University Supervisor & Mentor Teacher Handbook

2023-24
—

School of Education
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928

Table of Contents

Welcome

Since 1964, Sonoma State University has excelled in preparing effective teachers, administrators, and other school professionals. The School of Education offers Teacher Credential programs in Multiple Subject, Single Subjects, and Special Education. We also have a dynamic Early Childhood Studies major that prepares students to become knowledgeable and caring professionals who are committed to contributing to a just society through high-quality education and social service for all children and families. In addition, we offer advanced credentials and master's programs in Reading and Language; Administrative Services; Curriculum, Teaching and Learning; Early Childhood Education; Special Education; and Educational Leadership. Our degree programs are accredited by the Western Association of Schools and Colleges, and our credential programs are approved by California's Commission on Teacher Credentialing.

Our educators and staff take pride in offering individualized and small group experiences for our teacher candidates and degree program students. Our programs are rigorous, focused, personalized, and highly regarded by both students and the wider educational community. Our field placements are carefully chosen to be in some of the best places for our students to learn about teaching and learning. Our faculty's research agendas help create the best teachers in California and give our students opportunities to actively participate in exploring real-world solutions for tomorrow's classrooms.

We in the School of Education help meet the employment needs of public schools in the North Bay and beyond by preparing new teachers and school leaders and helping educators continue their own growth and learning. Our regional Educator Job Fair, held on campus annually in the Spring, connects local schools and districts with job candidates. We are improving the diversity of the teacher workforce in California with collaborative initiatives like our PUERTA and La Promesa/The Promise programs. For current educators, we provide opportunities for professional growth such as the Nexus Interdisciplinary Program for Elementary Teachers, and the Maker Educator Certificate Program.

Children begin school each Fall looking for the caring, skilled guidance of the best teachers and early childhood professionals we can provide. I hope that you as a prospective student come join us in the fulfilling life of helping students learn and grow. Become one of these teacher-leaders.

Dean Laura Alamillo, Ph.D.

Mission & Vision of the School of Education

Vision

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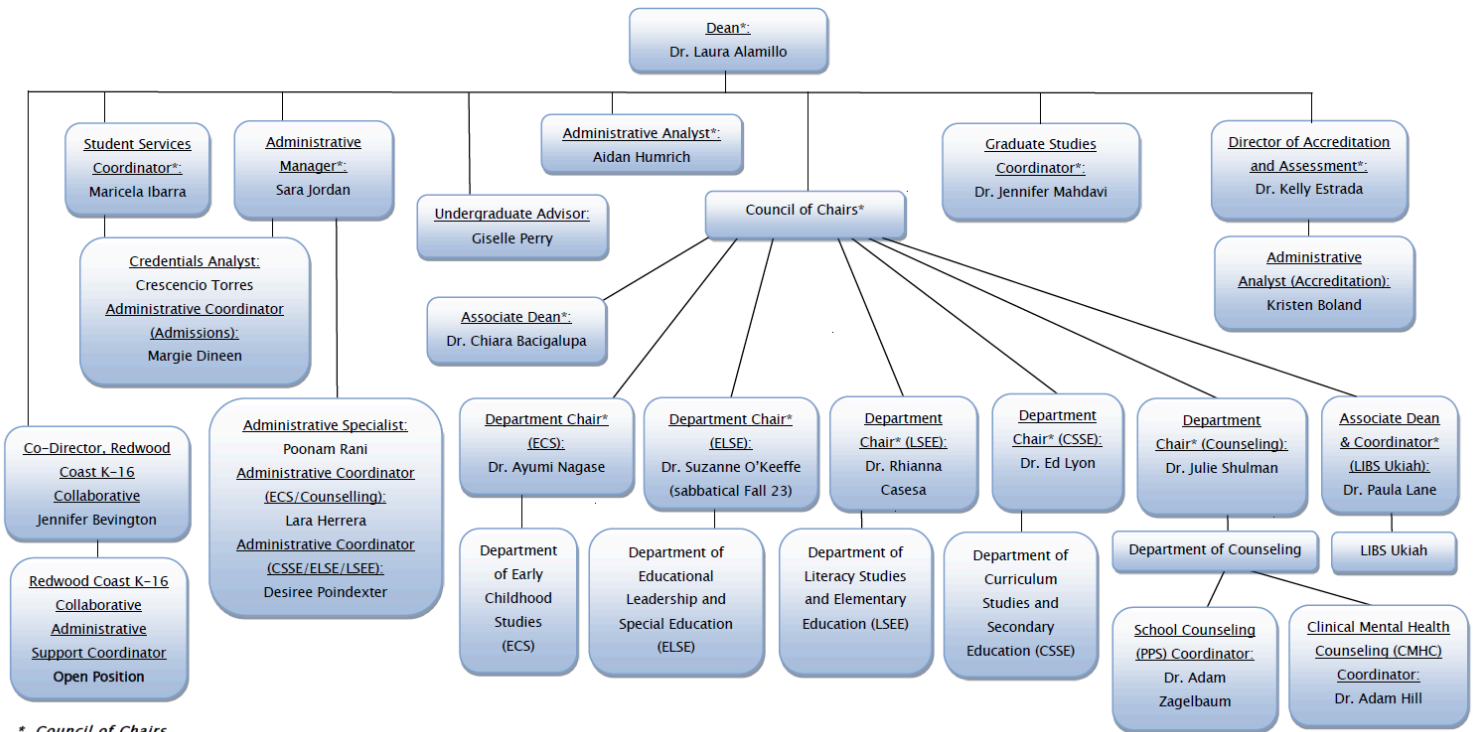
Mission

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

Core Values

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

Organizational Chart

Sonoma State University School of Education
Organization Chart

Dean*:
Dr. Laura Alamillo

Student Services Coordinator*:
Maricela Ibarra

Administrative Manager*:
Sara Jordan

Administrative Analyst*:
Aidan Humrich

Graduate Studies Coordinator*:
Dr. Jennifer Mahdavi

Director of Accreditation and Assessment*:
Dr. Kelly Estrada

Undergraduate Advisor:
Giselle Perry

Council of Chairs*

Administrative Analyst (Accreditation):
Kristen Boland

Credentials Analyst:
Crescencio Torres
Administrative Coordinator (Admissions):
Margie Dineen

Associate Dean*:
Dr. Chiara Bacigalupa

Co-Director, Redwood Coast K-16 Collaborative
Jennifer Bevington

Administrative Specialist:
Poonam Rani
Administrative Coordinator (ECS/Counselling):
Lara Herrera
Administrative Coordinator (CSSE/ELSE/LSEE):
Desiree Poindexter

Department Chair* (ECS):
Dr. Ayumi Nagase

Department Chair* (ELSE):
Dr. Suzanne O'Keeffe
(sabbatical Fall 23)

Department Chair* (LSEE):
Dr. Rhianna Casesa

Department Chair* (CSSE):
Dr. Ed Lyon

Department Chair* (Counseling):
Dr. Julie Shulman

Associate Dean & Coordinator* (LIBS Ukiah):
Dr. Paula Lane

Redwood Coast K-16 Collaborative Administrative Support Coordinator
Open Position

Department of Early Childhood Studies (ECS)

Department of Educational Leadership and Special Education (ELSE)

Department of Literacy Studies and Elementary Education (LSEE)

Department of Curriculum Studies and Secondary Education (CSSE)

Department of Counseling

LIBS Ukiah

School Counseling (PPS) Coordinator:
Dr. Adam Zagelbaum

Clinical Mental Health Counseling (CMHC) Coordinator:
Dr. Adam Hill

* Council of Chairs

Clinical Practice

Definition of clinical practice:

Clinical Practice is a core element of the teaching credential programs. This field experience is critical to the development of high quality teacher candidates. The term clinical practice encompasses a broad range of activities in the local PK-12 school sites including:

- Observation of veteran teachers leading classroom instruction.
- Participation in direct teaching activities including whole class instruction, small groups, and other time spent in direct contact with students.
- Solo teaching experiences including lesson planning and react instruction.
- Planning time and collaboration time spent with Mentor Teacher (MT)/District Employed Supervisors (DES)s
- Professional development opportunities on the school site such as professional learning communities or training sessions on District adopted curriculum.

In selecting our partner school sites, Sonoma State considers some of the following. One major element that is evaluated is how the school site will meet the requirement as outlined by the CTC that, " *In all clinical practice placements, candidates should have significant exposure to school settings that reflect the full diversity of California public schools*. ". Additionally, Sonoma State Department Chairs and Placement Coordinators will be seeking partners schools who demonstrate the interest and capacity to:

- Employ site personnel adhere to developmentally and culturally appropriate practices.
- Foster collaboration with families, including those from diverse backgrounds, is valued.
- Students are served in the least restrictive environment; English learners are supported, academic technology is available.
- Maintain a school that reflects socioeconomic, cultural, and linguistic diversity of its community.
- Provide opportunities for SSU candidates to be able to observe/participate in general and special education classrooms.

As per CTC Program Standards, partnership school sites have a fully qualified site administrator who supports collaborative evidence-based practices and strives for continuous improvement.

The school they lead must:

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

Throughout this handbook you will see the term clinical practice used to define this broad set of activities and supports used in the development of teacher credential candidates. All candidates must spend at least 600 hours in such preparation. Each program within the School of Education (see program specific sections to follow), has developed a progressive sequence of clinical practice activities that allow teacher candidates to evolve in their professional practice. This is achieved through exposure to veteran teachers and on-going support and collaboration opportunities with both the Mentor Teacher (MT)/District Employed Supervisors (DES) in the field as well as the University supervisor.

Roles in Site Supervision

I.   Teacher Candidate (TC)

Throughout prerequisites and program courses, candidates shall demonstrate personality and character traits that satisfy the standards of the teaching profession as well as the core values outlined in the School of Education Mission and Vision Statements. Since teaching is a profession rooted in developing relationships and since teachers are held to high professional standards and behaviors, the School of Education expects all teacher education candidates to demonstrate professional behavior in all components of the teacher credential program.

During clinical practice, the teacher candidate is expected to:

- Accept clinical practice responsibilities in the classroom as outlined by their program during the school year.
- Complete clinical practice experience in which you will report to your site at the same time in which in-service teachers are required to report for work, teach and assist in your regular periods of instruction and complete other responsibilities as outlined in your program section below.
- Participate in whatever before or after school activities that are required of the in-service teaching staff at your school site.
- Schedule no personal commitments, employment responsibilities, or extra- curricular assignments which conflict with normal school site duties or with the clinical practice seminar.
- Submit to the Mentor Teacher (MT)/District Employed Supervisors (DES) an overview of plans for the semester as well as detailed lesson plans for the first week of instruction in each clinical practice assignment before assuming full teaching responsibility in that assignment.
- Continue to submit written lesson plans to each Mentor Teacher (MT)/District Employed Supervisors (DES) and university supervisor according to a mutually agreeable schedule.
- Confer regularly with each Mentor Teacher (MT)/District Employed Supervisors (DES) and with the university supervisor.
- Attend department/staff meetings at your field site as requested by your Program.

- Become familiar with the procedures and culture of the school by participating in other school activities as appropriate.
- Attend all required teacher activities.
- Become familiar with all types of administrative and management procedures and forms used by classroom teachers in the school.
- List your current address, telephone number and emergency contact information with the school secretary.
- Check in at the front office each day you are at your field site.
- Educate yourself on the emergency procedures at your field site.
- Follow established school procedures in reporting illness and providing lesson plans for your replacement. A leave of absence other than illness or emergency must be approved in advance by the Mentor Teacher (MT)/District Employed Supervisors (DES), school administration, and university supervisor.
- Be professional in appearance and manner. Although there may be no explicit dress code for teachers, there are usually unwritten codes of acceptable dress in each school.
- Complete any feedback and evaluation forms as requested by your Program.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.
- Candidates should be available at their field sites during the hours required by their program and are encouraged to participate in all school activities. It is strongly recommended that you also become involved in extra-curricular activities (e.g. dances, clubs, sports, field trips, etc.)
- Set and maintain a field site placement schedule with your mentor. Contact your Supervisor and Mentor for any changes or deviations needed.
- Not enroll in any university courses other than those outlined by your program, unless with approval from your program's department chair.
- Students who disagree with the Department Chair's decision may meet with the Dean of the School of Education. If the Dean and the student do not come to a satisfactory resolution, the student may appeal the decision through the SSU Student Grievance Policy.

Please see the Field Placement section of this handbook for further information about ethical and professional behavior specifically related to field placements. For more information about these standards please see the following sources for descriptions of appropriate, professional behavior in the teaching profession: the <u>California Commission on Teacher Credentialing Rules of Conduct</u> and the <u>National Education Association Code of Ethics</u>.

II.   Mentor Teacher (MT)/District Employed Supervisors (DES)

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

Criteria for District Employed Supervisors

- Credentialed in the subject area being taught
- Demonstrate mastery of pedagogical and subject matter skills and standards and competency with English Language Development
- Tenure or minimum of three years of teaching experience, including one year at the school site
- One or more indicators of exemplary teaching and/or professional development including but not limited to: participation in teacher induction, outstanding teaching awards, commendable teaching evaluations by administrators and/or peers, Mentor

Teacher (MT)/District Employed Supervisors (DES) status, training in clinical supervision, attendance at professional meetings, and/or publication

- Recommendation by the principal
- Have indicated to the University their willingness to engage in supervision and collaborative teamwork via their agreement to the terms and conditions of the Program.
- Complete the 2-hour SSU orientation as required.
- Document 8 hours of professional development in adult learning theory, special education practices, supervision/coaching, etc. as required.
- Satisfy any additional requirements set forth by the student specific program (see sections below)
- Demonstrate a commitment to completing the duties as listed in the following section.

Duties of the Mentor Teacher (MT)/District Employed Supervisors (DES)

Mentor Teacher (MT)/District Employed Supervisors (DES)s welcome teacher candidates to the school and the classroom, see that they are oriented to school policies and classroom procedures, introduce them to school personnel, help them move into teaching responsibilities, oversee their planning and instruction, and provide feedback to help them develop as a teacher. Specifically, during clinical practice each Mentor Teacher (MT)/District Employed Supervisors (DES) is expected to:

Welcome Candidates to the School Site

- Introduce the SSU credential candidate(s) to school personnel. Acquaint the candidate(s) with the school rules and procedures, including available resources, district standards, and disciplinary and/or emergency procedures.
- Invite the candidates to all grade level meetings, faculty meetings, parent meetings, SST/IEP/504 meetings, and district in-service meetings when appropriate.
- Provide the candidate(s) with a desk or space to store materials and personal belongings.
- Ensure that the teacher candidate is onboarded on your school site including keys, badges, emergency notifications, access to databases and online learning platforms etc.

Communicate Effectively

- Establish and communicate his/her expectations for the teacher candidate in that assignment.
- Participate in three-way conferences with the teacher candidate and the university supervisor at the beginning, middle, and end of the clinical practice semester.
- Confer regularly with the University Supervisor.
- Attend regularly scheduled Mentor meetings while SSU candidates are in charge in the classroom.
- Notify the credential candidates and the University Supervisor at the first sign of trouble or if responsibilities are not being met. In more serious cases, work with the University Supervisor to complete Student of Concern paperwork and collaboratively develop deadlines by which candidates must demonstrate adequate growth/progress toward the TPEs or other criteria for success. Monitor and provide the University Supervisor with timely feedback and documentation. *Please see section: When Problems Arise*
- Be part of an ongoing collaboration with the University Supervisor for developing effective supervision models that meet the needs of the candidates.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.
- Share with the teacher candidate course outlines, classroom materials, and other resources to help you plan and teach in their assignment.

Provide Instructional Support

- Confer with the teacher candidate at least weekly to review their instructional plans and to discuss issues and problems that arise in their teaching.
- Informed by any timelines provided by the Program and in consultation with the University Supervisor, develop a timeline with the candidate(s), for increasing their knowledge of the curriculum and for taking on increased responsibilities in the classroom.
- Review the lesson plans and unit plans prepared by the candidate(s).
- Assist the teacher candidate in writing, implementing, and modifying unit and lesson plans, and collect written plans from them according to a mutually agreeable schedule.
- Observe and write formal observations for the candidate(s) as required by the program.

- Monitor the teacher candidate's teaching with respect to classroom control in the early weeks, and help them develop effective classroom management skills.
- Visit the teacher candidate's classroom, at the frequency set by the Program, to observe a lesson, and give them oral and written feedback.
- Arrange for the teacher candidate to engage in the clinical practice by following the Mentor Teacher (MT)/District Employed Supervisors (DES)'s full teaching schedule for the period outlined and monitor their performance during this period.

III.   University Supervisors

General Role and Responsibilities

The university supervisor is an employee of Sonoma State University assigned to support teacher candidates and Mentor Teacher (MT)/District Employed Supervisors (DES)s in the field. The University Supervisor is the liaison between the SSU School of Education and the Mentor Teacher (MT)/District Employed Supervisors (DES)s and school site. The University Supervisor ensures that the teacher candidate is making appropriate progress while following the policies and procedures of both the host school site and SSU. The University Supervisor also works with the Placement Coordinator and Department Chair when issues arise in the clinical practice setting. The University Supervisor should establish rapport with the teacher candidate and the resident teacher to ensure open communication between all participants. Visits should be arranged so both the teacher candidate and Mentor Teacher (MT)/District Employed Supervisors (DES) have an opportunity to speak with the university supervisor. It may be necessary to arrange a visit outside of the regular supervision time to accomplish this objective.

The university supervisor helps the teacher candidate relate the clinical practice to university preparation, assist the candidate with planning, observe their teaching, and provide feedback to help them develop as a teacher. Specifically, during clinical practice, the university supervisor is expected to:

- Familiarize the teacher candidate with university policies and procedures pertaining to their clinical practice assignment.

- Acquaint the teacher candidate, Mentor Teacher (MT)/District Employed Supervisors (DES)s and administrators with the credential program, and clarify the roles and responsibilities of the various people involved in their clinical practice experience.
- Establish and communicate expectations for the teacher candidate in clinical practice.
- Ensure that the teacher candidate is fully aware of all emergency policies and procedures at the school site.
- Assist the teacher candidate in planning for instruction, implementing instructional strategies and techniques, and managing classrooms and students.
- Visit the teacher candidate's classroom on a regular basis, as required by your Program, observe all or part of a lesson, and give them a written report, using the form provided by the program (see section below program appendices).
- Confer with the teacher candidate regularly.
- Provide feedback and support to the teacher candidate that supplements comments from the Mentor Teacher (MT)/District Employed Supervisors (DES).
- Assist the Mentor Teacher (MT)/District Employed Supervisors (DES) if questions should arise.
- If problems arise, p*lease see section: **When Problems Arise**.*
- Read the teacher candidate's Mentor Teacher (MT)/District Employed Supervisors (DES)(s) observation reports, and consult with them and the Mentor Teacher (MT)/District Employed Supervisors (DES) regarding how the candidate is progressing and how the supervisor can help support development as a novice teacher.
- Hold three-way conferences with the teacher candidate and their Mentor Teacher (MT)/District Employed Supervisors (DES) at the frequency set by your Program.
- In conjunction with the Mentor Teacher (MT)/District Employed Supervisors (DES), complete evaluations of the teacher candidate: one at mid-semester during clinical practice and one at the end of the semester. Both evaluations are provided by your Program.
- Evaluate the teacher candidate's work using a variety of assessment measures, and assign a final grade (Cr/NC) for the clinical practice course.
- Notify the Department Chair by mid-semester if any student is in danger of failing their clinical practice.

- Complete all required documentation as required by Sonoma State University including entry of grades into PeopleSoft, completing required employee training, using databases and software for reporting etc.
- There is an expectation that the University Supervisor will write a letter of recommendation when asked by the teacher candidate.
- Stay informed and knowledgeable about the current California context of public schooling (e.g. content standards, frameworks and accountability systems).
- Attend supervisor meetings, as outlined in your Program section below, on SSU Campus or Zoom
- Supervisors are invited to department and school meetings and highly encouraged to attend professional development training.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.

IV.   LEA Staff/School/Preschool Sites

During clinical practice, school site administrators are expected to:

- Assist the teacher candidate, their Mentor Teacher (MT)/District Employed Supervisors (DES)s, and their university supervisors in carrying out their respective responsibilities.
- Help orient the teacher candidate to the school, and communicate school and district policies and expectations pertinent to their clinical practice assignment.
- Arrange for the teacher candidate to receive a faculty handbook, curriculum guide, and/or any other important documents related to their clinical practice assignment.
- Ensure candidates receive school site safety orientation and training.
- Invite the teacher candidate to attend faculty and department meetings, in- service sessions, and other appropriate gatherings.
- Provide appropriate extra-curricular supervision experiences for the Teacher candidate, as long as these do not conflict with their university responsibilities, including the clinical practice seminar.
- Observe the teacher candidate's classroom teaching *when requested* and provide feedback.
- If problems arise, p*lease see section:* ***When Problems Arise***.

V.   Other SSU Faculty & Staff

- For issues on Travel in COncur, supplies or contracts, please contact Sara Jordan, Administrative Manager at jordansa@sonma.edu
- Residency Programs - visit [SOE Residency Programs](#)
- Intern Coordinator - [SSU Intern Program Website](#). Below is the modified description of DES/MT duties in the intern program. **Intern District Employee Supervisor (DES) Responsibilities:**
  - Conduct at least one classroom observation *each* semester.
  - Meet weekly with your Teacher Candidate(s) for a minimum of one hour each week.
  - Participate in a goal-setting meeting to complete the Individual Learning Plan (ILP) in collaboration with your Candidate(s) and with input from your Candidate's

employer (site administrator) within the first **60 days** of enrollment of each inquiry/semester. The ILP must be designed and implemented solely for the professional growth and development of the participating teacher and not for evaluation for employment purposes.

- Communicating in a timely manner with the Sonoma State University's Program Coordinator.
- Supporting the development, implementation, evaluation, and revision of the Individualized Learning Plan (ILP).
- Supporting the design, implementation, and reflection of classroom practice through Classroom Observation.
- Supporting the collaborative assessment of the New Teacher's development level on the California Standards for the Teaching Profession Continuum of Teaching Practice.
- Providing "just in time" support for the Induction candidate, in accordance with the ILP, along with longer-term guidance to promote enduring professional skills.

When Problems Arise

Procedures for Handling Problems

In our programs, we are preparing future educators and as such we expect them to behave in a manner that is consistent with the generally accepted norms of educator professional conduct. If our students are conducting themselves in a manner not fitting with professional educator standards, then it needs to be addressed.

1. The teacher candidate, the Mentor Teacher (MT)/District Employed Supervisors (DES) or the school site administrator notifies the university supervisor *as soon as a concern arises*. A concern is defined as any single egregious action or a repeated pattern of actions that do not conform with the expectations of professional educators or violate student codes of conduct as defined by Sonoma State University or the program student handbook.
2. The university supervisor holds a two-way or three-way conference with the teacher candidate and/or Mentor Teacher (MT)/District Employed Supervisors (DES) to discuss concerns and find solutions.
3. The university supervisor notifies the department chair of the problem using the student of concern form (*see Student of Concern Form*).
4. If problems continue, first review the student's history of other issues of concern. Then, the university supervisor schedules a formal three-way conference with the teacher candidate and Mentor Teacher (MT)/District Employed Supervisors (DES). This conference is to result in clear identification of the problems and development of specific, written plans for resolution (e.g. a written contract signed by the teacher candidate, Mentor Teacher (MT)/District Employed Supervisors (DES) and university supervisor)
5. The university supervisor notifies in writing the teacher candidate, the Mentor Teacher (MT)/District Employed Supervisors (DES), the school site administrator, and the department chair of the problems and the plans for resolution.
6. If the plan for resolution is not followed or is unsuccessful in resolving the problems, the university supervisor consults the department chair to determine alternate solutions (e.g., visitation/assessment by another supervisor, change of placement, extension of

program courses, repeating clinical practice, removal from program etc.) and next steps for this case.

Repeating Clinical Practice

In circumstances where the teacher candidate is unable to complete the clinical practice successfully as outlined in the program specific sections in this document, and their performance indicates potential for further progress, provisions may be made for repeating the clinical practice. The decision to extend or repeat the clinical practice course is made collaboratively between the university supervisor, the Mentor Teacher (MT)/District Employed Supervisors (DES), and the department chair. In cases where disagreement exists, the department chair will make the final decision.

Removal Of A Teacher Candidate From Clinical Practice

When the steps above have failed to result in improvement or when a situation is untenable, the immediate removal of a teacher candidate from clinical practice may be required. When a teacher candidate is removed from clinical practice, a number of options are available for action subsequent to the removal.

1. The teacher candidate may be ***removed from the program.***
   a. If this option is chosen, the department chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken, and meeting with the student to inform them of termination from the program. The coordinator must notify the department chair in writing the causes for student termination from the program. The department chair must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field experience and terminated from the program. The coordinator maintains all records supporting the decision by the faculty to remove the student from the field experience and the program
2. The teacher candidate may be placed immediately in ***another clinical practice*** with specified stipulations and requirements.
   a. If this option is chosen, the department chair is responsible for working with the university supervisor and program faculty to determine the actions to be taken and conditions for the teacher candidate's continuation in the program. The

university supervisor must notify in writing all appropriate persons and offices (see below) that the teacher candidate has been removed from the field placement and specify agreements regarding replacement and conditions/requirements for the teacher candidate's continuation in the program. The university supervisor maintains all records supporting the decision by the faculty to remove the student from the field placement.

b.   If this option is chosen, the student will receive a no-credit (NC) grade for the first placement and must re-register for the new field placement. The student is expected to complete the repeat placement in the semester immediately following the semester of the original placement. A student may repeat a placement once; if he or she does not meet specified requirements and/or is not successful in that placement, termination from the program is likely.

c.   After a second clinical practice placement is unsuccessful, the Department Chair may discuss other options with the student and consider program removal.

Notification List - Required

❐   Student

❐   Site Personnel, e.g., resident teacher, principal

❐   University Supervisor

❐   Credentials Analyst

❐   Department Chair

Notification List – Optional as Appropriate

❐   Dean, School of Education

❐   Disability Services for Students Office

Immediate Termination of Program Enrollment

When the presence of the teacher candidate is detrimental to the classroom or when performance does not meet minimum standards after every effort has been made to resolve identified problems, the teacher candidate's enrollment in the program may be terminated, effective immediately, at any point during the assignment.

Single Subject Credential (SS)

Program Overview

The Single Subject Credential Program is housed in the Department of Curriculum Studies and Secondary Education (CSSE). For a listing of current faculty please see our website HERE.

The Single Subject Credential Program prepares candidates to teach in K-12 single subject (i.e., Art, English, Math, Music, Physical Education, Science, Social Studies, World Language) settings, although the program is primarily geared toward middle school and high school teaching. Aligned with the Sonoma State School of Education's Vision, Mission, and Core Values, the program prepares single subject candidates to:

- demonstrate knowledge about learners, learning, schools, and teaching that promote equity, inclusivity, and access for all.
- recognize social inequities and work with youth, communities, and other professionals to advocate for social justice.
- continuously reflect on and grow in their role as advocates for social justice.
- collaborate with others (e.g., students, mentors, school and community members) to strengthen their knowledge and practices.
- demonstrate research-based and theoretically sound competencies and practices in their discipline.

Program Phases and Coursework

The Single Subject Credential Program standard pathway takes two semesters to complete - Fall (or Phase 1) and Spring (or Phase 2). For information about (1) how teacher candidates can extend the time to completion, (2) the Intern Pathway, (3) Residency Programs, and (4) options for adding a Bilingual Authorization or additional credentials, please visit our website HERE.

The Table below summarizes the coursework, clinical practice, and assignments/experiences that bridge coursework to clinical practice during each Phase.

Coursework	Assignments/Experiences to Bridge Coursework and Clinical Practice	Clinical Practice
FALL (Phase 1)		
EDSS 442: Equity and Agency in Teaching and Learning (3 units) EDSS 443B: Creating Effective Learning Communities - Seminar (3 units) EDSS 444: Curriculum, Instruction, and Assessment - Art, English, Math, Music, Science, Social Studies, or World Language (4 units) EDSS 446: Language and Literacy Development in Secondary Settings (4 units)	Context for Learning Assignment (EDSS 442) Classroom Management Plan (EDSS 443B) Teacher Learning Cycle #1: Eliciting Student Ideas (EDSS 444) Teacher Learning Cycle #2: Subject-Specific Pedagogy and Technology Integration (all courses) Unit Frame and Commentary (EDSS 444 and EDSS 446)	EDSS 443A: Creating Effective Learning Communities - Field Experience (4 units) ● 100 hours of structured observation/participation (minimum of 6-8 hours per week) ● 2-3 supervision observations/debriefs
SPRING (Phase 2)		
EDSS 459: Seminar for Secondary Student Teachers (4 units) EDSS 444B: Applied Curriculum, Instruction, and Assessment - Art, English, Math, Music, Science, Social Studies, or World Language (1 unit) EDSS 430: Intro to Special Education (3 units)	Learning Segment:- 3-5 instructional hours planned to be taught in Mid February-early March for edTPA (EDSS 444B). Candidates submit to their 444B and 459 instructor for approval prior to edTPA videotaping. edTPA: Candidates typically submit the1st week in April	EDSS 458: Student Teaching in Multicultural Settings (12 units) ● Teach or co-teach in 2 classes ● Assist in 2 additional classes (or equivalent # of hours) ● 4 week consecutive immersion experience (whole school day) ● 6-8 university supervisor observations/debriefs

Support for Mentoring Single Subject Teacher Candidates

Beyond the basic qualifications for becoming a single subject Mentor Teacher (MT)/District Employed Supervisors (DES) (*see Roles of Site Supervision, Section II*), the Single Subject Credential Program, in collaboration with districts and schools, considers the following characteristics when recruiting and selecting Mentor Teacher (MT)/District Employed Supervisors (DES)s:

- Work with, advocate for, and effectively support diverse learners;
- Value all languages that their students bring to and use in the classroom in support of student learning;
- display empathy for a beginning teacher and his/her/their needs and challenges;
- Develop trust with the teacher candidate;
- Listen actively and can facilitate candidate self-analysis and reflection

We support the professional growth of Mentor Teacher (MT)/District Employed Supervisors (DES)s/District Employed Supervisors (DESs) in the following ways:

- Initial Orientation and verification of prior training (minimum of 10 hours) for new mentors/DESs with respect to: 1) Program curriculum, 2) Effective supervision approaches such as (but not limited to) cognitive coaching and adult learning theory, and 3) Current content specific pedagogy and instructional practices;
- Ongoing support to ensure that mentors stay current with respect to: 1) Knowledge and skills for mentoring, and 2) Program expectations;
- Feedback collected from teacher candidates that is available upon request;
- Invitation to professional learning experiences offered by Sonoma State. Current and past examples include North Bay STEM Teacher Residency Program, Biliteracy and Content Area Integration Preparation, Foundational Level Math and General Science Preparation Institutes, Maker Certificate Program, Financial Literacy, and World Savvy;
- Invitation to participate in the Single Subject Community Advisory Board

Mentoring Teacher Candidates

Below, we describe some of the most important and on-going activities of a single subject

Mentor Teacher (MT)/District Employed Supervisors (DES)/DES.

- **Communicating**: Mentors communicate regularly with teacher candidates, both at the school site school and outside of the school site. Mentors communicate for relationship building (e.g., getting to know each other's experiences, areas of interest and expertise, areas of growth), setting norms and schedules, co-planning and analyzing student work, etc.

- **Observing**: Mentors are required to conduct at least 1 formal observation of teacher candidates in Phase 1 Clinical Practice and at least 2 formal observations in Phase 2 Clinical Practice focused on subject specific pedagogies. Mentors who are part of specialized programs (e.g., Residency programs) are likely expected to formally observe more frequently. Mentors should observe informally on a weekly basis. All observations should be targeted and specific and always aligned to Teaching Performance Expectations, Literacy Teaching Performance Expectations, or Subject Specific Pedagogies. Mentors are encouraged to notice and record clear "evidence" of what the teacher candidate and students are doing that can be discussed and avoid vague/generalized feedback (e.g., that was "good," "needs work").

- **Co-teaching**: We encourage mentors to co-teach with candidates for part or all of student teaching. Below are several useful co-teaching models as described by Cook & Friend (1995)
    - **One Teach, One Observe.** Co-teachers decide in advance what types of specific observational information to gather during instruction and can agree on a system for gathering the data. Afterward, the teachers should analyze the information together.
    - **One Teach, One Assist.** One person would keep primary responsibility for teaching while the other professional circulated through the room providing unobtrusive assistance to students as needed.
    - **Parallel Teaching.** The teachers are both covering the same information, but they divide the class into two groups and teach simultaneously.
    - **Station Teaching**. Teachers divide content and students. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group.
    - **Alternative Teaching:** One teacher takes responsibility for the large group while the other works with a smaller group.

- ○ **Team Teaching**: Both teachers are delivering the same instruction at the same time.
- **Debriefing**: Plan to meet and debrief with the teacher candidate at least 30 minutes weekly, with more frequent debriefing during Phase 2. The purpose of debriefing is to (1) engage teacher candidates in noticing and understanding student learning and instructional decisions (i.e., patterns of students thinking; how lessons were planned and sequenced; changes to instruction based on student learning) and to (2) help teacher candidates reflect and self-analyze on their own successes and challenges while teaching, as well as set teaching goals and goals for student learning. It is helpful for mentors to also describe what they noticed the teacher candidate doing or not doing, and offer suggestions. However, this important feedback should be coupled with opportunity for teacher candidate's reflection and self-analysis.
- **Connecting**: Mentors play an important role in helping teacher candidates connect with other teachers, administrators, staff, families, and the community. As part of the 4 week immersion in Phase 2, teacher candidates will be required to meet with various members of the school community to access resources for technology integration, communicating with families, etc. Mentors can help teacher candidates meet these key members.

Clinical Practice Organization

Phase I (Fall) Clinical Practice: EDSS 443A - Creating Effective Learning Communities: Field Settings (4 units)

Goals for Teacher Candidates

In Phase I clinical practice, candidates engage in focused and systematic observation and structured participation, including co-teaching and limited solo teaching under the supervision of a Mentor Teacher (MT)/District Employed Supervisors (DES)/district employed supervisor (total of 100 hours). A university supervisor assigned to the candidate orientates the candidate and Mentor Teacher (MT)/District Employed Supervisors (DES)/district employed supervisor to clinical practice goals, structure, roles, and expectations. By the end of Phase 1 clinical practice, the

learning outcomes of single subject teacher candidates are as followed:

- Identify knowledge of students, families, and communities (e.g., academic preparation, language and literacy skills in English and languages other than English, IEP and 504 plans, lived experiences, home-community funds of knowledge) to inform and leverage for student teaching
- Notice and reflect on a variety of teaching contexts and approaches through structured observation and participation
- Begin to plan and teach learning activities that identify learning goals, elicit student ideas and lived experiences, engage in subject specific pedagogies, support language/biliteracy development, and integrate technology
- Begin to critically self-analyze teaching and determine next instructional steps
- Articulate how observed learning and goals and lessons are structured and sequenced over the span of multiple weeks to support and assess ongoing student learning and language/biliteracy development

Assessment/Verification

The University Supervisor is ultimately responsible for assigning the grade (Credit or No Credit) for EDSS 443A. However, the University Supervisor verifies completion of EDSS 443A requirements in consultation with the Mentor Teacher (MT)/District Employed Supervisors (DES). Toward the end of Fall semester, the University Supervisor will send Mentor Teacher (MT)/District Employed Supervisors (DES)s an online survey to (1) verify the candidate's professionalism and completion of 100 hours of supervised clinical practice and to (2) recommend (or recommend with reservation) that teacher candidates advance to student teaching. If candidates are not recommended, then the CSSE Department Chair will consult with the Mentor Teacher (MT)/District Employed Supervisors (DES), university supervisor, and placement coordinator for next steps.

The table below details teacher candidate participation requirements and assessment/verification of requirements.

Teacher Candidate Participation Requirements:	Assessment/Verification of Requirements:
- Participate in instructional activities (observing, assisting, co-teaching, and teaching) for a minimum of 6-8 hours/week for the whole semester in your assigned mentor(s) classroom(s). - Observe other teachers at the placement site in your subject area, as well as in other subject areas and settings (including English/Academic Language Development, Special Education classes). Teachers at other school sites may be observed with permission of the university supervisor and school site. - Meet and communicate regularly with your Mentor Teacher (MT)/District Employed Supervisors (DES)(s). - Communicate regularly with your university supervisor and respond promptly to university supervisor communication - Carry out and share the two Teacher Learning Cycle (TLC) assignments with your Mentor Teacher (MT)/District Employed Supervisors (DES) and University Supervisor. Instructions will be provided in your EDSS 444 course (or your university supervisor if you are not taking EDSS 444).	- Teacher Learning Cycles: Formative feedback provided by your University Supervisor and by your Mentor Teacher (MT)/District Employed Supervisors (DES). - One Mentor Teacher (MT)/District Employed Supervisors (DES) observation of subject matter pedagogy (supervisor will send a list of subject specific elements. Mentor will verify on recommendation form). - Verification of participation in 100 hours of field experience (candidates share a log with their University Supervisor after Week 7 and at the end of the semester). - Recommendation to move onto student teaching by your Mentor Teacher (MT)/District Employed Supervisors (DES) submitted online.

Suggested Timeline for Phase 1 Clinical Practice (standard pathway)

(TC: Teacher Candidates; MT: Mentor Teacher (MT)/District Employed Supervisors (DES)/District Employed Supervisor; US: University Supervisor)

When?	What and Who?
Prior to start of SSU Fall Semester	TC: Contact MT to introduce his/her/their self. Observe at school site as negotiated by TC and MT. MT: Welcome TC to the school and the classroom (i.e., orient to school policies and classroom procedures, introduce them to school personnel, provides teacher candidate with access to curriculum, texts, planning guides, technology/school communication)

	US: Contact TC and MT to introduce his/her/their self. Schedules orientation with the entire group of TCs and MTs. Helps TC and MT set up observation/participation schedule (minimum of 6-8 hours a week, including some consecutive days)
Weeks 1-2	Phase 1 Clinical Practice Orientation (virtual or in person) facilitated by university supervisor
Weeks 3-4	US and TC together observe part of MT lesson and debrief; Triad Meeting #1 (TC, MT, US): Discuss expectations for TLCs and other teaching/co-teaching opportunities
Weeks 5-9	TC completes Teacher Learning Cycle (TLC) #1 through EDSS 444 US conducts formal observation #1 of this TLC or similar activities focused on eliciting student ideas in small groups US checks in with MT and TC individually on progress (i.e., professionalism, hours).
Weeks 10-14	TC completes Teacher Learning Cycle (TLC) #2 through EDSS 444 and used for other course assignments US conducts debrief (in person or virtual) of video from TLC #2
Week 14-Finals	Triad Meeting #2 (TC, MT, US): Reach consensus of TC professionalism and readiness for student teaching; identify areas of growth for student teaching; Establish Phase 2 teaching schedule; verify completion of 100 hours TC submits final observation log to University Supervisor MT submits recommendation via online survey US submits grade (Credit/No Credit)

Links to Key Phase 1 Clinical Practice Documents

- ⊠ EDSS 458 STUDENT TEACHING hours Log.xlsx (This log is just a template. You are welcome to modify as needed.)
https://docs.google.com/spreadsheets/d/1mnBIsehSBh06zpOnceMm9aGpzKIbbhFt/edit?usp=sharing&ouid=116855090607529159882&rtpof=true&sd=true

- W EDSS 443A Fall Observation Forms_Rev 2023.docx

https://docs.google.com/document/d/1BiGiSZwyIkZ-jH9aIRpauTLzPu39z_4s/edit

- Assessment of Subject Matter Pedagogies

Art	ELA	Math	Music
PE	Social Science	Science	World Language

- Teacher Learning Cycles

- 📄 Evaluation of Observation/Participation Field Experience (Fall)
  https://docs.google.com/document/d/12qa8Qr5xDQrg4KpFRtm9OuaGYnVkqCQ4jNv9WnYhgCY/edit

Phase 2 Field Experience: EDSS 458 - Student Teaching in Multicultural Settings (12 units)

Goals for Teacher Candidates

During Phase 2, teacher candidates complete a semester-long supervised student teaching assignment (340 hours total). The student teaching assignment consists of four key components:

- Two teaching periods of full responsibility (co-teaching is still considered full responsibility) - 140 hours
- Two additional teaching periods (or equivalent # of hours) of guided teaching - 140 hours
- edTPA planning, instruction/video-taping, and student work analysis
- Four week immersion experience - 100 hours

By the end of Phase 2 clinical practice, the learning outcomes of single subject teacher candidates are to meet Teaching Performance Expectations, Literacy Teaching Performance Expectations, and Subject Specific Pedagogies as would be expected for a beginning teacher

Assessment/Verification

Credit is assigned by your university supervisor based on the following.

- Verification of clinical practice teaching and assisting hours
- Verification of completion of Clinical Practice Immersion Experience Reflection
- Recommendation from the Mentor Teacher (MT)/District Employed Supervisors (DES)

Requirements:	Assessment/Verification:

FULL RESPONSIBILITY TEACHING:
 	
● Teach or co-teach two classes in your subject area with one or more Mentor Teacher (MT)/District Employed Supervisors (DES)s for the whole semester. While you can teach the same course for both classes, we encourage you to teach two different preps (i.e., different courses and/or grade levels)
● Document hours
● Meet, plan, analyze/grade student work, and debrief regularly with your Mentor Teacher (MT)/District Employed Supervisors (DES)(s)
● Communicate regularly and prompt with your university supervisor (schedule 6-8 observations and debriefs; schedule three triad (i.e., mentor/mentee/supervisor) meetings
	Hours:
	10 hours of instruction (5 per class) for at least 12 weeks of the semester = 10 x 12 = 120 hours
	
	Assessment/Verification:
	● Midterm review discussed during 2nd triad meeting (formative only)
	● Final evaluation discussed during 3rd triad meeting and submitted online by Mentor Teacher (MT)/District Employed Supervisors (DES)
	  ○ Final evaluation of TPEs, subject-specific pedagogy, and literacy practices
	  ○ Individualized Development Plan (IDP)
	● University Supervisor verifies the completion of the student teaching and assisting hours

● Carry out and submit the edTPA; instructions will be provided in the EDSS 459 seminar	
GUIDED RESPONSIBILITY TEACHING Assist in two additional classes (or equivalent # of hours per week). These classes can differ over the course of the semester. We encourage you to assist in classes that differ from your student teaching, including ELD/ALD and special education classes.	*Hours:* 10 hours of instruction (5 per class) for at least 12 weeks of the semester = 10 x 12 = 120 hours. *Assessment/Verification:* ● Mentor Teacher (MT)/District Employed Supervisors (DES) submits verification that candidate assisted in two additional classes (or equivalent # of hours) (survey sent to Mentor Teacher (MT)/District Employed Supervisors (DES)s at end of spring semester).
IMMERSION EXPERIENCE: ● Spend the entire day at your school site during a CONSECUTIVE four-week period (the "Four Week Immersion"). You can either teach or co-teach or assist in one additional class (total = five classes). Attend department/school meetings; school assemblies; IEP meetings, etc. ● Complete the "Four Week Immersion Reflection" (see	*Hours:* 25 hours per week for 4 weeks = 100 hours *Assessment/Verification:* ● Mentor Teacher (MT)/District Employed Supervisors (DES) submits verification of dates and hours for completing the Four Week Immersion (survey sent to Mentor Teacher (MT)/District Employed Supervisors (DES)s at end of spring semester).

Appendix B, 4-Week Immersion Verification Form).	• University Supervisor verifies (Complete or incomplete) that candidate completes task for the Four Week Immersion Reflection (discussed during an observation debrief)

In conjunction with the university supervisor, the Mentor Teacher (MT)/District Employed Supervisors (DES) will complete two (2) evaluations of the teacher candidate: one at mid-semester and one at the end of the semester for the purpose of final evaluation of clinical practice. Both evaluations will be completed using the SSU Single Subject Evaluation of clinical practice Performance form (forms accessible under key documents below) At mid-semester, the form is completed by the Mentor Teacher (MT)/District Employed Supervisors (DES) and university supervisor and is used as the basis for a three-way meeting between the teacher candidate, Mentor Teacher (MT)/District Employed Supervisors (DES)(s) and university supervisor to discuss the candidate's progress and to set goals for further development. University supervisors will provide a copy of the form for this purpose. The form is used again at the end of the semester for the final evaluation and is submitted to the School of Education by the Mentor Teacher (MT)/District Employed Supervisors (DES)(s), after conferring with the university supervisor. A link to the final evaluation of clinical practice performance form will be provided to all Mentor Teacher (MT)/District Employed Supervisors (DES)s towards the end of the spring semester for the purposes of referring the teacher candidate for the single subjects credential. Both the Mentor Teacher (MT)/District Employed Supervisors (DES) and university should expect to write a letter of recommendation upon request of the teacher candidate.

Suggested Timeline for Phase 2 Clinical Practice (standard pathway)

(TC: Teacher Candidates; MT: Mentor Teacher (MT)/District Employed Supervisors (DES)/District Employed Supervisor; US: University Supervisor)

When?	What and Who?
Prior to start	TC: Be prepared to start teaching 2 classes with full responsibility, following the

of SSU Spring Semester	school site's calendar. US: Contacts Teacher candidate Mentor Teacher (MT)/District Employed Supervisors (DES) and to introduce or reintroduce his/her/their self; check in on questions/support needed for first weeks of student teaching. MT: Provides teacher candidate with curricular and technology resources (planning guides, texts, access to materials/supplies, attendance procedure, technology/school communication)
Weeks 1-3	• Phase 2 Clinical Practice Orientation (virtual or in person) facilitated by university supervisor • TC must begin guided teaching by now. • TC plans lessons for edTPA and finishes planning commentary (task 1) • US Direct observation: "Creating and Maintaining Learning Environment" (TPE 2)
Weeks 4-8	• US Direct observation: Understanding and Organizing Subject Matter for Student Learning (TPE 3) • MT direction observation #1 of subject specific pedagogy • TC teaches and videotapes lessons for edTPA during this time (TC must get approval from EDSS 458 instructor before videotaping)
Weeks 9	TC works on edTPA instruction commentary (Task 2) and assessment commentary (Task 3)
Sonoma State Spring Break	
Weeks 10	TC submits the entire edTPA portfolio (must follow submission deadlines, typically 1st week in April). TC can be excused from guiding teaching responsibilities this week of making adequate progress toward 340 hours.
Weeks 11-13	• US Direct observation of "Assessing Student Learning" (TPE 5) and "Literacy Practices" • MT observation #2 of Single Subject pedagogy

Weeks 14-15	● US Direct observation based upon "Candidate goals from midpoint review" ● Triad meeting #3 (Final Review).
Finals	● Candidate submits final observation log to University Supervisor ● Mentor Teacher (MT)/District Employed Supervisors (DES) submits recommendation online ● Supervisor submits grade (Credit/No Credit) ● TC continues Full Responsibility teaching for the remainder of school site academic year. Can continue guided teaching if hours are still needed to meet 340.

Links to Phase 2 Clinical Practice Documents

- ☒ EDSS 458 STUDENT TEACHING hours Log.xlsx
  https://docs.google.com/spreadsheets/d/1mnBIsehSBh06zpOnceMm9aGpzKIbbhFt/edit?usp=sharing&ouid=116855090607529159882&rtpof=true&sd=true

- Phase 2 Observation Forms
  - ▤ Creating and Maintaining Effective Environments for Student Learning (TPE 2)…
    https://docs.google.com/document/d/1Eep9X17nY66qWPqHYmsZOPeBVrzfFwCcizIhkMkAGR8/edit

  - ▤ Organizing and Planning Subject Matter for Engaging Student Learning (TPEs …
    https://docs.google.com/document/d/1W8uFGutepFcgwiudBf5cFK_G4OkIeNJckh5sUOIWJgU/edit

  - ▤ Supporting Diverse Learners (TPE 1, 3, and 4) Observation Form
    https://docs.google.com/document/d/1sNLJA494a2tVtaIPx_c6Kb7-niaLRmHW6425FquEPMQ/edit?usp=drive_web&ouid=116855090607529159882

  - ▤ Assessing Student Learning (TPE 5) Observation Form
    https://docs.google.com/document/d/1_-IjnI2BfssKUekcb96OC5kZdKtjE985XqhcaGYebOk/edit

  - ▤ *Literacy Practices Observation Form*
    https://docs.google.com/document/d/1QkcbYstZhHit5iJa7woFPoejNfW3Hi1Vl1rNg9NaI0w/edit

○ Assessment of Subject Matter Pedagogies

Art	ELA	Math	Music
PE	Social Science	Science	World Language

- Phase 2 Clinical Practice Evaluations

  - 🇼 Student Teaching Performance Evaluation Forms.docx
    https://docs.google.com/document/d/18C_4__nAvPsbArP8PA5mLGQZIj3ypCNw/edit

  - 🇼 Last Name_First Name.Individual Development Plan.SS_2024.docx
    https://docs.google.com/document/d/1iPG7-vh0Frz2fDqjD-57D0dKD7TBTYCx/edit

Important Notes on Clinical Practice Hours

- Some schools have a true block schedule in which each class meets for approximately 2 hours a day for 5 days a week. In these cases, teacher candidates would Teach 1 block (10 hours per week) and assist in 1 block (10 hours per week).

- Candidates in a residency program are required to be at their school site ~18 hours/week during Phase 1 (3 days a week) and ~30-32 hours/week a Week During Phase 2 (4-5 days a week). The hours for the Phase 2 "immersion" experience will be automatically met, but candidates must still complete and get verified the immersion activities by the end of student teaching. In Phase 1, Residents should never accrue more than 20 hours in any given week. Residents all follow their school site's calendar for the entire school year.

- Candidates in the Intern Pathway meet the same 340 hour requirement. However, at least 44 of these hours must be with Mentor Teacher (MT)/District Employed Supervisors (DES) and university supervisor support/mentoring and/or observation. In addition, teacher candidates in the intern pathway must receive 15 hours of English Learner (EL) support via your site-based assigned Mentor Teacher (MT)/District Employed Supervisors (DES) (some of these hours could have occurred in the Fall if documented).

- What CAN Count as Clinical Practice Hours? While the number of hours spent teaching and assisting should allow you to meet the required 340 hours, we do accept the following as clinical practice hours in case hours need to be made up due to illness, taking care of family members, etc. Please inform and arrange these hours with your mentor and university supervisor.
  - Co-planning lessons with the Mentor Teacher (MT)/District Employed Supervisors (DES)(s)
  - Working with Mentor Teacher (MT)/District Employed Supervisors (DES)(s), grading and analyzing student work, reflecting on lessons, and planning for the needs of individual students;
  - Engaging in professional learning communities and/or grade level and department meetings under the guidance of the Mentor Teacher (MT)/District Employed Supervisors (DES);
  - Holding office hours, tutorials, advisory sessions and make up testing for <u>students in your assigned periods of teaching or assisting</u>;
  - Planning for and monitor/evaluate asynchronous student work (for your periods of instruction for which you are responsible);
  - Meeting with Mentor Teacher (MT)/District Employed Supervisors (DES) and/or University Supervisor.

- What does NOT count as hours?
  - Planning lessons without direct supervision of your mentor
  - Grading/analyzing student work without direction supervision of your mentor
  - Substitute teaching

The edTPA Performance Assessment

The edTPA Performance Assessment Teaching Event is a subject-specific portfolio-based assessment of teaching performance that is completed by teacher candidates to demonstrate their readiness for a full-time classroom teaching assignment. It is aligned with the California Teaching Performance Expectations and the relevant California student academic content standards and/or curriculum framework. Information for Mentor Teacher (MT)/District Employed Supervisors (DES)s on how to support the teacher candidate's successful completion of the

edTPA requirement during Phase II of the program is accessible on the edTPA website at: http://www.edtpa.com.

Teacher candidates must successfully complete the edTPA Performance Assessment Teaching Event during their teacher preparation program. Evidence of teaching competence consists of artifacts documenting teaching and learning during a learning segment lasting approximately one week and commentaries explaining, analyzing, and reflecting on the artifacts. In constructing the Teaching Event, candidates apply what they have learned from their coursework about research, theory, and instructional strategies related to teaching and learning.

- edTPA Documents
    - 🗎 edTPA support for supervisors and mentors

        https://docs.google.com/document/d/1onOuz5iZIOz3rRVtDXmlLdXLpU9Wa06aoCqraZ-hyYA/edit
    - Handbooks

| Art | ELA | Math | Music |
| PE | Social Science | Science | World Language |

TPE's in Single Subject

The Teacher Performance Expectations

The Single Subject Credential Program is designed to meet and exceed the standards for quality and effectiveness for professional teacher preparation programs in California and nationwide. Every graduate of the program must meet the following Teaching Performance Expectations (TPEs), organized into six areas of competence:

TPE 1: Engaging and Supporting All Students in Learning

Beginning teachers:

1. Apply knowledge of students, including their prior experiences, interests, and social/emotional learning needs, as well as their funds of knowledge and cultural, language, and socioeconomic backgrounds, to engage them in learning.
2. Maintain ongoing communication with students and families, including the use of technology to communicate with and support students and families, and to communicate achievement expectations and student progress.
3. Connect subject matter to real-life contexts and provide active learning experiences to engage student interest, support student motivation, and allow students to extend their learning.
4. Use a variety of developmentally and ability-appropriate instructional strategies, resources, and assistive technology, including principles of Universal Design of Learning (UDL) and Multi-Tiered System of Supports (MTSS) to support access to the curriculum for a wide range of learners within the general education classroom and environment.
5. Promote students' critical and creative thinking and analysis through activities that provide opportunities for inquiry, problem solving, responding to and framing meaningful questions, and reflection.
6. Provide a supportive learning environment for students' first and/or second language acquisition by using research-based instructional approaches, including focused English Language Development, Specially Designed Academic Instruction in English (SDAIE), scaffolding across content areas, and structured English immersion, and demonstrate an understanding of the difference among students whose only instructional need is to acquire Standard English proficiency, students who may have an identified disability affecting their ability to acquire Standard English proficiency, and students who may have both a need to acquire Standard English proficiency and an identified disability.
7. Provide students with opportunities to access the curriculum by incorporating the visual and performing arts, as appropriate to the content and context of learning.
8. Monitor student learning and adjust instruction while teaching so that students continue to be actively engaged in learning.

TPE 2: Creating and Maintaining Effective Environments for Student Learning

Beginning teachers:

1. Promote students' social-emotional growth, development, and individual responsibility using positive interventions and supports, restorative justice, and conflict resolution practices to foster a caring community where each student is treated fairly and respectfully by adults and peers.
2. Create learning environments (i.e., traditional, blended, and online) that promote productive student learning, encourage positive interactions among students, reflect diversity and multiple perspectives, and are culturally responsive.
3. Establish, maintain, and monitor inclusive learning environments that are physically, mentally, intellectually, and emotionally healthy and safe to enable all students to learn, and recognize and appropriately address instances of intolerance and harassment among students, such as bullying, racism, and sexism.
4. Know how to access resources to support students, including those who have experienced trauma, homelessness, foster care, incarceration, and/or are medically fragile.
5. Maintain high expectations for learning with appropriate support for the full range of students in the classroom.
6. Establish and maintain clear expectations for positive classroom behavior and for student-to-student and student-to-teacher interactions by communicating classroom routines, procedures, and norms to students and families.

TPE 3: Understanding and Organizing Subject Matter for Student Learning

Beginning teachers:

1. Demonstrate knowledge of subject matter, including the adopted California State Standards and curriculum frameworks.
2. Use knowledge about students and learning goals to organize the curriculum to facilitate student understanding of subject matter, and make accommodations and/or modifications as needed to promote student access to the curriculum.
3. Plan, design, implement, and monitor instruction consistent with current subject-specific pedagogy in the content area(s) of instruction, and design and implement disciplinary and

cross-disciplinary learning sequences, including integrating the visual and performing arts as applicable to the discipline.1

4. Individually and through consultation and collaboration with other educators and members of the larger school community, plan for effective subject matter instruction and use multiple means of representing, expressing, and engaging students to demonstrate their knowledge.

5. Adapt subject matter curriculum, organization, and planning to support the acquisition and use of academic language within learning activities to promote the subject matter knowledge of all students, including the full range of English learners, Standard English learners, students with disabilities, and students with other learning needs in the least restrictive environment.

6. Use and adapt resources, standards-aligned instructional materials, and a range of technology, including assistive technology, to facilitate students' equitable access to the curriculum.

7. Model and develop digital literacy by using technology to engage students and support their learning, and promote digital citizenship, including respecting copyright law, understanding fair use guidelines and the use of Creative Commons license, and maintaining Internet security.

8. Demonstrate knowledge of effective teaching strategies aligned with the internationally recognized educational technology standards.

TPE 4: Planning Instruction & Designing Learning Experiences for All Students

Beginning teachers:

1. Locate and apply information about students' current academic status, content- and standards-related learning needs and goals, assessment data, language proficiency status, and cultural background for both short-term and long-term instructional planning purposes.

2. Understand and apply knowledge of the range and characteristics of typical and a typical child development from birth through adolescence to help inform instructional planning and learning experiences for all students.

3. Design and implement instruction and assessment that reflects the interconnectedness of academic content areas and related student skills development in literacy,

mathematics, science, and other disciplines across the curriculum, as applicable to the subject area of instruction.

4. Plan, design, implement and monitor instruction, making effective use of instructional time to maximize learning opportunities and provide access to the curriculum for all students by removing barriers and providing access through instructional strategies that include:
   a. appropriate use of instructional technology, including assistive technology;
   b. applying principles of UDL and MTSS;
   c. use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
   d. appropriate modifications for students with disabilities in the general education classroom;
   e. opportunities for students to support each other in learning; and
   f. use of community resources and services as applicable.

5. Promote student success by providing opportunities for students to understand and advocate for strategies that meet their individual learning needs and assist students with specific learning needs to successfully participate in transition plans (e.g., IEP, IFSP, ITP, and 504 plans.)

6. Access resources for planning and instruction, including the expertise of community and school colleagues through in-person or virtual collaboration, co-teaching, coaching, and/or networking.

7. Plan instruction that promotes a range of communication strategies and activity modes between teacher and student and among students that encourage student participation in learning.

8. Use digital tools and learning technologies across learning environments as appropriate to create new content and provide personalized and integrated technology-rich lessons to engage students in learning, promote digital literacy, and offer students multiple means to demonstrate their learning.

TPE 5: Assessing Student Learning

1. Apply knowledge of the purposes, characteristics, and appropriate uses of different types of assessments (e.g., diagnostic, informal, formal, progress- monitoring, formative, summative, and performance) to design and administer classroom assessments, including use of scoring rubrics.
2. Collect and analyze assessment data from multiple measures and sources to plan and modify instruction and document students' learning over time.
3. Involve all students in self-assessment and reflection on their learning goals and progress and provide students with opportunities to revise or reframe their work based on assessment feedback.
4. Use technology as appropriate to support assessment administration, conduct data analysis, and communicate learning outcomes to students and families.
5. Use assessment information in a timely manner to assist students and families in understanding student progress in meeting learning goals.
6. Work with specialists to interpret assessment results from formative and summative assessments to distinguish between students whose first language is English, English learners, Standard English learners, and students with language or other disabilities.
7. Interpret English learners' assessment data to identify their level of academic proficiency in English as well as in their primary language, as applicable, and use this information in planning instruction.
8. Use assessment data, including information from students' IEP, IFSP, ITP, and 504 plans, to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction.

TPE 6: Developing as a Professional Educator

Beginning teachers:

1. Reflect on their own teaching practice and level of subject matter and pedagogical knowledge to plan and implement instruction that can improve student learning.
2. Recognize their own values and implicit and explicit biases, the ways in which these values and implicit and explicit biases may positively and negatively affect teaching and learning, and work to mitigate any negative impact on the teaching and learning of

students. They exhibit positive dispositions of caring, support, acceptance, and fairness toward all students and families, as well as toward their colleagues.

3. Establish professional learning goals and make progress to improve their practice by routinely engaging in communication and inquiry with colleagues.

4. Demonstrate how and when to involve other adults and to communicate effectively with peers and colleagues, families, and members of the larger school community to support teacher and student learning.

5. Demonstrate professional responsibility for all aspects of student learning and classroom management, including responsibility for the learning outcomes of all students, along with appropriate concerns and policies regarding the privacy, health, and safety of students and families. Beginning teachers conduct themselves with integrity and model ethical conduct for themselves and others.

6. Understand and enact professional roles and responsibilities as mandated reporters and comply with all laws concerning professional responsibilities, professional conduct, and moral fitness, including the responsible use of social media and other digital platforms and tools.

7. Critically analyze how the context, structure, and history of public education in California affects and influences state, district, and school governance as well as state and local education finance.

Literacy Practices in Relation to Subject-Specific Pedagogy

Meaning making: They help students understand that meaning making is the central purpose of reading, writing, oral/signed language, and all other forms of communication in all subjects. Beginning teachers effectively apply their knowledge of factors that affect meaning making, such as, for example, students' background knowledge and experiences (including cultural and linguistic funds of knowledge), language (including students' academic language), and motivation (including connections to their daily lives and interests). They design lessons that capitalize on and enrich students' knowledge and language, draw on and expand students' interests and experiences, and help motivate students' interest in the content of the curriculum.

Language development: They design instruction and create environments that foster language development for all students, including English learners. They provide opportunities and models for students to develop oral and written communication skills. They plan for and foster students' use of general academic and subject-specific language across the content areas. They understand the advantages of multilingualism and multiliteracy, how becoming increasingly literate in one language supports and enhances literacy in another language, as well as the importance of transfer between languages, and they are able to support their students in transferring skills across their multiple languages.

Effective expression: They support students' ability to effectively express themselves in each content area as well as their ability to analyze the effectiveness of text, presentations, visual representations, and other forms of communication specific to each content area. They demonstrate an understanding of the value of translanguaging techniques as an effective practice when supporting the development of expression in a variety of contexts.

Content knowledge: They plan and implement literacy-based lessons and discipline-specific literacy practices that contribute to building students' content knowledge

Foundational skills: They plan and implement lessons that address the foundational skills of literacy (e.g., decoding and word recognition) in the context of the content area(s) of instruction, as appropriate based on students' needs and students' literacy levels