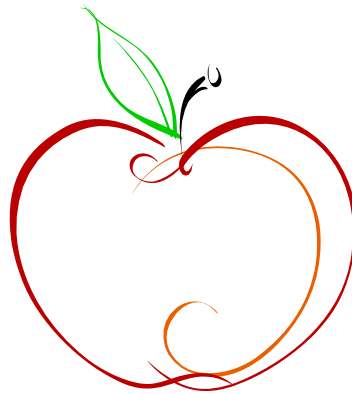




SACRAMENTO STATE

HANDBOOK
For
Student Teachers



Teacher Preparation and Credentials
Teacher Education Programs

2008/2009

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WELCOME

Dear Future Teachers,

Congratulations on becoming a member of the CSUS College of Education Teacher Preparation Program (TPP) and learning community. These are very exciting and challenging times for those preparing to teach in California's schools. Knowledgeable and skilled new teachers who are committed to equity and maximizing learning for ALL students are truly needed.

This handbook provides the most current descriptions and policies of our program. Although these descriptions and policies are currently accurate, they are subject to change by law and/or by faculty. Faculty 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.

Student teachers, please share this handbook with your mentor teachers. We want them to know that the College of Education faculty greatly appreciate the time and expertise that public school teachers and administrators expend in preparing our student teachers, and their future teachers. Please keep this handbook for reference throughout the credential program. We welcome your suggestions for revisions and additions to this handbook.

Again, CONGRATULATIONS AND BEST WISHES for success throughout the program.

*Deidre B. Sessoms, Ph.D., Director
Teacher Preparation Program and Credentials
College of Education*

TEACHER PREPARATION and CREDENTIALS (TPAC)

The Teacher Preparation and Credentials Office (TPAC), provides essential services to credential candidates, mentor/collaborating teachers, faculty and administrators involved with the Teacher Preparation Program. Specific functions of the TPAC include: advising and counseling for program and credential applicants; screening and selecting program applicants; monitoring of candidates' progress through the program; collaborating with university and community organizations for recruitment and advising of potential program candidates; collecting, analyzing, and reporting data; serving as a resource to faculty and administrators; and analyzing candidates records/transcripts to determine recommendation for credentials and supplementary authorizations.

Additionally, the TPAC office serves as the second *formal* level of due process for candidates who have complaints or have been unable to resolve issues related to the field component of the teaching credential program. Prior to meeting with the TPAC Director, candidates must have attempted to resolve the problem with their respective Program Coordinator and Department. Additionally, a Credential Appeals Committee (CAC) meets every semester to act on candidates' appeals to continue in the program when they have not met the criteria defined in the Student Teacher Handbook. Grade appeals are handled at the department level.

Teacher Preparation Program Office – Eureka Hall 216, (916) 278-6403

Monday – Friday, 10 a.m. – 12 p.m. & 1 – 5 p.m.

Credential Analysts' Office – Eureka Hall 209, (916) 278-4567

Monday – Friday, 10 a.m. – 12 p.m. & 1 – 5 p.m.

PERSONNEL:

Dr. Deidre Sessoms, Director, Teacher Preparation and Credentials

Teacher Preparation Program Office

Kathe Goodwin, Lead Program Advisor

Ashley Ciraulo-Stuart, Program Advisor

Jerri McAtee, Administrative Support Coordinator

Naomi Robinson, Administrative Support Assistant

Credential Analysts' Office

Carol Lucido, Lead Credential Analyst

Elizabeth Christian, Credential Analyst

GOALS OF THE CREDENTIAL PROGRAM

Sacramento State recognizes that it has a major responsibility to California and the nation to encourage men and women who have high ethical and intellectual standards to enter the teaching profession. To that end, the university values and seeks teacher candidates who demonstrate a commitment to equity, problem solving and lifelong learning which are essential for professional competency. 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 to 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 Teacher Preparation Program. On the basis of this foundation, the College of Education provides specialized graduate professional preparation in teaching. Goals of the credential program include the following:

1. Candidates will identify [students'] individual differences in development, in languages, and in experiences, and use understanding of these differences to support the achievement of their students.
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 evidence effective communication skills, both written and oral, to stimulate optimal student learning.
7. Candidates will demonstrate effective interpersonal skills including conflict resolution and problem solving.
8. Candidates will evidence desirable professional attributes and dispositions essential to working successfully in schools, e.g., prompt, dependable, self-directed, flexible, and responsive to constructive criticism.
9. Candidates will explore and draw on community and family resources to enhance their students' learning.
10. Candidates will demonstrate knowledge of the role of the teacher in the profession and in the community

APPROVED PROGRAMS FOR PROFESSIONAL TEACHER PREPARATION AT CALIFORNIA STATE UNIVERSITY, SACRAMENTO

The Sacramento State College of Education offers California Commission on Teacher Credentialing (CCTC) approved professional education programs leading to a Multiple Subject Credential, Single Subject Credential, or Education Specialist Credential. All program options embed the *English Language Authorization* (ELA) requirement through which candidates gain the foundational knowledge and skills needed to teach students from diverse linguistic backgrounds. With effective planning, undergraduates may begin taking credential courses in a blended program in the following major options: Single Subject Math, and Single Subject Physical Education. In these options it may be possible for candidates to qualify for a preliminary teaching credential concurrently with a baccalaureate degree or within one additional semester. All programs are designed to provide experiences with various grade levels in *public schools*, with students from different linguistic, cultural and socioeconomic groups, and with school-community services.

During any given semester, up to 700 students are enrolled in our credential programs. Such a large program might result in huge sections of faceless students and faculty. However, for Multiple Subject and Single Subject Programs faculty have developed a structure in which the large numbers of students are divided into smaller units called “centers” (Multiple Subject) and “clusters” (Single Subject). A group or *cohort* of students is accepted into each center or cluster and progresses through the credential program together. Each center or cluster offers a community of support in which concern for individual students and their development is emphasized, and a sense of community is developed. Each center or cluster has a coordinator who is responsible for overseeing program operations including placement of student teachers in the schools. The exception to the center or cluster model occurs in Special Education and the Single Subject Blended programs. Working closely with a faculty advisor, candidates in these programs progress on an individual basis.

Specialized Programs: In addition to the basic or preliminary credential, candidates may take courses during the credential program that lead to their preliminary credential with a Bilingual Cross Cultural Language and Academic Development (BCLAD) Emphasis. The BCLAD Emphasis option, offered through the Department of Bilingual/Multicultural Education, provides candidates with advanced preparation in teaching students from diverse cultural and linguistic backgrounds. Candidates wishing to obtain a credential with the BCLAD emphasis must complete all requirements and apply for the emphasis at the same time they apply for their initial Multiple or Single Subject credential. Note: See the 2008-2010 CSUS catalog, pages 263--276 for details on BCLAD requirements or contact the Bilingual/Multicultural Education Department (BMED) Office at (916) 278-5942.

While the general information and program polices in this handbook pertain to all programs, for specific information about the Multicultural/Multilingual (BMED) and Special Education programs please contact the appropriate program coordinator.

Specialized Level I Credentials offered through the Department of Special Education include: Mild/Moderate Specialist, Moderate/Severe Specialist, and Early Childhood Special Education. These programs are offered every Fall and Spring semester. In addition to the three specialized credential options, candidates *may be eligible* for an Internship Credential in Special Education *if*

they are employed in a district with which the department has an internship agreement and if all CCTC-required 120-hour pre-service requirements are met. For additional information on any specialized credential in special education and the policies governing internships, contact the Special Education Department Office at (916) 278-6622.

While there may be some variance in the design of the field experience, the sequence of coursework, and/or titles of courses, all program options address a common core of requirements that meet the standards for Teacher Preparation Programs and licensure established under SB 2042. For questions about specific aspects of the different program options, please call the Teacher Preparation and Credentials office at (916) 278-6403.

MULTIPLE SUBJECT PROGRAM

The Multiple Subject Program is structured in one of the following ways: two-semester; three-semester; and four-semester evening (includes one Summer). Generally the two-semester and four-semester evening option begin every Fall. However, the two-semester option may also be offered through the Department of Bilingual/Multicultural Education during the Spring semester IF there are adequate numbers of qualified applicants. The three-semester programs accept students every Fall and Spring semester. Multiple Subject credential programs are offered through three (3) departments in the College of Education: Teacher Education, Bilingual/Multicultural Education, and Special Education. As noted above, program options may vary.

Three-Semester Program (Teacher Education)

In Phase I, students will have field work experience which is connected to some of the Phase I credential courses. In Phase II, students are commonly in a classroom for the equivalent of two to two-and-a-half days per week during which time students gradually assume teaching responsibilities for both small-group and large-group instruction culminating in a solo or independent teaching experience. Concurrently, students take several classes that may be scheduled in some combination of morning, afternoon and early evenings. A typical Phase III pattern might consist of full time student teaching four to five days a week coupled with the culminating pedagogy course and an additional one or two credential courses held in late afternoon or early evening. During Phase III student teaching, students assume a more expansive role in planning and teaching than was expected in Phase II. Phase III also culminates with a solo or independent teaching experience that typically spans a two-week period. Phase II and III student teaching assignments usually end the Friday before CSUS finals week begins, but each center has its own description/calendar that will be provided by the center coordinators.

Two-Semester (Teacher Education)

First-semester fieldwork experience consists of observation and participation (experiences) connected to various courses at the beginning of the combined Phase I/II experience which evolves into an official Phase II student teaching experience as described above. Phase III is basically the same as described in the three-semester program. Phases II and III student teaching assignments usually end the Friday before CSUS finals week begins.

Four-Semester Evening Program (Teacher Education)

The Natomas/CSUS Teacher Preparation Center for the Multiple Subject Credential involves three semesters of courses and field experiences that are offered in the evening to accommodate the full-time working schedules of the candidates and one semester full time in a public school classroom setting. Although the class sessions for the first three semesters are offered in the evenings, candidates will have the opportunity to plan lessons and teach students (field experience) during each semester. These field experiences are an integral component of the program and will require that candidates have access to K-8 students a number of times each semester. Opportunities will be provided within the Natomas district to work with students in after-school and other community projects. To take advantage of these opportunities candidates will need to be available between 3:00pm and 4:00 pm 4-6 days each semester. The objective of the first three semesters is to ensure that candidates have the requisite knowledge of teaching/learning strategies to be effective in the final semester as student teachers.

During the fourth semester candidates are assigned to a classroom for full-time student teaching experience. Student teachers are placed *solely* in elementary schools in the Natomas Unified School District at the primary (K-3) level, the intermediate (4-5) level or the middle school level (6 – 8) during the sixteen weeks of student teaching. The principle assignment will involve a full-time grade placement for the first twelve weeks followed by four weeks of full-time observation/participation at another level or setting.

Current Coursework Required for Preliminary Multiple Subject Credential (Note: Sequence may vary slightly to meet specific needs and requirements of a particular program option and/or center)

<u>University Coursework (52 Units)</u>	Units
HLSC 136 School Health Education with CPR (infant through adult)	2
EDS 100A/B Education of Exceptional Children and Youth	3
KINS 172 Movement Education or equivalent	3
EDTE 117 Foundational Issues A	3
EDBM 118 Foundational Issues B	3
EDTE 319A Language and Literacy Methods A	3
EDTE 319B Language and Literacy Methods B	3
EDBM 170 Intro to Education English Learners	3
EDTE 314 Math Methods	3
EDTE 315 Social Studies Methods	3
EDTE 316 Science Methods	3
EDTE 310A Pedagogy A	3
EDTE 310B Pedagogy B	2
EDTE 310C Pedagogy C	1
EDTE 330 Education Technology	1
EDTE 317 Visual & Performing Arts Methods	1
EDTE 430A Student Teaching I	5
EDTE 430B Student Teaching II	7
EDTE 432 Student Teaching (Evening program only)	14
ED300A Teaching Performance Assessment-Multiple Subject-Mathematics	1

NOTE: Multiple Subject coursework may be held at CSUS or at a field site depending on the program option.

RICA: Reading Instruction Competence Assessment

On October 1, 1998, passage of the RICA became a requirement for the Multiple Subject Teaching Credential. Affected candidates must take and pass **EITHER** the *RICA Written Examination* **OR** the *RICA Video Performance Assessment*. Passage of **either one** of these two RICA assessments satisfies the new credential requirement. Information about this testing will be given in your two program reading courses after which you will be well-prepared for passing the RICA.

TPA/PACT: Per SB1209 and SB2042, all candidates seeking a preliminary credential must successfully pass a Teaching Performance Assessment (TPA). The state has authorized three options for the TPA: (a) the CalTPA; (b) the Performance Assessment for California Teachers (PACT); and, (c) the Fresno Assessment for Student Teachers (FAST), approved only for use by CSU Fresno. Our programs have opted to use the PACT. Additional information about the PACT is in the “Evaluation of Candidate Development” section of this handbook. Specific and detailed information about PACT and the ways in which it is implemented in our programs can be found in the *Candidate PACT Handbook*, posted on our webpage at www.edweb.csus.edu under the “Become a Teacher” section.

SINGLE SUBJECT PROGRAM

Program Overview:

The Single Subject Program is focused on preparing candidates to teach in content area classes serving California’s culturally and linguistically diverse students and their families in grades 7-12 in a variety of classroom settings in public schools. The program is organized by cohort, with each cohort having a common core of instruction and fieldwork, while also having organizational and pedagogical features specific to the philosophy and goals of that cohort. All field placements take place in schools and in classrooms serving socio-economically, culturally and linguistically diverse students and their families.

All candidates will prepare and maintain an “ e-folio,” an electronic portfolio containing the common assignments or signature assignments. The e-folio serves to demonstrate competencies in the pedagogical content of the preparation and provides a scaffold for the final assessment, the teaching event, the candidate’s demonstration of her/his abilities to enact the cycle of teaching: Planning, Instruction, Assessment and Reflection (PIAR) at a level consistent with a novice teacher.

Coursework and fieldwork are closely integrated so that the specialized knowledge, and skills required to teach within the specific discipline are reflected in the field practice including specific pedagogy and research related to English Language Acquisition, differentiated and sheltered instruction, and literacy. University faculty and supervisors along with school-based educators provide professional guidance, feedback, and evaluation consistent with the program performance standards and guidelines.

University Coursework

	Units
Education of Exceptional Children and Youth (pre- or co-requisite)	2
School Health Education with CPR (pre- or co-requisite)	2
Introduction to Educating English Learners (pre- or co-requisite)	3
Assessment Center Lab I	2
Secondary Special Methods	3
Psychology of Instruction	3
Student Teaching (Phase II)	6
Anthropology of Education	3
Schools and Community I	4
Assessment Center Lab II	2
Instruction and Assessment of Academic Literacy	3
Schools and Community II	4
Schools and Community III	3
Student Teaching (Phase III)	12
ED300C Teaching Performance Assessment-Single Subject	1

Note: Single Subject coursework may be held on the CSUS campus or at a field site depending on the program option.

Fieldwork and Student Teaching

Beginning with a structured program of observation and participation, Candidates move into field placements and by the final semester of student teaching, are responsible for all aspects of the cycle of teaching in the classes to which they are assigned. The specific nature of the field placement varies in accordance with the length of the program, the discipline(s), and the structure and schedule of the public school. All field placements take place in schools and in classrooms serving socio-economically, culturally and linguistically diverse students and their families. CSUS Single Subject Program offers both a one-year and a three-semester program to accommodate the widest variety of candidates. The fieldwork associated with each program is described below.

One Year Program Field Experience

The one-year program begins in the Fall semester and is designed for students who are prepared (educationally and emotionally) for a rigorous schedule of classes and student teaching.

The first semester of fieldwork may begin prior to the CSUS schedule with candidates attending an early orientation and being assigned to field placement beginning with public school's scheduled pre-service days. The schedule of time at the school site for the one-year program is five mornings per week, three class periods per morning (including a period of consultation), or the equivalent. For approximately the first six weeks of school, candidates engage in targeted observation, participation and small group instruction in classes within and across curriculum areas. Within the first six weeks and upon the agreement of the host teacher and university supervisor, the candidate will begin to "solo" teach during at least one period with the support and presence of the host teacher.

In the second semester, candidates are assigned to the equivalent of three periods of student teaching day plus an additional period for such activities as preparation/conference with the mentor teaching and other responsibilities related to teaching. Candidates follow the public school's semester calendar, not the CSUS semester calendar. Every attempt is made to place the student teacher with a maximum of two mentor teachers and to assign no more than two preparations.

During both semesters, candidates will be evaluated regularly by the university-based or school - based supervisor, including a formal mid-term and final evaluation each semester and the teaching event during the final semester.

Three-Semester Program Field Experience

In the first semester, candidates observe and participate in several secondary classrooms (usually at both a middle school and senior high) as well as in other related school activities. In the second semester student teaching involves an assignment to two class periods and one consultation period for a total of three class periods daily. Candidates assume increasing responsibility for teaching and within three to five weeks are able to "solo" teach in their content area classes. In the third semester, candidates are assigned to the equivalent of three periods of student teaching day plus an additional period for such activities as preparation/conference with the mentor teaching and other responsibilities related to teaching. During the second and third semesters, student teachers will follow the public school's semester calendar, not the CSUS semester calendar. Every attempt is

made to place the student teacher with a maximum of two mentor teachers and to assign no more than two preparations. Candidates will be evaluated regularly by the university-based or school-based supervisor, including a formal mid-term and final evaluation each semester and the teaching event during the final semester.

TPA/PACT: Per SB1209 and SB2042, all candidates seeking a preliminary credential must successfully pass a Teaching Performance Assessment (TPA). The state has authorized three options for the TPA: (a) the CalTPA; (b) the Performance Assessment for California Teachers (PACT); and, (c) the Fresno Assessment for Student Teachers (FAST), approved only for use by CSU Fresno. Our programs have opted to use the PACT. Additional information about the PACT is in the “Evaluation of Candidate Development” section of this handbook. Specific and detailed information about PACT and the ways in which it is implemented in our programs can be found in the *Candidate PACT Handbook*, posted on our webpage at www.edweb.csus.edu under the “Become a Teacher” section.

Single Subject Teaching Methods

<u>Major</u>	<u>Course #</u>	<u>Course Title</u>
Art	Art 305	Art in Public School
English	EDTE 383	Secondary School English and Speech
Foreign Language	EDTE 385	Foreign Languages in the Secondary School
Health Science	EDTE 388	Secondary School Science
History	EDTE 387	Social Studies for the Secondary School
Home Economics	FACS 160	Communication and Education in Family and Consumer Sciences
Mathematics	EDTE 386	Secondary School Mathematics
Music	MUSC 178 & MUSC 179	Vocal Literature and Materials Instrumental Literature and Materials
Physical Education	KINS 130 & KINS 131	PE for Children (non-CSUS students) Curriculum/Methods of Teaching Secondary School PE
Science	EDTE 388	Secondary School Science
Social Science	EDTE 387	Social Studies for the Secondary School

THE MENTOR TEACHER

Selection

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

1. A willingness to meet regularly with the student teacher to plan lessons and to provide 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. A sensitivity to the needs of a beginning teacher (for example, the need to experiment with teaching techniques suggested in university courses and/or by the university supervisor);
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 student teacher and through opportunities offered by CSUS;
6. Holder of a credential in the appropriate content area.

Role and Responsibilities of the Mentor Teacher

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

During Phase I the mentor teacher should be present in the classroom at all times when the CSUS candidate is there. During Phases II and III the mentor teacher should be either in the classroom or within reasonable proximity (i.e., on the school site). The mentor teacher can help the student teacher get off to a good start by preparing the pupils and their parents for the arrival of the student teacher. Additional suggestions are usually given to each mentor teacher by supervisors in the form of a checklist at the beginning of each semester.

Mentor Teacher Absences

In the event that a mentor teacher is absent from school, the student teacher does not serve as a substitute, except occasionally **IF** the student teacher has an emergency permit **AND** prior approval from the university supervisor and the mentor teacher. Although a student teacher is encouraged to assist the mentor teacher with extracurricular responsibilities he/she cannot replace the teacher in these duties.

THE UNIVERSITY SUPERVISOR

Selection and Assignment

The university supervisor usually is a faculty member who regularly observes the student teacher and works with the mentor teacher in planning and directing the student teaching experience. In the Single Subject Program at CSUS, the departments of art, music, kinesiology (physical education), foreign languages, and family and consumer science (home economics) usually provide university supervisors for single subject student teachers teaching in those disciplines. The College of Education provides supervisors for single subject student teachers in the social sciences, biological science, physical science, chemistry, geology, health science, English, and mathematics. All student teachers seeking a multiple subject credential have supervisors assigned from the College of Education.

Selection of university supervisors is based on their skills in working with beginning teachers, competence in appropriate subject areas and/or grade levels, and prior teaching experience.

Role and Responsibilities of the University Supervisor

1. To clarify to the mentor teacher(s) and student teacher the responsibilities of all involved.
2. To be a resource person to the student teacher.
3. To make a minimum of four (4) visits, scheduled and/or unannounced, to observe the student teacher in action. The visitation requirement assumes that the student teacher is making satisfactory progress and continues student teaching through the end of the semester.
4. To record data during each observation and then provide both written and oral feedback to the student teacher in a conference as soon as possible.
5. In consultation with the mentor teacher(s), to encourage experimentation and suggest ways to provide for more effective instruction by the student teacher.
6. To serve as liaison between the student teacher and mentor teacher(s) and maintain open communication with the school administration about policies and concerns involving the student teacher.

7. To maintain a record of the semester's observations and conferences with the student teacher and school personnel.
8. To distribute midterm and final evaluations to the mentor teacher(s) and then submit both, along with the supervisor's own midterm and final evaluations plus the student teacher's final self-evaluation, to Eureka Hall 216, at the close of the semester.
9. To attend center staff meetings both to assist with center instruction and field placement decisions and also to assess the progress of individual students in the center.

NOTE: In some student teaching centers, the public school teacher working with a student teacher functions as a university supervisor and is called a **collaborating teacher** or a supervising teacher. He/she has increased responsibilities. In centers with collaborating teachers (CTs), a University Liaison works with the CTs as well as with student teachers.

Role and Responsibilities of the University Liaison

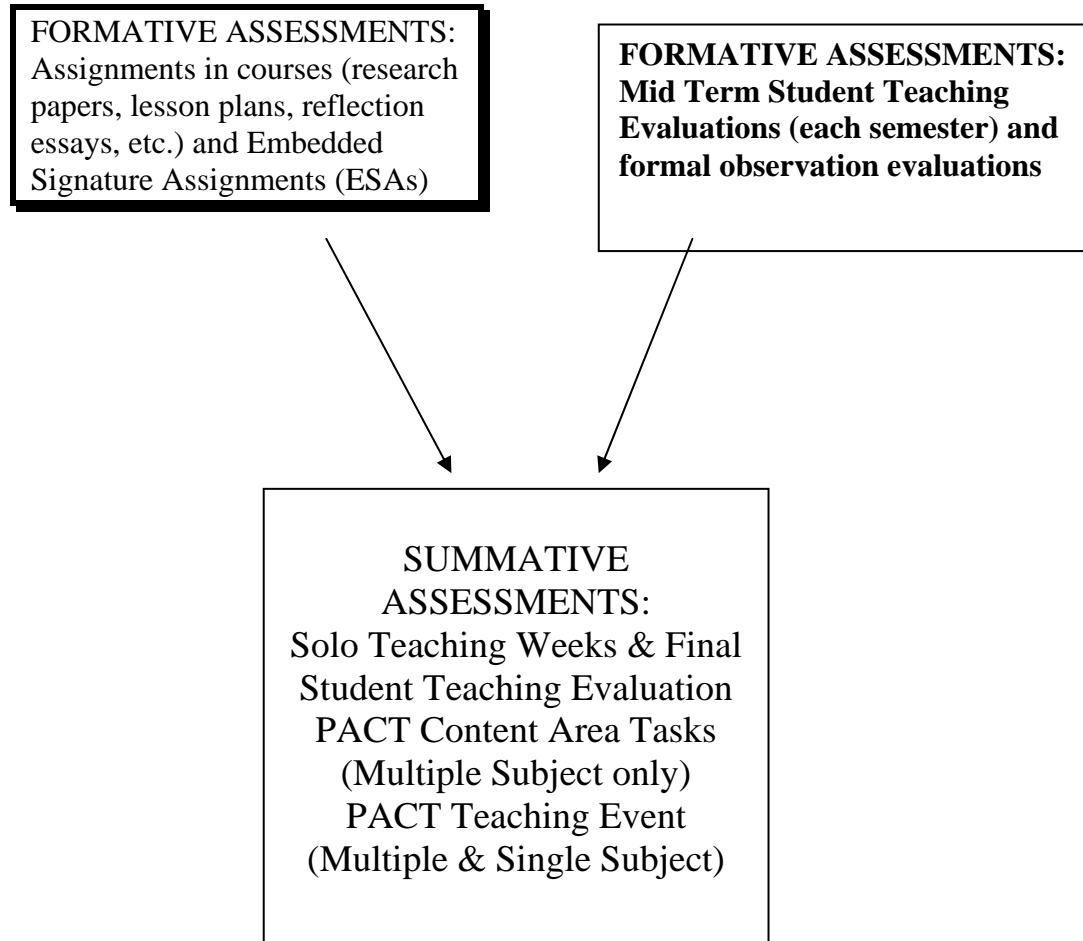
1. To provide support for student teachers and collaborating teachers at individual school sites.
2. To conduct check-in visits in student teachers' classrooms as needed.
3. To provide in-depth supervision of student teachers as requested by collaborating teachers and/or site administrators.
4. To help facilitate monthly meetings with collaborating teachers at each school site.
5. To communicate regularly with CTs about student teachers' progress, problems needing attention, and plans for site meetings.
6. To assist the Center Coordinator with and participate in center-wide collaborating teacher meetings.
7. To work with CTs on effective feedback and supervision strategies.

THE EVALUATION OF CANDIDATE DEVELOPMENT

Candidates are monitored carefully throughout their credential programs to ensure that they are making adequate progress toward meeting the Teaching Performance Expectations established by the state and other program outcomes identified by program faculty members. Evaluation of candidate development occurs through the use of 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).

The graphic below provides an illustration of the assessment system that we use in determining 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.

Figure 1: Assessment System for CSUS Teacher Preparation Programs



Overall, as indicated in Figure 1, a comprehensive set of artifacts and evidence that you produce as you progress in the program are assessed and aggregated to produce a final decision about your attainment of the TPEs and your suitability for a credential recommendation.

As you may note, there are many opportunities for you to demonstrate what you know and can do as a candidate; correspondingly, you will be evaluated at many points as you complete the program requirements. While this may seem like a lot of assessments, this kind of continuous assessment provides you with multiple opportunities to understand how your performance is meeting standards and where you can make specific improvements. Moreover, our instructors are conscientious in providing you with clear and timely feedback, especially at key transition points, so that you have a good sense of your rate of progress towards your credential. Finally, if you struggle at any point, there are many resources available to assist you (see *Candidate PACT Handbook* for more information).

Formative Assessments: At the end of each semester, your program coordinator in conjunction with the program faculty and the TPAC staff check your progress in the program. This monitoring takes place by verifying that your grade point average is above a 3.0 and you have received no grades of “C,” “Incomplete,” or “No Credit” and by reviewing how you have performed in student teaching (i.e., that you have passed mid term and final student teaching evaluations for the semester) and on embedded signature assignments (these will be fully explained by the instructors who assign them).

Summative Assessments: Our program uses two primary summative assessments: the Performance Assessment for California Teachers and the evaluation of final semester student teaching. We provide a brief description of the PACT process below – candidates are strongly encouraged to read the materials in the *Candidate PACT Handbook* as well. A full explanation of the evaluation of student teaching also follows.

Performance Assessment for California Teachers (PACT)

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 like BTSA). Through SB2042 and subsequent legislation (e.g., SB1209), the Legislature and its attendant bodies, like the Commission on Teacher Credentialing, 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 13 candidate outcomes that are meant to guide program content and experiences. The TPEs map directly on to the California Standards for the Teaching Profession (CSTPs) which outline 6 domains of performance for in-service teachers. Each teacher preparation program is mandated to implement a Teaching Performance Assessment where attainment of the TPEs is measured for each candidate. Districts and schools are creating similar tools for measuring CSTP attainment for in-service teachers.

The PACT was designed and has been pilot-tested and refined by a consortium of 33 teacher preparation programs throughout the state. The consortium includes both private universities (such as Stanford University) and public universities (including 13 CSU campuses like ours) as well as school districts that offer state-funded intern programs. The PACT meets the assessment standards (19-21) of SB2042 and is designed as an authentic, summative performance assessment, administered to candidates in the final stage of their teacher preparation program.

If you are a *Multiple Subject candidate*, you will complete 3 PACT Content Area Tasks (CATs) and a PACT Teaching Event. If you are a *Single Subject candidate*, the PACT Teaching Event constitutes the primary product that you will develop. The Teaching Event and the Content Area Tasks are designed so that you can display your knowledge of your students, your curriculum and content, effective instructional strategies, appropriate assessment tools, and reflection strategies. In accordance with sound psychometric principles prohibiting the use of a single assessment for high-stakes purposes, the Teaching Event scores are used in conjunction with multiple sources of information, including course grades, student teaching evaluations, and information from embedded signature assessments (ESAs) (as portrayed in Figure 1), to determine whether a teacher candidate should be recommended for a preliminary teaching credential. A candidate who has not successfully completed other credential requirements will not be awarded a preliminary credential on the sole basis of having completed and passed the PACT Teaching Event. In other words, passing the PACT Teaching Event alone is insufficient to demonstrate one's qualifications to become a teacher of record. Program instructors and coordinators amass evidence from the PACT along with other program assessments, like student teaching evaluations and embedded signature assignments, to make final determinations about candidate competence and candidate attainment of the TPEs. This body of evidence is examined in the recommendation for a preliminary teaching credential.

Individual candidates' Teaching Event and CATs scores, like other licensing test scores and academic records, are confidential and will not be released without the prior consent of individual teachers to employers or induction programs. Schools and districts are prohibited from using Teaching Event scores for hiring purposes or for determining pay differentials. The scores may be released by programs to the PACT Consortium for the purpose of assessment validation, research/evaluation, and regular activities involved in implementation of the assessment system, but may not be released to outside agencies other than the CCTC without prior consent of individual teachers. Scores may not be released to BTSA (induction) programs without the prior consent of individual teachers. Should a program release PACT Teaching Event scores to an outside agency with the prior consent of individual teachers, the program must inform the agency that the assessment is valid only for determining the pedagogical competence for initial teaching credentials in California.

KEY POINTS:

- A Teaching Performance Assessment (TPA) is a new requirement for candidates seeking a preliminary multiple subject or single subject credential. Teacher preparation programs throughout California submitted formal proposals to the CCTC indicating which TPA they would use and how it would be implemented on their campuses.
- Sacramento State University selected the Performance Assessment for California Teachers (PACT).
- For Single Subject candidates, the PACT has one main element: the Teaching Event. The Teaching Event is completed in the final semester of the program.
- For Multiple Subject candidates, the PACT includes the Teaching Event, completed in the final semester of the program, and 3 Content Area Tasks (CATs), which are completed throughout the program.

- Scores on PACT elements become part of a larger set of evidence used to determine whether a candidate can be recommended for a credential.
- The candidate's PACT scores are kept confidential by the institution.

The Teaching Event: An Overview

Standards 19-21 of SB2042 require teacher preparation programs to implement an assessment system in which the performance of candidates in classroom settings is evaluated and measured. The main assessment tool of PACT, the Teaching Event, draws from artifacts created while student teaching, accompanied by commentaries that provide context and rationales needed to understand and interpret the artifacts. The Teaching Event is also designed to focus the candidate's thinking about and actions related to student learning, with special attention to subject-specific pedagogy and the teaching of English Learners and students with special needs.

The Teaching Event uses a portfolio assessment design. You will incorporate the following main elements into your Teaching Event:

- Instructional Context
- Planning
- Instruction (including a video clip)
- Assessment
- Reflection
- Academic Language

The tasks are integrated so that candidates can make connections between these different teaching tasks, recognizing that teaching is not enacted as a series of unconnected events but rather as a complex set of events and actions that gain meaning through analysis and reflection. Each task is scored using one or more rubrics that describe specific levels of performance for dimensions of the task. Faculty members who have been trained in the PACT assessment process are assigned to score Teaching Events and CATs.

Below is an abbreviated description of each Teaching Event task. More elaborate descriptions, prompts and guidelines can be found in the *Candidate PACT Handbook* (accessible on the College of Education website in the "Becoming a teacher" section) and on the PACT website: www.pacttpa.org. In addition, instructors and supervisors throughout your program will instruct you on specific tasks as well as the Teaching Event as a whole. You will have an initial introduction to the whole Teaching Event during a core course in your initial semester of the program. Then individual tasks (especially through embedded signature assignments and/or CATs) will be introduced in specific courses. During your final semester of the program, you will have at least one course in which the instructor supports you with developing the entire Teaching Event.

THE FIVE TASKS OF THE PACT TEACHING EVENT

<i>TASK 1: CONTEXT</i>	<i>TASK 2: PLANNING AND ASSESSMENT</i>	<i>TASK 3: INSTRUCTION</i>	<i>TASK 4: ASSESSMENT</i>	<i>TASK 5: REFLECTION</i>
<ul style="list-style-type: none"> • <i>Relevant information about school, community, and class</i> • <i>Profile of students as learners</i> • <i>Context Commentary</i> 	<ul style="list-style-type: none"> • <i>Daily lesson plans for learning segment</i> • <i>Handouts, overheads, etc.</i> • <i>Planning Commentary</i> 	<ul style="list-style-type: none"> • <i>Video Clip(s)</i> • <i>Teaching Commentary</i> 	<ul style="list-style-type: none"> • <i>Analysis of two S assessments, illustrated by 3 Ss' work samples</i> • <i>Next steps in instruction based on assessments results and analysis</i> • <i>Assessment Commentary</i> 	<ul style="list-style-type: none"> • <i>Daily reflections (from Task 2)</i> • <i>Reflective Commentary (include theory and research related to teaching and learning)</i>
<i>ACADEMIC LANGUAGE</i>				

KEY POINTS

- The Teaching Event is composed of five different tasks, each of which has its own set of prompts and all of which you must integrate together into a coherent portrait of your thinking and performance as a novice teacher. Attention to students' academic language development is overlaid through tasks 2 through 5.
- The courses you take in the teacher preparation program and student teaching each play a different role in preparing you to complete the Teaching Event. There is also one course in the final semester of the program where you will receive explicit support as you prepare the Teaching Event.
- You complete the Teaching Event as part of your final semester of student teaching.

PACT Content Area Tasks (CATs)– FOR MULTIPLE SUBJECT CANDIDATES ONLY

Multiple subject candidates complete a full Teaching Event in one of two content areas:

- EDTE candidates complete a Teaching Event in mathematics instruction and curriculum.
- EDBM candidates complete a Teaching Event in literacy instruction and curriculum.

Because multiple subject candidates are seeking a *multiple* subject credential, the components of the PACT assessment for these candidates focuses on each of the core content areas of the K-8 California Content Standards. Therefore, multiple subject candidates complete a full Teaching Event in one content area (as identified above), and they also complete three PACT Content Area Tasks (CATs) as follows:

- EDTE candidates complete:
 - CAT 1 in Science methods with a focus on planning instruction and assessment;
 - CAT 2 in Social Studies methods with a focus on planning instruction and assessment; and,
 - CAT 3 in Literacy methods with a focus on assessing pupil learning.
- EDBM candidates complete:
 - CAT 1 in Social Studies methods with a focus on planning instruction and assessment;
 - CAT 2 in Math methods with a focus on assessing pupil learning; and,
 - CAT 3 in Science methods with a focus on planning instruction, and assessment.

Explicit guidelines for the CATs will be provided by the instructors in whose course the CAT is assigned.

Like the Teaching Event, the structure, content and scoring of the CATs are governed by the principles and guidelines established by the PACT Consortium and approved by the California Commission on Teacher Credentialing. Thus, while your performance on a particular CAT will be factored into your grade for the course in which it is assigned, the CAT also constitutes an element in the overall PACT score that you will receive for a recommendation for a teaching credential. Thus, the CATs represent summative assessments of your abilities as a teacher in specific content pedagogy required for the multiple subject credential.

KEY POINTS

- The PACT assessment process for multiple subject candidates includes the Teaching Event and 3 Content Area Tasks (CATs). The CATs assess your abilities to appropriately teach and assess pupil learning in the various content areas that make up the K-8 core curriculum.
- CATs are associated with particular courses. These course instructors will provide guidance and support as you complete the CATs.
- CATs are distinct from other assignments in your courses, however, as your performance on the CATs is reported as part of your overall performance in the PACT assessment process. Ultimately, your scores on the CATs will be part of the overall review conducted to determine whether you should be recommended for a preliminary credential.

Passing the Teaching Event/Scoring the Teaching Event

The PACT Teaching Event is scored by faculty members who have been trained to score in the PACT assessment system. Each Teaching Event and each CAT is scored using valid and reliable rubrics. For the Teaching Event, 12 rubrics are used. CATs are scored using a subset of these 12 rubrics, depending on the content and pedagogical foci of the CAT.

The passing standard for the Teaching Event has been established by the Commission on Teacher Credentialing. It is:

- If candidates fail the Teaching Event because they fail more than one task, or have more than 2 “1”s across tasks, an entirely new Teaching Event must be re-taught and re-submitted.
- Any Teaching Event that has been failed will automatically receive an anonymous second reading. The lead trainer in this content area will also review the evidence associated with the scores.
- If the second assessor’s score is also a non-pass, the candidate will fail. If the second assessor’s score is a pass, an outside arbiter, e.g., an assessor from outside the program or from another institution of higher education in the PACT Consortium will assess the disputed Teaching Event and that decision will stand.

We do, however, anticipate situations in which candidates fail the Teaching Event because they failed only one task of the Teaching Event. These candidates will 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. This standard is in effect for all of our programs.

Task failed in full Teaching Event submission	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, and, possibly new or revised “assessment” and “reflection.”
Assessment	Instructional context task; assessment commentary; possibly new instruction task and new student work samples
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)

Though there may be some variation, we anticipate that the timeline for submitting Teaching Events and for the scoring process will be as follows:

- Candidates, both multiple subject and single subject, will submit their Teaching Event at the end of the 11th week of instruction during their last semester of student teaching.
- Teaching Events will be scored (with 10% randomly selected for double scoring) during the week following submission.

- In week 13, candidates will be issued a written score report with an overall score, subtask scores and commentaries. Rubric language will supplement the score report so that candidates can fully understand the level of performance that their score reflects.
- Should a candidate fail a task or the entire Teaching Event, the written score report will instruct them to meet with the appropriate faculty member to review the score report and the rubric ratings and commentary and to develop a written remediation plan, including timeline. (Note: because of the differences between our program structures, the ‘appropriate faculty member’ may be the center/cluster coordinator, the supervisor and/or the liaison. The specific faculty member that will initiate, develop and monitor the remediation plan will be specified in writing for the candidate.)
- The remediation plan will contain specific steps identifying the task(s) that must be re-submitted. Two weeks after they have submitted their remediated task(s) they will receive a revised score report.
- Implementation of the remediation plan will delay candidate progress toward program completion.

In addition to the process described above which applies to all candidates submitting a full Teaching Event, Multiple Subject candidates will follow the process below for their CATs:

- Each instructor assigning a CAT in his/her course will clearly identify the due date for the CAT.
- CATs will be scored by the instructor assigning the CAT. 10% of CATs will be randomly selected for double scoring.
- Any CAT that receives a failing score on one or more rubrics will be double scored. If the double scoring also yields a failing score, the candidate will be scheduled to meet with the course instructor to develop a written remediation plan that outlines the specific steps and timeline for resubmitting the CAT. Candidates will have no more than two weeks to resubmit their remediated CAT (unless circumstances dictate otherwise). The remediated CAT will be scored during the week in which it was submitted and a score report provided to the candidate shortly thereafter. The remediation process for Multiple Subject CATs will be monitored by the instructors to whom the CATs were submitted.
- If the double scoring results in a pass, an outside “arbiter” will conduct a third scoring and his/her assessment will constitute the final score for that CAT.
- The remediation process may delay the assignment of a course grade and/or result in the delay of the final assessment of a candidate’s application for a preliminary credential.

Candidates will be allowed to submit a CAT and/or Teaching Event a maximum of two times (that includes the first time and, if required, a second time under a remediation plan). Candidates have the right to appeal the scoring process of the Teaching Event or CAT. See “Appeal Process” in this Handbook.

Teaching Events and CATs are scored by faculty members who have received state-approved training and meet the calibration standards verified annually. Scorers use state-approved rubrics to

score each candidate product. Scores are archived with program coordinators. Scores for the Teaching Event and CATs are also submitted to the Teacher Preparation and Credentials Office for use in the comprehensive analysis of a candidate's recommendation for a credential. Every two years, individual candidate scores (using anonymous user identification numbers) from our programs are submitted to the PACT Consortium for statistical analysis to evaluate the reliability and validity of our scoring process.

KEY POINTS

- 12 rubrics are used to assess your Teaching Event and a subset of these rubrics is used to assess the CATs.
- Faculty members are assigned to anonymously assess your Teaching Event. They have been formally trained and annually calibrated.
- There are specific passing standards for the Teaching Event and the CATs. If you do not pass the Teaching Event or a CAT, you will be informed in writing of what you must do to remediate the situation.
- Remediation will result in a delay in progress in the credential program.
- You do have the right to appeal the scoring process of the Teaching Event or CAT.

The Evaluation of Student Teaching

Supervision Roles. The evaluation of student teaching is a continuous process that facilitates the development of competencies in teaching and assists the candidate in developing techniques of self-evaluation. University faculty and school-based personnel play a paramount role in the candidate's professional development in the field. In some centers/clusters, candidates work with classroom teachers, called cooperating teachers, who provide mentoring and guidance; these candidates are supervised by university supervisors. In some program centers/clusters, candidates work with classroom teachers, called Collaborating Teachers, who work as mentors *and* are responsible for evaluating candidates (in lieu of the university supervisor). In centers/clusters with Collaborating Teachers, a faculty liaison facilitates communication between the Center/Cluster Coordinator, the Collaborating Teacher and the candidate around issues related to supervision, evaluation, and mentoring. Ultimately, the Center/Cluster Coordinator in either model is also responsible for verifying with university supervisors or Collaborating Teachers and faculty liaisons that candidates have met competencies.

Supervision Responsibilities. Candidates -- in the cooperating and Collaborating Teacher structures -- will receive frequent informal feedback from their host teachers. Such feedback is based on informal observations of the candidate's work in the classroom (e.g., one-on-one, small group, during transitions, with whole class, etc.) and should serve constructive and informational purposes. Many cooperating teachers may choose to offer more formal forms of feedback and communication of the candidate's strengths, areas for improvement, and areas of growth. These make take the form of notes after an informal observation, an interactive journal, critiques of lesson plans, and so on. The University Supervisor is required to conduct a minimum of six (6) observation/visitations for each candidate over the semester or equivalent of a semester. This requirement assumes that the candidate is making satisfactory progress *and* continues student

teaching through the end of the semester. The University Supervisor also completes a mid-term and a final evaluation of the candidate. These evaluations are also completed by the cooperating teacher, though it is the university supervisor that makes the final recommendation about the candidate's grade in student teaching to the Center/Cluster Coordinator (or the instructor for the student teaching course). (see below for additional details)

Collaborating Teachers (i.e., classroom teacher who serves in lieu of the University Supervisor) typically conduct at least six formal observations of the candidate, using the same forms and protocols as used by the University Supervisor in the model described above. Generally, Collaborating Teachers receive on-going training and support from the university liaison for this work. The Collaborating Teacher completes the candidate's mid-term and final evaluations. In consultation with the Collaborating Teacher, the faculty liaison makes the final recommendation for the candidate's grade in student teaching to the Center/Cluster Coordinator (or the instructor for the student teaching course).

In both the cooperating teacher/university supervisor model and the Collaborating Teacher model, the formal observations are enhanced when they are informed by a pre-conference--where all relevant parties can briefly discuss the purpose of the lesson and aspects of the candidate's performance to focus on--and a post-conference--where all relevant parties can reflect on both the successful and unsuccessful aspects of the lesson. The conference can be most valuable when suggestions for improvement *are used to inform future planning and teaching of lessons*. Experience suggests that it is better to focus on a few elements per lesson.

Mid-term and final evaluations and grades in the student teaching course. Two (2) formal evaluations are required of the cooperating teacher and supervisor or Collaborating Teacher during each semester of student teaching. One (1) formal evaluation is required to be completed by the candidate. Usually mid-term and final conferences will be scheduled by the supervisor or the Collaborating Teacher to discuss the evaluations with the candidate. The mid-term evaluation form and conference should 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. An action plan noting objectives and timelines for meeting objectives should follow from the mid-term evaluation if there is concern that a student is not meeting competencies in a timely fashion. The final evaluation will be held near the end of the semester and serve as an overall assessment of the teaching competencies of the candidate for that phase.

The university supervisor or Liaison, after consultation with the candidate and cooperating or Collaborating Teacher, recommends a grade of credit (CR), or no credit (NC) to the student teaching course instructor responsible for assigning grades (usually the coordinator). If the candidate receives a no credit, it must then be determined by the coordinator and supervisor/liaison 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 coordinator of the center/cluster 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 (See "Appeal Process" in handbook). In rare occasions an incomplete may be given. (Each department has an incomplete form that must be completed by the Center Coordinator and must include specific actions that the candidate will take to complete student teaching. Both the Center Coordinator and the candidate must sign this form. The steps in this

incomplete process must be taken prior to the conclusion of the semester in which the incomplete grade is to be assigned.) All evaluations are placed in the candidate's credential file (housed in the Teacher Preparation and Credentials office [TPAC], Eureka 216) at the end of the semester. Early in the semester, the university supervisor and/or center/cluster coordinator should distribute and interpret these evaluation forms with the candidate and cooperating or Collaborating Teacher so that both parties may have a concrete sense of performance goals for the semester.

Note: Student progress in both coursework and public school fieldwork is reviewed each semester by center/cluster faculty and school personnel who participate in the recommendation of candidates' continuation to the next phase of the program.

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 weakness 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 center/cluster coordinator, and the original to Eureka Hall 216. If it becomes apparent that the candidate is not making satisfactory progress, additional observations and conferences need to be conducted, sometimes involving other university faculty and/or public school personnel. Three specific difficulties are described below.

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) asks that a candidate be removed from the school site, they will be removed.

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

- Violation of any article of the university student conduct code (<http://www.csus.edu/admbus/umannual/UMS16150.htm>).
- Any action by the candidate that is deemed by the cooperating/collaborating teacher and/or university supervisor/liaison to be a threat to the safety and well-being of children/adolescents at the school site.
- Disruptive or unprofessional behavior including such actions as:
 - Repeated rejection of the authority of the cooperating/Collaborating 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 cause by medical issues), tardiness, lack of preparation, lack of effort, etc.;
 - Breakdown in communication and mentoring relationship between the cooperating/collaborating teacher and candidate and/or university supervisor and candidate due to candidate rejection of constructive criticism, inability to implement suggestions in a timely and consistent manner and/or unprofessional behavior.

- Slow progress towards competencies such that the classroom learning environment is compromised; coupled with breakdown in mentoring relationship, or disruptive/unprofessional behavior. More information about Sacramento State University's policy on disruptive behavior can be found at: <http://www.csus.edu/admbus/umannual/UMD03250.htm>.

NOTE: In some cases, progress toward meeting student teaching competencies in a specific semester is such that, in the professional opinion of the cooperating/Collaborating Teacher and University Supervisor/Liaison, the candidate will not be able to successfully complete the required "solo" teaching event, and in fact, attempting the solo will lead to classroom disruption and interrupted learning by the K-12 students. In these cases, if the candidate/mentor teacher relationship is intact and positive, the recommendation may be to suspend taking on new teaching duties, defer attempting the solo period, but continue observation and participation in the classroom so that the candidate can continue to make progress. A grade of No Credit will be assigned and the course must be repeated.

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

A No Credit Grade in Student Teaching. A "No Credit" in any student teaching course means a student may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the instructor of record and the coordinator. Details of the discontinuation process are available from the director of Teacher Preparation and Credentials (TPAC), Eureka Hall 216. (Incomplete grades usually are not given for student teaching. See above)

Final Considerations. The many roles and responsibilities described in this section are carried out by educational professionals who are deeply committed to the success of candidates and who are willing to collaborate with each other to ensure such success. We are all excited by our collaborative work in this program and look forward to observing your growth and triumphs as you prepare for the most important career of all -- teaching! Please do keep in mind some of the "golden rules" of professionalism.

- First, if you are experiencing difficulty, address your concern to the person most directly related to this difficulty first. Though these conversations can be uncomfortable to initiate, your ability to do so in a professional and straightforward manner will serve you well in myriad settings throughout your career.
 - Concretely, student teaching issues should be address with cooperating teachers/university supervisors or Collaborating Teachers/faculty liaisons first.
- If a 'good faith effort' with the person most directly involved does not result in a satisfactory resolution, then you may begin to involve others in the 'chain of command.' Center/Cluster Coordinators would be consulted after good faith efforts to engage these individuals do not produce satisfactory results.

- The Department Chair and/or Director of Teacher Preparation and Credentials should not be consulted until all options have been exhausted -- first with the cooperating teachers/university supervisors or Collaborating Teachers/ faculty liaisons and then with Center/Cluster Coordinator.
- Difficulties should NOT be discussed with anyone but the parties mentioned above (and in the order mentioned).
- Care should be taken as to when and where these conversations are initiated (e.g., the privacy of the classroom is more appropriate than in the teachers' lounge; the 5 minute walk from recess is less conducive to productive dialogue than a before or after school appointment).
- Self-reflection is critical -- be sure to identify areas where you can make improvements and adjustments, in addition to any requests that you may consider making of other parties.

POLICIES AND PROCEDURES REGARDING CONTINUATION IN THE CREDENTIAL PROGRAM

1. Minimum GPA

It is necessary to maintain a 3.0 grade point average in professional education courses and a “C” or better in each of those courses.

2. Grades of “D”, “F”, or “No Credit”

If a student receives a “D”, “F” or “NC” in a professional education course, he/she must withdraw from the program.

3. An Incomplete Grade

An incomplete grade (I) received in a professional education program course must be completed **prior to beginning the next phase**. (See the 2006-2008 CSUS Catalog, page 99, for the description of the Incomplete.) **It is the responsibility of the student to request the Incomplete from the instructor, to file the Petition for “I” grade in the appropriate department office and provide a copy of the petition to the TPAC, EUR-216. The Incomplete must be completed no later than one week before the start of the next semester.**

4. A No Credit Grade in Student Teaching

A “No Credit” in Phase I Observation/Participation (BMED only), or in Phase II, Phase III, or Phase IV student teaching means a student may not continue with any portion of the Teacher Preparation Program unless recommended for continuation by the instructor of record and the coordinator. Details of the “Student Teaching Discontinuation Process” are available from the director of Teacher Preparation and Credentials (TPAC) **Note:** A student repeating Phase II student teaching usually does not take any Phase III coursework.

5. Grade Appeals

If students feel they can show that the assigned grade for the course was not based on their graded performance in the course, they may appeal the grade. In such a case they will need

to provide evidence that the instructor assigned the grade “arbitrarily, capriciously and/or because of prejudice.” The process for grade appeals can be found at the URL address <http://www.csus.edu/admbus/umannual/UMS16295.htm> .

6. Withdrawal from Individual Courses in the Program

If a student 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. The TPAC Office should be informed immediately. Withdrawing from a professional preparation course is likely to extend one’s time in the program and, possibly, delay the credential candidate’s entry into the next phase.

7. Withdrawal From and Re-entry to the Program

If for some reason a student 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 216). **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. If one’s application for re-entry exceeds three (3) years, the applicant needs to re-apply to the program; if the applicant is accepted, previous coursework will be evaluated for equivalency.

8. Reassignment of Student Teachers

Student teachers will not be reassigned to another school after six (6) weeks of the semester have elapsed, except under unusual and compelling circumstances. Prior to the six weeks, reassignment to another classroom may be arranged with strong justification. That request must be initiated through the university supervisor to the center coordinator.

9. Request to Change from One Center (Multiple Subject) or CLUSTER (Single Subject) to Another

After admission to a center/cluster, transfer requests may be considered only under *very special* circumstances, and will be handled on a case-by-case basis. In general, requests for transferring between centers 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 student may initiate a written request to his/her current center coordinator, specifying the reasons the transfer is being requested. The final decision will be made by the director of TPAC and the center coordinator involved. Specific steps of the procedure are available in TPAC in Eureka 216.

10. Substituting During Student Teaching Assignment

Student teachers may substitute for their mentor teacher in case of his/her absence for a **reasonable number** of days in the semester, provided the student holds an emergency permit AND prior approval has been given by the university supervisor and the mentor teacher. Candidates who hold a 30 day substitute permit may be allowed to substitute and count that time as student teaching only under the following conditions:

- a. Student teacher must be in the final semester of student teaching.
- b. Prior positive recommendations must be given by the University Supervisor, Cluster Coordinator and University course instructors, to insure that student teacher has demonstrated throughout the program an outstanding level of competence in all coursework and fieldwork leading up to the final semester of the TPP. If for any reason the Supervisor or Cluster Coordinator believe that substituting will put in jeopardy the student's progress toward meeting the competencies required of a Phase III student teacher, they may deny the request.
- c. Substituting must be done for their own cooperating (Mentor/Collaborating) teacher(s) in the classroom in which the ST has already been student teaching. If the student teacher is assigned to more than one Mentor/Collaborating Teacher, he/she can substitute for the teacher on leave, but must continue to meet all student teaching obligations to the other Mentor/Collaborating Teacher(s). If all of the student teacher's Mentor/Collaborating Teachers agree to release the student teacher, the final decision of accepting the position will rest with the Cluster Coordinator in consultation with all involved parties (e.g., University Supervisor, Mentor/Collaborating Teachers, and school Principal).
- d. Substituting must not exceed four weeks.
- e. The district/school site must agree to provide extra support on site to the substitute/student teacher by assigning a school site mentor in the same subject matter area who will meet regularly with the student teacher to provide feedback and support.
- f. Student teacher must meet all other basic requirements (as required already by law – e.g. subject matter competency, CBEST, etc).

Line of communication for requesting that student teachers be hired as a substitute will be between the classroom teacher, School Administrator and the CSUS Cluster Coordinator. The Cluster Coordinator is responsible for notifying TPAC about each student teacher who is approved to substitute, including information about when subbing will occur, and verifying that site-level support is in place.

11. Interning During Student Teaching

The Teacher Preparation Program encourages districts to employ fully credentialed candidates from CSUS or other institutions. However, if there are insufficient numbers of credentialed teachers, and depending on the districts' needs, partial to full-time internships may be available for some Phase III Single Subject student teachers. Student teachers who may be eligible for consideration for an internship during Phase III (only) are those student teachers deemed "excellent" based on their Phase II Student Teaching and who have met the CCTC-required 120 of pre-service instruction. Internships may involve a single student teacher or a pair of student teachers who share a beginning teacher's salary. An internship is viable only when both the university and the public school can provide strong support to the intern. Student teachers do not seek their own internships; internships are offered to student teachers. Students offered an internship by a principal or district should notify their supervisor and center coordinator. The center coordinator, in consultation with the student's supervisor and mentor teacher, will make the determination about the student's level of competency necessary to move into an internship position.

12. Student Teaching and Field Experiences During Emergencies—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 school office of his/her intended absence and then should contact Eureka Hall 216 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 student teachers 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 go online at <http://www.cta.org/SCTA/Join/Join.htm>. You may also contact Tito Gomez, nativecree@yahoo.com, or Cristal Padilla, cristal.padilla@gmail.com, Northern Regional Vice Presidents of the SCTA, (916) 266-7796.

13. Academic Honesty, Integrity, Cheating, and Plagiarism

Students enrolled in the credential program will be held to high standards for student conduct in all aspects of their field and coursework consistent with CSUS policy and procedures regarding academic honesty, integrity, cheating and plagiarism. (<http://library.csus.edu/content2.asp?pageID=175>)

14. Privacy Act

Based upon the Family Educational Rights and Privacy Act (FERPA) of 1974, teacher candidates have access to inspect and review records kept on file in the TPAC. 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 Director of Teacher Preparation and Credentials to review all materials in their files.

Candidates' credential files *do not* leave the TPAC office. Those desiring copies of documents in their files should make copies prior to submitting them to the Teacher Preparation Programs Office, Eureka Hall 216.

ANY OF THE PRECEDING POLICIES MAY BE APPEALED BY PETITIONING THE CREDENTIAL APPEALS COMMITTEE. For further information about the appeal process or clarification of these policies, contact the Teacher Preparation Program Office at (916) 278-6403.

NON-APPEALABLE POLICIES

1. Satisfying Subject Matter Competency by Coursework

Single Subject students who seek to satisfy subject matter competence by coursework (Subject Matter Program) need to provide the Teacher Preparation Program Office, Eureka Hall 216, evidence that they have completed a subject matter program prior to Phase III.

2. Satisfying Subject Matter Competency by Examination

Students in all Multiple Subject programs must provide evidence that they have passed the California Subject Examination for Teachers (CSET) prior to the final semester of the program.

Single Subject students who seek to satisfy subject matter competency by examination need to provide evidence that they have passed the appropriate Praxis and SSAT or CSET exams prior to Phase III.

3. California Basic Education Skills Test (CBEST) – CBEST must be passed and verification provided to the TPAC office prior to the final semester of student teaching. Candidates, who do not pass prior to the final semester, will not be allowed to continue in the credential program.

4. Certificate of Clearance (COC) – Candidates will not be allowed in the schools until verification of their COC is received by the TPAC office.

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. Most appeals are made solely “in writing,” while some may be more appropriate to an “in-person” appeal accompany by the written appeal. Candidates going through the appeal process are responsible for

contacting the Teacher Preparation office after 1:30 pm 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 216.

It is the candidate's responsibility to obtain and submit by the deadline a Credential Appeal Petition form to the Teacher Preparation Office.

NOTE: The director of TPAC is available to talk with credential candidates who have concerns about the program and their progress. Prior to meeting with the director of TPAC, candidates should have met first with their supervisor and/or center coordinator to resolve issues. Phone (916) 278-6403 for an appointment.

STRONG RECOMMENDATIONS

1. Public School Attendance and Emergency Absences

During student teaching, student teachers are expected to arrive prior to class time and, when possible, remain after class for conferences with the mentor teacher and/or university supervisor. Student teachers should always let the main office know when they are in the building. (Some schools have a sign-in procedure.) Illness and emergencies are the only acceptable excuses for absence. **In the event of absence, it is the responsibility of the student teacher to inform the school (the mentor or collaborating teacher or school office, as directed) in sufficient time for instruction to be continued effectively. If unannounced absences occur, the mentor or collaborating teacher should notify the university supervisor immediately.**

2. Dress Code

The university does not have a dress code, but many public schools do. Whether the code is written or unwritten, student teachers are expected to dress in professional attire and conform to the standards of dress expected of regularly employed teachers at that school.

3. Outside Work Commitments

No formal policy governs a student teacher's commitments outside the Teacher Preparation Program. However, a student teacher's future employment depends, in large part, on success during the program, especially in student teaching. Experience has shown that student teachers should plan ahead to make the student teaching semesters as free from other obligations as possible. Heavy time requirements for employment and extra classes should be avoided, if at all possible.

FINANCIAL AID

State and federal loans, grants, and scholarships for education students are available through the university's Financial Aid Office. In addition, the College of Education has scholarships for students already enrolled in the Teacher Preparation Program. Applications and further information can be obtained through the TPAC website at www.edweb.csus.edu or in room 209 Eureka Hall. Emergency loans are also available on a limited basis through the Department of Teacher Education, Chair's Office (Eureka Hall 203). Some Phase III student teachers are selected for district-financed internships (see your center coordinator for additional information).

POLICIES FOR SERVING STUDENTS WITH DISABILITIES

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

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

CAREER PLACEMENT

The Career Development and Placement Center, in Lassen Hall, Room 2000, offers credential candidates assistance in developing effective resumes and interviewing techniques. Call (916) 278-6231 for information about the Center's resources and the annual Spring on-campus interview day. Additionally, the Phase III seminar focuses on successful approaches to job-hunting.

A P P E N D I C E S

**CALIFORNIA STANDARDS FOR THE TEACHING PROFESSION
and
TEACHING PERFORMANCE EXPECTATIONS**

Background

Teacher educators have consistently embraced the notion that teacher education is a continuum. In order for new teachers to become increasingly more effective in the classroom, they must be supported through an extensive period of induction. Further, that process necessitates a uniform set of standards or criteria to inform the assessment of credential candidates and new teachers.

The California Standards for the Teaching Profession (CSTP) and the Teaching Performance Expectations (TPE) are the criteria by which new teachers are being assessed. The Beginning Teacher Support and Assessment (BTSA) Program, aligned with the CSTP, is being implemented throughout California, usually through county offices of education. The BTSA program, which emphasizes a “reflections-on-practice” approach, builds on individual teacher’s strengths and evolving understanding of how their teaching practices impact student outcomes. Funding is now available to enable every eligible first- and second-year new teacher in California to participate in a BTSA program. Districts are quickly subscribing to the program for all their first-year teachers.

California Teaching Performance Expectations
TPEs At-A-Glance with Salient Features

A. Making Subject Matter Comprehensible to Students

TPE 1 – Specific Pedagogical Skills for Subject Matter Instruction

a. Subject-Specific Pedagogical Skills for Multiple Subject Teaching Assignments

- Understanding the state-adopted academic content standards
- Understanding how to teach the subject matter in the standards
- Planning instruction that addresses the standards
- Demonstrating the ability to teach to the standards

b. Subject-Specific Pedagogical Skills for Single Subject Teaching Assignments

- Understanding the state-adopted academic content standards
- Understanding how to teach the subject matter in the standards
- Planning instruction that addresses the standards
- Demonstrating the ability to teach to the standards

B. Assessing Student Learning

TPE 2 – Monitoring Student Learning During Instruction

- Determining student progress toward achieving the state-adopted academic content standards
- Using instructional strategies and techniques to support students’ learning

TPE 3 – Interpretation and Use of Assessments

- Understanding a range of assessments
- Using and interpreting a range of assessments
- Giving feedback on assessment results

C. Engaging and Supporting Students in Learning

TPE 4 – Making Content Accessible

- Addressing state-adopted academic content standards
- Prioritizing and sequencing content
- Selecting and using various instructional strategies, activities, and resources to facilitate student learning

TPE 5 – Student Engagement

- Understanding of academic learning goals
- Ensuring active and equitable participation
- Monitoring student progress and extending student thinking

TPE 6 Developmentally Appropriate Teaching Practices**a. Developmentally Appropriate Practices in Grades K-3**

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

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b. Developmentally Appropriate Practices in Grades 4-8

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

c. Developmentally Appropriate Practices in Grades 9-12

- Understanding important characteristics of the learners
- Designing instructional activities
- Providing developmentally appropriate educational experiences

TPE 7 – Teaching English Learners

- Understanding and applying theories, principles, and instructional practices for English Language Development
- Understanding how to adapt instructional practices to provide access to the state-adopted student content standards
- Drawing upon student backgrounds and language abilities to provide differentiated instruction

D. Planning Instruction and Designing Learning Experiences for Students**TPE 8 – Learning about Students**

- Understanding child and adolescent development
- Understanding how to learn about students
- Using methods to learn about students
- Connecting student information to learning

TPE 9 – Instructional Planning

- Establishing academic learning goals
- Connecting academic content to the students backgrounds, needs, and abilities
- Selecting strategies/activities/materials/resources

E. Creating and Maintaining Effective Environments for Student Learning**TPE 10 – Instructional Time**

- Allocating instructional time
- Managing instructional time

TPE 11 – Social Environment

- Understanding the importance of the social environment

- Establishing a positive environment for learning
- Maintaining a positive environment for learning

F. Developing as a Professional Educator

TPE 12 – Professional, Legal, and Ethical Obligations

- Taking responsibility for student academic learning outcomes
- Knowing and applying professional and ethical obligations
- Knowing and applying legal obligations

TPE 13 – Professional Growth

- Evaluating teaching practices and subject matter knowledge
- Using reflection and feedback to improve teaching practice and subject matter knowledge

Teaching Performance Expectations & the California Standards for the Teaching Profession:
Alignment of Pre-Service and In-Service Performance Standards

TPE Domain		CSTP Standard
A: Making subject matter comprehensible to students	➔	3: Understanding & organizing subject matter for student learning
B: Assessing student learning	➔	5: Assessing student learning
D: Planning instruction & designing learning experiences for students	➔	1: Engaging & supporting all students in learning
D: Planning instruction & designing learning experiences for students	➔	4: Planning instruction & designing learning experiences for all students
E: Creating & maintaining effective environments for student learning	➔	2: Creating & maintaining effective environments for student learning
F: Developing as a professional	➔	6: Developing as a professional educator