- e. **You are required to attend your CSUS classes even when your school is observing a holiday or on break (this includes spring break).**

3. Unit plans/Learning Plans/Participation Plans/Preparedness

- a. Use the templates you are provided in class.
- b. Send the plans for review at least 24 hours ahead of time to the supervisor before they come to observe.
- c. Make improvements to your plans based upon feedback.
- d. Keep all plans in an e-binder.

4. Professional Conduct

- a. Maintain flexibility in planning and implementing instruction to meet the needs of all students. Orient teaching practice to engage all students, with a special focus on students who are historically marginalized.
- b. Reflect and self-assess to improve practice, with a special focus on equity.
- c. Collaborate effectively with all school personnel and caregivers.
- d. Be discreet. Do not disclose information about students. Do not post pictures of students on social media. Be discreet in conversation and refrain from judging others quickly and harshly. Approach

situations with empathy and an open mind. Understand that having an open, accepting attitude towards others is critically important when supporting each other and becoming a member of a community of learners.

- e. Act professionally from the moment of arrival onto campus to the moment of departure from the school grounds.
- f. Maintain good rapport and appropriate professional interactions and relationships with all building staff, faculty, administration, students, and caregivers.
- g. Teach, observe, or assist the teacher and the students during all times when in the field. Strive to do everything possible to contribute positively to the learning of all students. Plan, prepare, and complete CSUS coursework (not related to assignments that involve students or CT) at home or outside of time in the placement classroom.
- h. Use appropriate language (developmental as well as professional) with instructors, fellow teacher candidates, children, school faculty, staff, and caregivers.
- i. Remember that as a guest at the school, one may hear or see things in classrooms with which one does not agree or may learn confidential information about a student; keeping these issues confidential is essential.
- j. Use cell phone only when students are not present. Keep phone on silent, as opposed to vibrate or ring tone.
- k. Refrain from speaking negatively about previous or current experiences, cooperating teacher, caregivers, principal, supervisor, or school/district.
- l. Listen attentively during IEPs, SSTs, and parent conference meetings. Do not offer opinions unless asked to by those in charge. Never offer advice or recommend services or materials for children as this may be interpreted as binding upon the district.
- m. Maintain a “growth” mindset. Be confident that purposeful and diligent effort brings results – therefore, be open-minded and intellectually curious, engage in activities that will deepen and/or broaden one’s perspective and knowledge base, seek out feedback, receive it with grace and objectivity, and implement/apply it thoughtfully. Ask questions anytime clarification is needed.

3. Appropriate Professional Appearance

- a. In educational settings, a type of dress is often interpreted as being respectful or disrespectful to the profession, and to the students and their caregivers. Be mindful and purposeful about how you present yourself.
- b. Dress appropriately for the classroom. Check all clothing for appropriate tightness and whether skin or undergarments are revealed. Discuss any questions regarding dress with supervisor.
- c. Understand that tattoos with language or images that could be considered offensive to others or inappropriate for children must be covered.
- d. Do not wear jeans to the placement, even if wearing jeans is part of the culture of the educators at that school.

6. Effective Communication

- a) Establish a communication plan with your CT. S/he may have preferences in terms of mode of communication and timeframes (text message vs. call, not before a certain hour, not after a certain hour, etc.). Identify these preferences early on and then implement them. In addition, confirm with your CT whether the school should also be part of this communication plan (e.g., call the front office if you are going to be late, absent, etc.).
- b) Communicate effectively, orally and in writing, in all settings related to the field (cooperating teacher, supervisor, field placement coordinator, parents, principals, paraprofessionals, etc.). Consistently use a salutation and closing in all written communication, including email messages.
- c) Understand that anything in writing, including emails, can be taken, and shared with others. Use discretion and be professional in all contexts including social media accounts.

- d) Maintain confidences as appropriate to the setting.
- e) Do not negatively represent, orally or in writing (including social media), issues related to students, caregivers, teachers, classrooms, schools, or the university program.
- f) Use Sacramento State email for all program communications. Check this email frequently and answer emails sent by program faculty (instructors, supervisors, CTs) or staff within 24 hours. Make sure to be responsive in communication – respond to questions, provides precise information, respond in a timely manner, write in a professional manner, etc.

7. Initiative

- a. Be aware of routines and request opportunities to facilitate classroom routines.
- b. Go the extra mile. Offer to assist with classroom tasks such as putting up and maintaining bulletin boards, extra duties, etc. Become known as a problem-solver, not a problem-maker. Enjoy your time in the field. It will be a short time in the long range of your teaching career. This is a time to try to experience as many new things as you can, to challenge yourself to question ‘common sense’ notions around how schooling works, to grow and experiment, and to develop relationships with colleagues from different backgrounds.
- d. Follow the health and safety guidelines in place in the schools and districts where they are placed.
- e. Self-monitor their own health and follow guidelines for being absent from school sites when sick (notifying both the school site and CSUS immediately).
- f. Be prepared to be flexible in modes of instruction.

Observation Guidelines for TC:

Throughout student teaching, TC should observe closely how students and adults’ function, behave, and interact in the school environment. Many factors influence the individual and group behavior of teachers, students, administrators, or volunteers, among them their perceptions of role and duties, social and peer pressures, time and schedules, and physical characteristics of the classroom, school plan and facilities. Initially, you will have a golden opportunity to observe your students and your mentor with few responsibilities. This is a time to be focused, systematic and detailed in your observations.

Position yourself on a diagonal so you will have a good view of the classroom. Do not try to correct papers or make plans while observing. After reviewing the suggested observation questions, decide what you will observe and concentrate on. Record or make notes for your observations.

Here are some tips for professional observation

Procedures and Expectations:

Building Respectful Relationships

- How does the teacher build relationships with his/her students as a group? As individuals?
- How does the teacher get to know about his/her students?
- How does the teacher interact with students before class begins?
- How are students supported to learn how to care about each other, and learn how to positively interact with each other and build relationships with each other, and how to build a classroom community?

Establishing Norms and Routines

- How does the teacher empower the students to learn how to manage the classroom? Manage their own learning?
- What are the rules/expectations of the classroom? Did the students contribute to the classroom expectations?

One Teaching Lesson or activity: These prompts should be used with one lesson at a time

- How does the teacher build engagement?

- How does the teacher build on knowledge that the students bring from home and community (Funds of Knowledge)?
- How does the teacher tie the lesson to past learning or experiences?
- What kinds of questions does the teacher ask?
- When are the students most engaged?
- Are there any academic or behavioral challenges? If so, what does the teacher do to help his/her student

LEARNING PLANS OVERVIEW

Learning Plans. It is a requirement that teacher candidates write various learning plans. When collaborating with their general education partners, TCs will be developing participation and support plans which are aligned with the general ed teacher’s units of instruction. When delivering instruction to small groups of students who need individual intervention on various skills, TCs will be developing units of instruction with embedded instructional plans. Templates and guidance on these plans will be provided in coursework.

Meeting with your Mentor. TCs should meet with their CTs *once a week* for regular planning and discussion of learning plans as well as to discuss the TC’s progress. The meeting time should be consistent from week to week, to the extent that this is possible. It should take place as a “sit down” meeting, as opposed to conversations held during varied times of the day or “on the fly.” In the beginning learning plans should be done jointly with the mentor who can offer their ideas and materials, as well as ensure that TCs address the required standards. The success of TCs is promoted when the mentor provides guidance and support for TCs in their planning, and encourages/allows TCs to “tweak” the lesson to incorporate their own ideas, emerging style of teaching, and requirements from CSUS courses.

Submitting learning plans to your mentor. Arrive prepared for all tasks and lessons. Remember that learning plans are required before engaging in teaching, whether it is in small groups or large groups or in the general education class. Plan lessons in advance and have the mentor provide feedback on these plans prior to the teacher candidate teaching the lesson. The timeframe for submitting the lessons prior to instruction will be worked out between the mentor and the teacher candidate but out of respect for the mentor’s time and to ensure that student learning is maximized, plans should be available to mentors at least one day before the lesson is taught. These plans are an important means of evaluating the TCs’ ability to conceptualize and include appropriate content and strategies. Also, be prepared to grade/provide feedback for all assignments, tests, and projects that you assign as part of your learning plans.

A note about the planning and the various templates for your plans: Please include all of the elements learned in your methods courses in your learning plans. All those responsible for providing you with feedback on your teaching (CTs, the CSUS supervisor, methods instructors, etc.) understand that lesson planning is a development process and that you will slowly gain the intellectual tools and the requisite experiences needed to complete the entire template, but that it may not be in evidence early in the program.

Observation of Mentor and Lesson Plans

If possible, the teacher candidate should observe the Mentor Teacher making plans, either on his/her own or with grade-level teammates. The first and most important step in teaching is planning, and knowing how to plan, starting with knowledge of ones' students and the grade level standards.

Designing learning plans should help the teacher candidate organize his/her thoughts and also enable the mentor teacher to know the materials, strategies, and activities that the teacher candidate intends to use. The university supervisor and mentor teacher advise the teacher candidate on appropriate/required formats for their plans.

Learning plans should be kept in an e-binder, readily available for the Field Supervisor and the Mentor

Teacher. You want to file your plans in a systematic way for future reference. Be sure to organize the binder into sections so you can make quick and easy use of it. More extensive learning plan samples will be provided in your methods and seminar classes for your reference

STUDENT TEACHING EXPECTATIONS

Expectations for teacher candidates in each different fieldwork experience and student teaching semesters have been outlined on the syllabus for each. Each of these experiences has a syllabus and a mapping/action plan. It is the responsibility of the teacher candidate to work with their mentor teacher to map out plans for the semester to allow them to meet the responsibilities outlined on each syllabus, and in the coursework they are taking which have field-based projects.

ROLE AND RESPONSIBILITIES OF MENTOR TEACHER

The procedure for selecting cooperating/mentor teachers involves school district special education administrators, site principals and/or vice principals, cooperating teachers themselves and the university faculty. While the criteria for selecting Mentor Teachers may vary from district to district, assignments are based in general on the following criteria:

1. A willingness to meet regularly with the teacher candidate to plan lessons and to provide written or verbal feedback on the observed lessons.
2. A commitment to modeling for the candidate effective teaching strategies (in different content/subject areas) and effective classroom management that emphasizes positive, proactive strategies, which promote self-directed student behavior.
3. Sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the field supervisor).
4. Skill in communicating about expectations, rationales for decisions, and evaluations of teaching.
5. A desire to grow professionally through the exchange of ideas with the teacher candidate.
6. Hold the appropriate specialist credential and have *at least three years of teaching experience with the same credential.*
7. Receive the site administrator's approval.

Mentor Teacher General Role:

The role of the mentor teacher is to serve as a model, guide, and instructor for the teacher candidate. While the primary responsibility is always to the pupils in the classroom, the mentor teacher will want to be aware that the teacher candidate is growing in competence and thus, needs ongoing assistance and support while gradually assuming an increasing amount of responsibility. Though teacher candidates will make mistakes and need the benefit of constructive feedback, mentor teachers will want to avoid making the criticism publicly in a way that impairs the relationship between teacher candidate and pupils/other staff/parents.

Mentor Teacher Responsibilities: As a mentor teacher you are one of the candidate's most important resources during the field experience. You are the candidate's professional coach and mentor. Your active involvement is critical to a successful field experience. It is strongly recommended that teacher candidates be introduced as "**co teachers**" so it is clear to the children that TCs have shared responsibility and authority as teachers in the classroom

1. Provide a supportive environment by preparing the class for the teacher candidate's arrival, and introduce the teacher candidate to other faculty, parents, and team members.
2. Share ideas with the teacher candidate about goals, unit, and lesson planning, sheltering instruction, classroom management, and effective discipline programs.
3. Share resource and reference materials that have been effective for your class.
4. Allow the teacher candidate to apply what he/she is learning in university coursework; allow the use of different teaching strategies.

5. Assist the student in both long-term and short-term planning of lessons and units.
6. Assist the teacher candidate in planning a schedule for gradual assumption of teaching responsibilities (during Phase II–III).
7. Observe as many lessons as possible with written or verbal feedback. If possible, use of a video camera can allow the teacher candidate to self-evaluate their performances.
8. Give the teacher candidate opportunities to ask questions, observe you teach, model instructions, and to review the grade level curriculum continuums and state frameworks.
9. Maintain ongoing communication with the university supervisor and assist in solving field-related challenges, or individual needs.
10. Complete the mid-term and final evaluations on paper copy of the evaluation forms after you download them from the CoE website or given by your teacher candidate.
11. Communicate with the supervisor to arrange a final exit interview with the teacher candidate and the supervisors so that the Teacher Candidate Evaluation Form can be finalized and signed off by all participants.

Debriefing Together (Mentor Teacher Lesson)

1. Invite the teacher candidate to tell you what he/she saw and ask you questions about why you did what you did.
2. If the teacher candidate missed things that you did that you think are important, point these out to him/her.
3. Perhaps the teacher candidate would have done something quite different from what you did—what might he/she have tried, and why?
4. Help your teacher candidate plan to observe other classrooms in the school to gain exposure to a variety of teaching styles and approaches.

When You Observe the Teacher Candidate

1. Choose situations carefully to maximize teacher candidate learning.
2. Focus your observations on specific aspects of the teaching day or specific aspects of her practice—e.g., how he/she gives directions, how he/she gets children to shift from one activity to the next, how he/she facilitates discussion, and so on.
3. Ask the teacher candidate in advance about his/her broad goals or specific goals, or ask if there was anything, he or she would like you to look for.
4. Where possible, map your observations onto his/her goals for the day or activity.

Debriefing Together (Teacher Candidate Lesson)

1. Ask the teacher candidate about his/her goals and how he's/she's feeling about the way things went—e.g., How are you feeling about the lesson or activity? What went well? What was challenging?
2. Tell the teacher candidate what you saw and ask questions about why he/she chose to do things one way or another.
3. Ask the teacher candidate what he/she thinks he/she could have done or might do differently next time.
4. Share your own suggestions for next time with the teacher candidate: Next time, you might want to try (alternative).
5. If you are experiencing any sort of difficulty with your teacher candidate do not hesitate to share this with the University Supervisor. The supervisor is there to serve as liaison between you and the University and you and the teacher candidate. It is critical that if any problems arise, they may be dealt with in a collaborative and timely fashion
6. When assisting your teacher candidate in assuming classroom and teaching responsibilities it may be helpful to allow them TO take over one subject at a time, adding a new subject each week.
7. The evaluation forms included in this handbook are most crucial to the teacher candidates as these forms go into their placement files. The University appreciates your timely completion of these forms.

Additional Points: Professionalism should always be encouraged. Inform your teacher candidates that they are in a very sensitive position and that confidentiality is vital.

1. Provide your teacher candidate the bell and subject schedule for your class and a district calendar as well as school campus map. This information will be useful in arranging observations and post-conference meetings.
2. Arrange observations when your teacher candidate is teaching a lesson, either whole or small group. Be certain to observe teaching of varied subjects and encourage a variety of teaching strategies.
3. Be aware that your teacher candidate will have emotional as well as professional needs. Teacher candidates who are having difficulty may need more than the minimum number of observations. It may be necessary to issue an early warning. Please contact the Student Teaching Program Coordinator should you need guidance.
4. Ask your teacher candidate to discuss the schedule of observations with the Cooperating Teacher to be sure that the date and time are convenient and appropriate. Follow-up observations are usually best planned during an observation post-conference and/or by email.

Mentor Teacher Absences

In the event that a mentor teacher is absent from school, the teacher candidate does not serve as a substitute, unless the teacher candidate is on the sub list and has received prior approval from the University Supervisor and the Mentor Teacher.

SUBSTITUTING FOR the MENTOR TEACHER

During Student Teaching Assignment:

- Once a final phase teacher candidate has a firm grasp of the “student teaching situation, have completely phased into teaching the full day, have approval from their supervisor, and have official approval from the district to be a substitute for their CT, teacher candidates may substitute for **only their Cooperating Teacher. While earning extra income is a bonus, teacher candidates are not to miss any of their student teaching or program courses in order to substitute.**
- Teacher candidates may substitute for their Mentor Teacher in case of his/her absence not to exceed more than five days, **AND prior approval has been given by the University Supervisor and the Mentor Teacher.** Candidates will be allowed to substitute and count that time as student teaching only under the following conditions:
 - **Prior positive recommendations** must be given by the University Supervisor and Student Teaching Program Coordinator to ensure that the teacher candidate has demonstrated throughout the program an **outstanding level of competence** in all coursework and fieldwork leading up to the final semester. If for any reason the Supervisor or Student Teaching Placement Coordinator believes that substituting will put in jeopardy the teacher candidate’s progress toward meeting the competencies required of a Phase II or III teacher candidate, they may deny the request.
 - **Substituting must be done for the Cooperating Teacher(s) in the classroom** in which the candidate has been assigned. In other words, teacher candidates cannot leave their assigned student teaching placement to substitute for another teacher on campus.
 - Substituting must **not exceed five days** unless the teacher candidate is hired to serve in a long-term position. In this case, the teacher candidate must have approval by the Placement Coordinator, University Supervisor *and* school principal.
 - The district/school site must agree to provide extra support on site to the substitute/teacher candidate by assigning a school site mentor in the same subject/credential area who will meet with the teacher

candidate to provide feedback and support.

- Teacher candidate must meet all other basic requirements (as required already by law – e.g. subject matter competency, CBEST, etc).
- The line of communication for requesting that a teacher candidate be hired as a long-term substitute will be between the classroom teacher, school administrator, University Supervisor (during student teaching), and the student teaching placement coordinator. The Placement Coordinator is responsible for notifying the Department Office about each teacher candidate who is approved to substitute, and verifying that site-level support is in place.

INFORMATION FOR UNIVERSITY FIELD SUPERVISORS

The University Supervisor usually is a faculty member who regularly observes the teacher candidate and works with the cooperating/mentor teacher in planning and directing the student teaching experience. All teacher candidates seeking an Extensive Support Needs (ESN) credential have supervisors assigned from the College of Education for each fieldwork placement and student teaching placement, or intern semester.

The three keys to being a successful University Supervisor are **COMMUNICATION, COMMUNICATION, and COMMUNICATION**. It is necessary to guide and counsel the teacher candidate by offering suggestions and providing encouragement to ensure that they can meet their full potential. Communication is also vital in the intermediary role with the cooperating/master teacher ensuring the establishment of the best possible classroom/university working relationship.

Role and Responsibilities of the University Supervisor

1. Act as liaison between teacher candidates, Mentor Teachers, school administrators, and the university. This is very important to a successful placement.
2. As soon as you know the assignments, contact the administrators, Mentor Teachers, and teacher candidates to arrange for introductions.
3. Work with the ESN candidates to have the best possible learning situations. All changes must be done in collaboration with the Student Teaching Placement Coordinator.
4. Formally observe the teacher candidates for the minimum number of required observations (usually 6-9 observations). It may be necessary and beneficial to perform more observations than the minimum required.
5. Record observation data during each observation and provide both written and/or oral feedback to the teacher candidate as soon as possible.
6. Keep observation hours recorded on **THE VISITATION Log and Signature Pages**. These must be submitted to TCRED staff at the end of each semester.
7. Complete the mid-term and final evaluations online, in TaskStream, based on your direct observations and interviews, as well as the inputs from CT(s) and teacher candidate(s).
8. Follow the early warning process by completing a Statement of Concern/Performance Contract for any candidate who is experiencing difficulties in making progress towards the TPEs and/or EDSP program standards.
9. Maintain ongoing communication with the principal and Cooperating Teacher and assist in solving field-related problems.
10. Facilitate your teacher candidate's assumption of classroom responsibilities.
11. Encourage teacher candidates to discuss successes and/or concerns in their methods courses and seminars provided by their seminar instructor (EDSP 238). If further topics need to be explored, provide one-to-one sessions.

CHAIN OF COMMAND FOR FIELD-PLACEMENT RELATED ISSUES

If issues arise, please follow the chain of command.

TEACHER CANDIDATE EXPERIENCING DIFFICULTY WITH MENTOR TEACHER:

- If the teacher candidate is having difficulty with the mentor teacher, address the concern with him/her.
- If a ‘good faith effort’ with the mentor teacher does not result in a satisfactory resolution, then contact the supervisor.
- If a ‘good faith effort’ with the supervisor does not result in a satisfactory resolution, then the supervisor will contact the Program/Field Coordinator.

TEACHER CANDIDATE EXPERIENCING DIFFICULTY WITH SUPERVISOR:

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

MENTOR TEACHER EXPERIENCING DIFFICULTY WITH TEACHER CANDIDATE:

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

MENTOR TEACHER EXPERIENCING DIFFICULTY WITH SUPERVISOR:

- If the mentor teacher is experiencing difficulty with the supervisor, address the concern with the supervisor.
- If a ‘good faith effort’ with the supervisor does not result in a satisfactory resolution, then contact the Program/Field Coordinator.

What to Do When Your Teacher Candidate is Struggling

Candidates who are experiencing challenges need to be informed in writing when improvement is needed. Specific suggestions and a timeline for improvement will be provided. A **Statement of Concern and Performance Contract** should be completed by the field supervisor in collaboration with the mentor teacher when applicable. **See APPENDIX A.** The Statement of Concern and Performance Contract must be reviewed, dated, and signed by the candidate, the mentor teacher, and the university supervisor with copies provided to each party. It’s very important to document concerns **early** since candidates need time to remediate and implement suggestions provided in the Statement of Concern and Performance Contract. At the first sign of concern for your teacher candidate, begin the documentation process using the following steps:

1. **DOCUMENT** the concern in writing and communicate it to the teacher candidate with a discussion of strategies for potential improvement.
2. **DISCUSS** the concern with the mentor and document.
3. **IF THE CONCERN IS NOT CORRECTED WITHIN A REASONABLE AMOUNT OF TIME**, a **STATEMENT OF CONCERN** should be developed by the field supervisor with input from the mentor.
4. Conferencing with all parties involved should be a part of this process and will lead to a **written** Performance Contract for the Candidate.
5. The **FINAL** draft is sent to the Program/Field Coordinator for review and final approval

Statement of Concern/Performance Contract shall include:

1. Statement/s of the area/s of inadequate performance
2. Suggested actions to be taken to improve performance

3. What will be accepted as evidence of satisfactory performance and how this will be assessed
4. Statement of acceptable timelines
5. Statement of what will occur if performance does not improve
6. The Performance Contract must be discussed, dated, and signed by the teacher candidate, the Mentor Teacher, and the supervisor with copies provided to each party.

Examples of disruptive, unprofessional behavior warranting concern beyond normal teacher candidate development include but are not limited to:

1. Repeated rejection of the authority of the Mentor Teacher, school administrators, or University Supervisor; violations of student or teacher confidentiality; continued unprofessional dress, speech; continued unexcused absences (e.g. unrelated to excused absences caused by medical issues), tardiness, lack of preparation, lack of effort, etc.
2. Breakdown in communication and mentoring relationship between the Mentor Teacher and candidate and/or Field Supervisor due to candidate rejection of constructive feedback, inability to implement suggestions in a timely and consistent manner, and/or unprofessional behavior.
3. Slow progress towards competencies such that the classroom-learning environment is compromised.

Difficulties in student teaching as they relate to the evaluation process

Candidates who are having difficulty need to be informed in writing of the areas of improvement and given specific suggestions and a timeline for improvement. Copies of all written observations and other documentation related to student teaching should be provided to the candidate with a duplicate given to the supervisor and ESN Program/Field Coordinator. The original should be placed in the candidates file at the department office. If it becomes apparent that the candidate is not making satisfactory progress, additional observations and conferences may need to be conducted along with Statement of Concern and Action Plans by Supervisor. Sometimes this process involves other university faculty and/or public-school personnel.

Termination of student teaching prior to the end of the semester

Depending on the individual circumstances, student teaching may need to be terminated **prior to** the end of the semester. Termination of student teaching may include either removal from the placement altogether (with a grade of NC being assigned) or removal from regular student teaching duties, but approval to remain in the classroom to observe and participate in a limited fashion (generally also with a grade of NC being assigned). Sacramento State University candidates are guests at the school site. Therefore, if a site level administrator (usually the principal) and/or a mentor teacher ask(s) that a candidate be removed from the school site, they will be removed immediately.

Reassignment of Candidates:

Usually, candidates **will not be reassigned to another school after six (6) weeks of the semester** have elapsed, except under extremely unusual and compelling circumstances caused by school or mentor, or caused by teacher candidates. Prior to six weeks, reassignment to another classroom may be arranged with strong justification. The request must be initiated through the Field Supervisor with careful remediation effort of recorded evidence (Statement of Concerns and Action Plans; written notes) followed by the approval and replacement by the ESN Program/Field Coordinator. Sufficient and obvious evidence in a written form need to be submitted to the Program/Field Coordinator by the Field Supervisor.

A No Credit (NC) Grade in Student Teaching

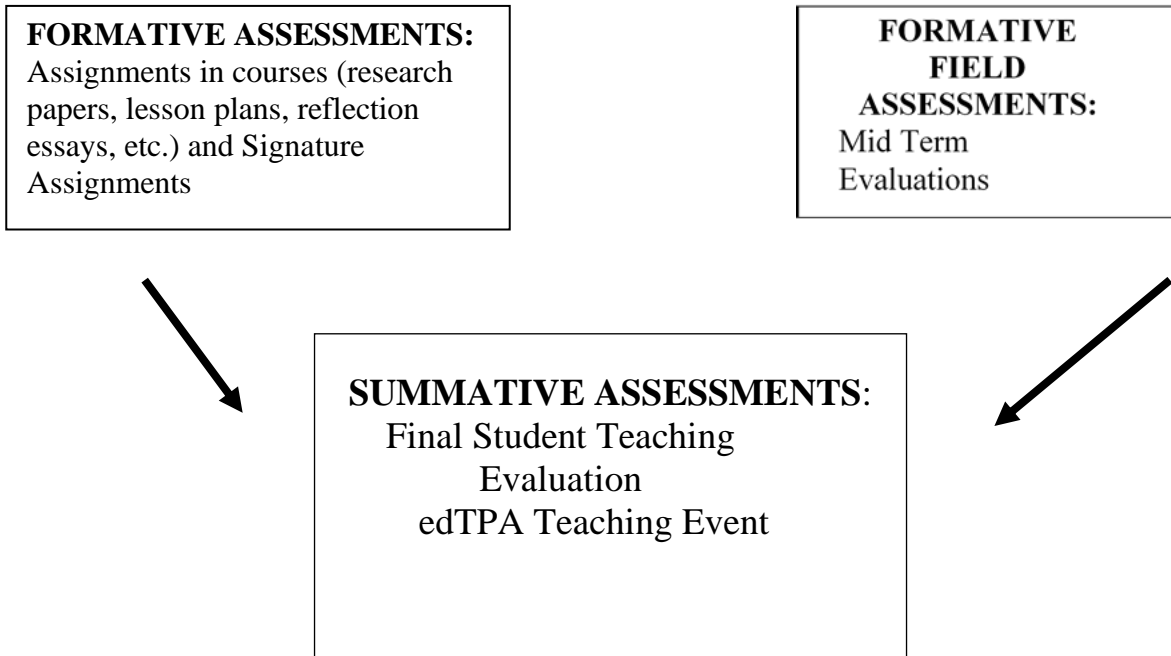
The university supervisor, after consultation with the cooperating teacher, recommends a grade of either Credit (CR) or No Credit (NC). If a grade of No Credit is assigned, the supervisor reviews the supporting evidence with the cooperating teacher and the Program/Field Coordinator to determine whether the candidate will receive an opportunity to repeat the experience or if the grade is a No Credit.

A “No Credit” in field experience or student teaching means a candidate may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the University Supervisor.

Those who are assigned “No Credit/No Repeat” may appeal this decision through the Credential Appeals process (explained in the Policies and Procedures Handbook available on the College of Education website).

Evaluation of Teacher Candidate

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



Formative

Assessment System for Sacramento State Teacher Preparation Programs provides an illustration of the assessment system our programs use to evaluate candidate development and performance. While each program has distinct assessment tools, this graphic offers a conceptual view of how the system works and what each component is. See **APPENDIX D**

Over the course of the program the candidate produces a comprehensive set of artifacts and evidence, and these are assessed and aggregated to produce a final decision about the candidate’s attainment of his/her respective program standards and his/her suitability for a credential recommendation.

Summative

Our program uses two primary summative assessments: the edTPA - Teaching Event in Special Education and the evaluation of the final semester of student teaching. Summative assessments also identify areas of strengths and weaknesses, but the results are used for formal decisions—recommendation for a credential. All candidates must also complete the Reading Instruction Competence Assessment-RICA, but this is administered externally.

A Brief Overview of edTPA

In 1998, the Senate passed SB2042, comprehensive legislation that established new program standards for teacher preparation programs throughout the state. This legislation charted a new vision for teacher

development in our state – from subject matter preparation (at the undergraduate level) through pedagogical preparation (in credential programs) through the first two years of professional practice (through induction programs). Through SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the CTC, have sought to bring coherence to pre-service and in-service teacher preparation and development in our state. One strategy for bringing this vision to reality is through the assessment process. SB2042 established the Teaching Performance Expectations (TPEs), a set of candidate outcomes that are meant to guide program content and experiences. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate. The TPEs (revised in June 2016) map directly onto the California Standards for the Teaching Profession (CSTPs), which outline 6 domains of performance for in-service teachers. The CSTPs guide the induction programs that all new in-service teachers complete, and in many districts, they are also the basis for in-service teacher evaluation. Since 2007, Sacramento State used the Performance Assessment for California Teachers Teaching Event (PACT Teaching Event). Due to changes in the TPEs adopted in June 2016 by the CTC, our programs now use the edTPA.

The Special Education edTPA was developed in 2021 and must be completed by all special education candidates who started their credential programs in Fall, 2022 and after. Candidates complete the edTPA at a cost of approximately \$300. It is designed so that candidates can display knowledge of students, curriculum and content, effective instructional strategies, appropriate assessment tools, and reflection strategies. The tasks are based on the PIARA cycle – Plan, Instruct, Assess, Reflect and address students’ Academic Language Development. Candidates receive guidance for developing their edTPA Teaching Event throughout their coursework. Program-specific support is detailed in the syllabus for EDSP 238. Candidates can also review edTPA information and policies at: <http://www.edtpa.com/Home.aspx>.

Midterm Evaluations, Final Evaluations, and Grading

The field supervisor and the mentor teacher complete formal evaluations for each candidate, using the program’s evaluation tool, which is aligned to the TPEs and other key research about effective teaching. The **mid-term evaluation** is typically completed at approximately week 7 or 8 of each semester and the **final evaluation** occurs during week 15 or 16 of the semester. The candidate also completes a **self-evaluation**; this process provides a valuable opportunity for reflection and setting professional goals. The university supervisor typically provides the timeline for the evaluation and will support the mentor and the TC in completing this process.

The evaluations, particularly the **final evaluation** during the field experience semester and the midterm during the student teacher semester, serve as a critical benchmark for providing specific feedback to the candidate and informing any special arrangements if the candidate is experiencing difficulty in meeting competencies. If there is concern that a teacher candidate is not meeting competencies in a timely fashion, a Statement of Concern, accompanied by a Performance Contract, should be completed.

All evaluations should be based on evidence of the teacher candidate’s performance in relation to each of the competencies; such evidence can take the form of direct observation of teaching as well as artifacts related to the candidate’s teaching (learning plans, reflections, group meetings, discussions, self-evaluations, Teacher Candidate Binder [which includes, “Evidence of Competencies”], etc.)

NOTE: All evaluations by Field Supervisors for EDSP 413, 414 (field experiences), EDSP415 (student teaching), and EDSP 421 and 422 (intern teaching) are completed electronically in TaskStream. All Mentor Teachers and student/intern teachers will fill out paper evaluations. Additionally, Field Supervisors are responsible for assigning grades through an “online” system via My SacState. If the candidate receives a No Credit grade, it must then be determined by the coordinator and supervisor whether the candidate will be recommended to repeat or not repeat that student teaching phase. If it is recommended that the candidate repeat student teaching, the ESN coordinator will make arrangements for the following semester. If it is recommended that the candidate *not* repeat student teaching, then the candidate has the right to engage in the Credential Appeals

process (explained in Policies and Procedures Handbook)

STUDENT TEACHING ON AN INTERN CREDENTIAL (EDSP421 and 422)

Under special circumstances, candidates who have not yet completed the teacher preparation program may be hired by an employer to work as the teacher-of-record, assuming all the duties of a full-time certificated teacher while also completing remaining credential program requirements. The ability to recommend a candidate for an intern credential is granted to Sacramento State by the Commission on Teacher Credentialing. **To obtain CTC approval to recommend candidates for intern credentials, our programs must submit detailed documents and execute specific legal agreements (AGREEMENT) between Sacramento State and the employer.** We are currently approved by the CTC to recommend candidates in the Education Specialist programs for intern credentials.

Candidates interested in an intern position must meet with their faculty advisor **prior to engaging in any discussions with an employer about an intern position.** The faculty advisor will work with the Credential Analyst (Elizabeth Christian, echristian@csus.edu) to review the candidate's record and make a determination about intern eligibility. Once eligibility has been established, the faculty advisor will confirm that an AGREEMENT is active with the employer (Kimberly Ross, elaine66@csus.edu). After the internship request is approved, candidates will get an intern eligibility letter by Ms. Christian to take to a district. Finally, the faculty advisor will meet with the candidate to discuss guidelines for the internship.

An approved intern will submit the school name/address, principal's name/email address, and the support provider's name/email address to the Program/Field Coordinator as soon as the information will be available, but no later than the intern begins teaching.

The University Supervisor will obtain information about the site support plan and will use it to produce a joint intern support plan which will be in effect for the duration of the internship. **See APPENDIX D: Guidelines for Ed Specialist (EDSP) Intern Credentials** All interns must develop, implement, and submit the monthly support calendar to the CoE Credential Analyst office.

Student Teaching and Field Experiences During Strike Situations - From the Office of General Counsel for California State Universities:

- “It shall be the policy of this university that whenever normal operational procedures in a public or private agency are disrupted and/or halted by emergencies such as civil disturbances, natural disasters, and strikes all contractual obligations between the university and the agency, involving students in teaching and/or field experiences, shall be suspended during the period of the emergency.” Interpretation: includes sanctioned and unsanctioned job action.
- “Students and staff are advised that their physical entrance into such emergency situations may involve physical risks for which the university cannot accept any sort of liability. Should a university staff member or student decide to enter such a situation, such entrance is entirely at the individual's personal initiative and risk.” Interpretation: Any student who crosses a picket line does so at his/her own risk; CSUS will not accept any liability. “Consequently, student emergency situations shall be completely disregarded by university instructors in their assignment of grades or the making of evaluations.” Interpretation: Student teaching during the period of the strike will be completely disregarded in faculty evaluations and final grades.
- “During the course of such an emergency, it shall be incumbent upon the university instructor to provide appropriate alternative instructional experiences for students whose university assignments require involvement in agency operation.” Interpretation: If the strike lasts more than two (2) weeks, CSUS will provide alternative instructional experiences.

- *If a strike occurs, the student is required to notify the field supervisor and program coordinator for instructions.*
- All credential candidates are strongly urged to join the Student California Teachers' Association (SCTA). Membership in the SCTA provides a one-million-dollar liability insurance policy. This will provide legal coverage when candidates are working in schools to fulfill a program requirement since neither CSUS nor districts provide protection in the event teacher candidates are involved in litigation/lawsuit. Note: Candidates are not covered by the policy if they are working in a school on their own time, e.g. subbing. To find out more about benefits and join SCTA online at <https://www.csustan.edu/teacher-education/teacher-recruitment-retention-office/student-california-teachers-association-scta>

POLICES AND PROCEDURES REGARDING CONTINUATION IN THE EXTENSIVE SUPPORT NEEDS CREDENTIAL PROGRAM

- **Keep the Minimum GPA:** It is necessary to maintain a **3.0 grade point average** in credential program courses and a **“B-” or better** in any of the courses that also counts towards the MAT degree
- **An Incomplete Grade:** An incomplete grade (I) received in a professional education program course must be completed prior to beginning the next phase. The Incomplete must be completed no later than one week before the start of the next semester.
- **A No Credit Grade in Student Teaching:** A “No Credit” in Phase I, Phase II, or Phase III student teaching means a candidate may not continue with any portion of the Specialist Credential Program unless recommended for continuation by the instructor of record and the Student Teaching and/or Program Coordinator.

Appeal Process

- A candidate has the right to address an appeal to the Credential Appeals Committee (CAC) about policies related to status and continuation in the Teacher Preparation Program. Copies of the procedure are available in each academic department office, in the Office of the Provost and Vice President for Academic Affairs and the Office of the Vice President for Student Affairs. Information in its entirety about the grade appeal process can be accessed from <https://www.csus.edu/academic-affairs/internal/grade-appeals.html>

Most appeals are made solely “in writing,” while some may be more appropriate to an “in-person” appeal accompanied by the written appeal. Candidates going through the appeal process are responsible for contacting their Department Chair on the day that their appeal is acted upon to find out the decision of the appeal committee. A letter will also be mailed to the appellant stating the outcome of his/her appeal. The voting members of the CAC are faculty members from the College of Education and other colleges involved in basic credential programs. The committee meets regularly at the beginning and the close of each semester. Appeals petitions and information about the appeal process is available in Eureka Hall 437

Withdrawals from Individual Courses in the Program: If a candidate finds it necessary to withdraw from any individual course in the program, he/she should contact the instructor and refer to the instructions in the current class schedule. It is the candidate’s responsibility to inform the relevant department office, his or her academic program advisor immediately. Withdrawing from a professional preparation course is likely to extend the time in the program and, possibly, delay the credential candidate’s entry into the next phase.

Withdrawal from and Re-entry to the Program: If for some reason a candidate needs to withdraw from the program during or at the end of a semester, he/she should fill out the “Statement of Intent to Delay or Withdraw

from the Professional Education Program” form (located in Eureka Hall 401). **The opportunity to return to the program will be on a space available basis.** The initial step to re-enter the program is to fill out **by the ninth week of the semester** the “Request to Re-enter Phase Program Approval Form.” If one’s application for re-entry exceeds two (2) continuous semesters of absences, the applicant must meet all current admission and program requirements and present an in-person appeal to the Credential Appeals Committee.

Program Change: Request to Change from the Extensive Support Needs to the Mild/Moderate Support Needs Program—or Early Childhood Specialist Credential Program or vice versa: After admission to the Extensive Support Needs Program, transfer requests may be considered only under *veryspecial* circumstances, and will be handled on a case-by-case basis. In general, requests for transferring are extremely difficult to accommodate since the requirements may be unique to a particular center in terms of course configuration with the program and field experience guidelines and expectations. A candidate may initiate a [written request](#) to the department chair, specifying the reasons the transfer is being requested.

Academic Honesty: Students are expected to be familiar with the University’s Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from <https://www.csus.edu/umannual/student/stu-100.htm> for plagiarism specifically, view this link to the [Library’s Plagiarism Website](#).

Privacy Act: Based upon Family Educational Rights and Privacy Act (FERPA) of 1974, teacher candidates have access to inspect and review records kept on file in the department office. Candidates sign a release form authorizing certain individuals access to their files. Beyond the candidates and those individuals designated by the candidates only certain other university, state and federal officials are authorized by the FERPA to review these files. Candidates may make an appointment with the department chair to review all materials in their files. Candidates’ credential files do not leave the department office. Those desiring copies of documents in their files should make copies prior to submitting them to the Department Office.

Credential Recommendation Process: California State University, Sacramento employs a Credential Analyst II who processes all credential applications and makes recommendations to the CTC. In order to ensure that appropriate credential recommendations are made, the Credential Analyst II obtains a current advising protocol from each program annually (or when programmatic changes or CTC standards’ changes occur). When the candidate has completed his/her program, the Credential Analyst then confirms the candidate’s status using the electronic checklist and compares this information to the information provided by the candidate in a complete credential application. If the Credential Analyst (Elizabeth Christian at echristian@csus.edu) confirms that all appropriate requirements have been met, then the credential application is processed.

Non-Appealable Polices

- **Satisfying Subject Matter Competency by Examination** - TCs must provide evidence that they have passed the California Subject Examination for Teachers (CSET) prior to their full time student teaching (EDS 420B, EDS 472, EDS 473) semesters of the program. (temporarily suspended due to COVID).
- **Certificate of Clearance (COC)** - Candidates will not be allowed to student teach in the credential program unless they have been issued a COC by the CA Commission on Teacher Credentialing (CCTC). Also whenever they take any fieldwork course, they must be cleared by the placed school district (fingerprinting), if it is required by that district.

Extensive Support Needs Teaching Credential

FIELD HANDBOOK SIGNATURE PAGE College of Education

Teacher Candidates: please acknowledge that you have read and reviewed this ESN Field Handbook by electronically signing this signature page or print it, sign it and scan to a pdf; once signed, submit it in TaskStream in your Portfolio as an assignment for your EDSP 414 course at the beginning of the fall semester.

For any questions, please contact your ESN Program/Field Coordinator: Dr.Kathy Gee,
kgee@csus.edu

Candidate Name: _____

Signature: _____

Date: _____

APPENDICES

APPENDIX A

STATEMENT OF CONCERN: FIELD EXPERIENCE/STUDENT TEACHING

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

Candidate:

Date SOC issued: Credential

Program:

Student Teaching Placement Information (School/CT/subject area(s)):

Teacher Performance Expectation	DESCRIPTION of CONCERNS RELATED TO CANDIDATE PERFORMANCE
TPE #:	
TPE #:	
TPE #:	

(If needed, add additional rows.)

Required Signature:

I acknowledge receipt of this Statement of Concern

Candidate: Date:

Performance Contract for Continuation in Field Experience/Student Teaching

Candidate:

Date Performance Contract Issued:

Credential Program:

Student Teaching Placement Information:

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

Teacher Performance Expectation ADDRESSED	PERFORMANCE BENCHMARK The Candidate will.....	TIMELINE By.....
TPE/STANDARD		
TPE/STANDARD		
TPE/STANDARD		

Should the stipulations in this contract not be met, the following consequences will result:

If the timeline and performance benchmarks described above are not met, the Candidate will be subject to disqualification from the program.

Required Signatures:

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

Candidate: _____ Date: _____

I am in agreement with the Performance Contract.

University Supervisor: _____ Date: _____

I am in agreement with the Performance Contract.

Co Teacher: _____ Date: _____

I am in agreement with the Performance Contract.

Department Chair: _____ Date: _____

APPENDIX B

Visual/Audio Image Release Form

I grant permission to California State University (CSU), its employees, and agents to take and use visual/audio images of me. Visual/audio images are any type of recording, including but not limited to photographs, digital images, drawings, renderings, voices, sounds, video recordings, audio clips, or accompanying written descriptions. CSU will not materially alter the original images. I agree that CSU owns the images and all rights related to them. The images may be used in any manner or media without notifying me, such as university- sponsored web sites, publications, promotions, broadcasts, advertisements, posters and theater slides, as well as for non-university uses. I waive any right to inspect or approve the finished images or any printed or electronic matter that may be used with them, or to be compensated for them.

I am at least 18 years of age and competent to sign this release. I have read this release before signing, I understand its contents, meaning and impact, and I freely accept the terms.

Release Valid From August 1, 2023 to July 31, 2024

Candidate's Name: Print

Sac State ID#

Signature:

Date:

If under 18 years of age, parent/guardian signature required.

Parent/Guardian Name (Print): _____

Parent/Guardian: _____

Signature

Date

Please submit to your course instructor or Eureka Hall, room 401 by the end of the second week of instruction.

Candidate Work Release Form

I give permission for the Teaching Credentials Department to use all work (referenced as “this work”) created as a credential candidate in the teacher preparation program.

- I authorize the instructor(s) to copy and distribute this work as a sample or example to be used for instructional purposes and/or program evaluation purposes with the understanding that all identifying information (for any individual) will be removed prior to sharing the work.

- I authorize the instructor(s) to copy and distribute this work in professional settings (e.g., conferences) with the understanding that the instructor(s) will provide full and appropriate credit to me for my work and that identifying information for any of my pupils will be removed prior to copying or distributing the work.

- I withhold authorization for any distribution or use of my work in any setting.

Permission will exist indefinitely unless otherwise specified.

Candidate Name (printed): _____

Candidate Signature: _____

Candidate contact information (phone & email):

Date: _____

APPENDIX D

Guidelines for Education Specialist (EDSP) Intern Credentials

You can find Guidelines for EDSP Intern Credentials information under the COE Teaching Credential.

LINK: https://www.csus.edu/college/education/teaching-credentials/internal/documents/guidelines-for-edsp-intern-credential_7_19_2021.docx

Please Note: If you are unable to open the link above, please copy the link and try opening it with another browser.

APPENDIX E

Teacher Performance Expectations

<https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf>

The TPEs are organized by the six CSTP domains. Detail about expectations for beginning teacher knowledge and performance is provided through TPE elements and narratives within each of the six CSTP Domains:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Student Learning
- Developing as a Professional Educator

Extensive Support Needs Teaching Credential

FIELD HANDBOOK SIGNATURE PAGE

College of Education

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For any questions, please contact your ESN Program/Field Coordinator: Dr.Kathy Gee, kgee@csus.edu

Candidate Name: _____

Signature: _____

Date: _____