



**Single Subject Credential Program
Mentor Teacher Handbook**

Department of
Curriculum Studies & Secondary Education (CSSE)
School of Education

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INTRODUCTION

Dear Mentor Teacher:

Welcome to the Single Subject Credential Program at Sonoma State University! We, the faculty and staff of the program, wish to thank you for agreeing to accept the important role of mentor teacher. You are critical in helping us maintain a high quality teacher education program. We hope that you will find the experience of mentor teacher rewarding. We know our credential candidates will learn a lot from you and we hope the partnership also provides you with a sense of professional renewal. Any educational program has regulations and procedures, and learning them all is no easy task.

This [Mentor Teacher Handbook](#) is designed to help you:

- ✓ Understand the requirements for our credential program;*
- ✓ Understand the role of the university supervisor, mentor teacher and teacher candidate;*
- ✓ Learn the minimum requirements for the student teaching experience.*

We would be happy to have your feedback on the Mentor Teacher Handbook, especially how it could be made clearer or more helpful; please submit any comments in writing to the department chair. Please contact the Department Chair should you have any questions or concerns.

Sincerely,

Kelly M. Estrada, PhD

estradak@sonoma.edu

Professor & Chair,

Department of Curriculum Studies and Secondary Education (CSSE)

School of Education Vision Statement

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

Mission Statement

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

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

Program Goals

The purpose of the Single Subject Credential Program is to prepare prospective teachers for teaching in middle schools, junior high, and senior high schools. The program aims toward two primary goals: 1) to help prospective teachers to develop the skills and knowledge needed to be an effective beginning teacher, and 2) to establish the professional understandings and attitudes for supporting growth and development throughout a teaching career. The Single Subject Credential Program is fully accredited by the California Commission on Teacher Credentialing.

Listed below are the faculty advisors for the Single Subject Program. Faculty members are readily accessible by both telephone and e-mail.

Name	Office	Telephone	Email
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Single Subject Credential Program

The single subject program is housed in the Department of Curriculum Studies and Secondary Education (CSSE), one of four departments in the School of Education. The administrative structure is provided below.

DEPARTMENT OF CURRICULUM STUDIES AND SECONDARY EDUCATION

Kelly Estrada, Chair; Stevenson 1078; 664-3176

Barbara Frohlich, Administrative Analyst 664-3238

SCHOOL OF EDUCATION

Carlos Ayala, Dean; Stevenson 1078; 664-2132

CREDENTIALS OFFICE

Credentials Office, Stevenson 1078; 664-2832

Maricela Ibarra, Student Services Coordinator; Stevenson 1078; 664-2593

Veronica Duarte, Credentials Analyst; Stevenson 1078; 664-3141

KEY ASPECTS OF THE MENTORING PROGRAM

GOAL: To develop exceptional, reflective, resilient new teachers and support the growth of mentor teachers.

1. We focus on recruiting and support mentor teachers who...
 - are skilled teachers and active learners;
 - have empathy for a beginning teacher and his/her needs and challenges;
 - are inspirational and enthusiastic
 - can develop trust with the teacher candidate
 - are good listeners/counselors/communicators who understand the dynamics of effective guidance and advice-giving;
 - are effective with a variety of skill levels and personalities.

2. We believe in a balanced approach of coursework and student teaching
 - *Phase I (Fall): Observation/Participation*
 - Co-plan and co-teach with mentor teacher cohort across multiple classes at one site. This includes, but is not limited to, observing mentor teacher and departmental colleagues, co-planning and debriefing of teaching, and interacting with students as deemed appropriate, such as assisting, work with individuals or small groups, and co-teaching.
 - *Minimum of 100 hours at site*
 - *At least 6-8 hours a week; most candidates go above this*
 - *Weekly debriefs of observations and co-teaching of mentor teachers (1-2 per week)*
 - *Phase II (Spring): Student Teaching*
 - Daily teaching in two periods of instruction, debriefs of teaching with the mentor teacher as part of her/his formal observations of the teacher candidate, assessment & grading, and other consistent interactions with students.
 - Daily assisting with primary mentor teacher in two additional periods (classes), in the form of co-planning, co-teaching, solo observed teaching (teacher candidate teaches; mentor teacher observes), observation (mentor teacher teaches; teacher candidate observes), debriefs of teaching, assessment & grading, and other consistent interactions with students.
 - *Minimum of four teaching periods daily*
 - *Two periods in candidate's subject area; two periods assisting (the period(s) can be in supplemental authorization content area)*
 - *Weekly observations of teacher candidate (1-2 per week)*

- *Weekly debriefs with teacher candidate related to mentor teacher observations (1-2 hours)*
 - *At least 4 weeks of scheduled, full-time immersion teaching experience (the teacher candidate will shadow the mentor teacher for the entire school day while continuing to teach her/his 2 periods and assist in 2 periods)*
 - *Successful completion of the edTPA Performance Assessment; information on the edTPA can be found at: http://www.edtpa.com/PageView.aspx?F=GEN_Candidates.html*
3. We support professional learning communities by...
- Working directly with specific departments and placing 2-4 teacher candidates in these departments
 - Providing training and ongoing professional support for mentors (10 hours of New mentor teacher professional development during the fall semester of the program)
 - Spring semester stipend of \$150 for observing and providing feedback to the teacher candidate during the student teaching phase (*Phase II*)
 - Opportunities to engage in grant-funded projects and SSU events
 - Supporting partner schools with meeting their needs:
 - Educational technology
 - EL and literacy instruction
 - Maker Education
 - Common Core and Next Gen standards

PROGRAM STANDARDS AND PURPOSES

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

Elements

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

Elements

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

Elements

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

Elements

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 atypical 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:
 - appropriate use of instructional technology, including assistive technology;
 - applying principles of UDL and MTSS;
 - use of developmentally, linguistically, and culturally appropriate learning activities, instructional materials, and resources for all students, including the full range of English learners;
 - appropriate modifications for students with disabilities in the general education classroom;
 - opportunities for students to support each other in learning; and
 - 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

Elements

Beginning teachers:

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

Elements

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.

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 teachers 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.

CREDENTIAL PROGRAM PHILOSOPHY AND GOALS

The purpose of the Single Subject Credential Program is to prepare candidates for teaching in middle schools, junior high, and senior high schools. The program aims toward two primary goals: 1) to help candidates develop the skills and knowledge needed to be an effective beginning teacher, and 2) to begin to establish the professional understandings and attitudes useful for supporting candidate growth and development throughout the candidate's teaching career.

We, the Single Subject Program faculty, have designed this program to realize our commitment to the following principles:

- Learning and teacher education are constructive processes best fostered when learners have many opportunities for interaction and knowledge exchange, encouragement to articulate their own learning, and time for new knowledge to deepen and extend.
- Learning and teacher education are collaborative processes that require numerous short- and long-term partnerships, consortia, and group efforts to build upon and extend individual strengths.
- Learning and teacher education involve equal parts of theory, reflection, and practice to create critically thoughtful learners and teachers.
- Learning and teacher education are heightened and enriched by the multiple perspectives represented by ethnic, cultural, gender, and linguistic diversity.

When candidates complete the program, their combined coursework and field experience will have made them: 1) competent in basic classroom skills; 2) knowledgeable and enthusiastic about students, learning, and teaching; 3) sensitive to cultural, linguistic, and learning diversity and informed about multiple cultures; and 4) prepared to continue their own development as a professional educator.

PROGRAM CONTENT

The Single Subject Program ordinarily takes two semesters to complete. This section describes the standard program, options for extending the time to completion, and optional coursework students may take to supplement the standard program.

Pre-requisites

Prior to beginning program coursework students must have completed two prerequisite courses. These courses establish a foundation on which subsequent coursework will build. These two courses focus on schooling in general, exploring its role in the context of the larger society, and on students, examining how they develop during adolescence and how they learn. These courses are offered at Sonoma State during the fall, spring, or summer semesters.

The Credential Program

The program consists of two stages, or phases. Each phase corresponds to one academic semester.

Phase 1 contains academic coursework together with 100 hours of fieldwork in local schools. Students learn principles and techniques for planning, instruction, evaluation, and classroom management, with particular reference to teaching in their own subject area. They also learn how to guide and develop students' reading, writing, and language abilities in their subject area, and to adapt instruction appropriately for bilingual/bicultural and other diverse learners. At the same time students use these ideas and methods in their university class, they will also have a chance to observe, analyze, and try some of them out in a secondary classroom. The emphasis on multiculturalism and student diversity in this phase highlights the changing nature of California schools and the importance of the role as a teacher in a pluralistic society. In the Phase 1 fieldwork, student will be expected to teach a minimum of 3-5 consecutive lessons.

Phase 2 consists of an intensive student teaching assignment accompanied by a seminar with all teacher candidates. In this phase **credential candidates will be assigned all the instructional responsibilities in TWO classes, and assist in a two additional classes** in a local school for a full semester and spend time involved in other activities beyond teaching in the school.

IMPORTANT: teacher candidates are required to engage in a **teaching immersion experience**. The teacher candidate shadows the Mentor Teacher for the full regular daily teaching schedule for **four (4) consecutive weeks** during the spring semester. We suggest the teacher candidate and the mentor teacher plan to complete the 4-week immersion during the 2nd half of the spring semester, after the edTPA Teaching Event submission. For the immersion experience, the teacher candidate will continue to have responsibility for teaching her/his two periods of instruction, and for assisting in two additional periods. The teacher candidate will shadow her/his mentor teacher for the rest of the regular daily teaching schedule over the 4-week immersion experience period.

Teacher candidates must also complete the edTPA Performance Assessment Teaching Event. This intensive student teaching experience culminates the formal teacher education and prepares teacher candidates to enter directly into a full-time teaching position.

Subject Area Preparation

Before students will be cleared to student teach in the second phase they have nearly or entirely completed their formal subject area preparation, using one of two options:

- *The Subject Matter Preparation Program option consists of an academic major designed specifically for single subject teachers and approved by the California Commission for Teacher Credentialing.* Sonoma State offers approved Subject Matter Preparation Programs in Art, English, Mathematics, Music, Physical Education, and Social Studies.
- *The Examination option consists of passing the California Subject Examination for Teachers (CSET) in the chosen subject area.* This typically consists of two or three separate multiple-choice and constructed-response tests. Details vary by subject area; contact the Credentials Office, Stevenson 1078, or the CSET website (<http://www.cset.nesinc.com/>) for further information.

IMPORTANT!!! Teacher candidates will not be permitted to enroll in the fall program of courses in the credential program at SSU until they have passed the CSET/Subject matter requirements. The Department Chair may elect to allow a student to attend the first 2 weeks of class pending CSET scores in the case where one (1) examination result is pending. In this event, the teacher candidate will attend program classes and fulfill all field placement requirements until a passing score is received by the School of Education Credential Office. In some cases, this may result in a teacher candidate discontinuing her/his fall semester field placement during the first 2-3 weeks of the semester, *in the event s/he fails the examination before the posted SSU add/drop deadline.*

STANDARD PROGRAM

The program coursework is listed below. Students must complete all prerequisite courses satisfactorily before they begin Phase 1, and all Phase 1 courses before they begin Phase 2.

Prerequisites		
EDUC 417	School and Society	3 units
EDSS 418	Development in Adolescence and Emerging Adulthood	3 units
Prerequisite Total:		6 units

Phase I		
EDSS 442	Equity and Agency in Teaching and Learning	3 units
EDSS 443A	Creating Effective Learning Communities: Field Settings	4 units
EDSS 443B	Creating Effective Learning Communities: Seminar	3 units
EDSS 444	Curriculum, Instruction and Assessment	4 units
EDSS 446	Language and Literacy Development in Secondary Classrooms	4 units

Phase I Total:	18 units
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**Note: In order to advance to Phase II, teacher candidates must complete all prerequisites and Phase I course requirements with a cumulative GPA of at least 3.0 and be recommended for student teaching by her/his mentor teacher.*

Phase II		
EDSP 430	Special Education for Teachers	3 units
EDUC 458	Student Teaching in Multicultural Settings	12 units
EDSS 459	Seminar: Student Teaching in Multicultural Settings	4 units
Phase II Total:		19 units
PROGRAM TOTAL (including prerequisites):		43 units

**Note: All teacher candidates are required to successfully complete the edTPA Performance Assessment before a teaching credential will be awarded.*

COURSE DESCRIPTIONS

PREREQUISITE COURSES

EDUC 417: School and Society (3 units) (Fall/Spring/Summer)

(OR approved alternative coursework)

A critical examination of current issues in today's schools and future directions in education through the perspectives of history, philosophy, sociology, anthropology, and the politics of education.

Content includes: trends, movements and issues of the development of our present-day school systems and current educational practice; development of an individual philosophy of education through examination and evaluation of philosophies from early Greek through modern/post-modern thought; analysis of American society and its effect on the functioning of schools; the role of explicit and implicit cultural assumptions in educational contexts; and the influence of federal, state and local governing agencies, the knowledge industry and special-interest groups on education. Grade only.

EDSS 418: Development in Adolescence and Emerging Adulthood (3 units) (Fall/Spring/Summer)

An analysis of adolescent development and contemporary adolescent experiences as it addresses the central question of how adolescents differ from adults and children in terms of development. Examination of specific dimensions of adolescent development include physical, cognitive, psychological, social, sexual, moral, and spiritual. Course content is appropriate for those planning to pursue careers in psychology, counseling, social work, and education.

Restricted to: juniors, seniors CRED, CREDC, CREDP, CRED2, plan of EDUC-MA and to credential student group (RUCR).

PHASE I: PROGRAM COURSES**EDSS 442: Equity and Agency in Teaching and Learning (3 units) (Fall)**

Course explores theory, research and pedagogy related to teaching and learning in heterogeneous, secondary classroom settings. Concerns and experiences common to all teachers are addressed. The course focuses on issues of social justice and ways to implement equitable practices within teaching and the institution of education as a whole. Grade only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, and EDUC 418.

EDSS 443A: Creating Effective Learning Communities: Field Settings (4 units) (Fall)

Focused and systematic observation and structured participation, including co-teaching and limited solo teaching, in heterogeneous, secondary classroom settings leading to a supervised student teaching experience. Cr/NC only. Prerequisites: admission to the Single Subject Credential Program, EDUC 417, EDSS 418. Must be taken concurrently with EDUC 443B.

EDSS 443B: Creating Effective Learning Communities: Seminar (3 units) (Fall)

Emphasizes positive approaches to discipline consistent with restorative justice and trauma-sensitive approaches. Guides students' observations with emphasis on classroom management and provides continuity between the Single Subject program and observation placements. Prepares students for successful student teaching via classroom management plans. Prerequisites: EDUC 417, EDSS 418. Concurrent with EDSS 443A.

EDSS 444: Curriculum, Instruction and Assessment (4 units) (Fall)

Students learn to organize curriculum, plan instruction and engage in formative assessment using appropriate content and language/literacy standards. Practices that support diverse learners in secondary classrooms are experienced, analyzed and approximated. Prerequisites: EDUC 417, EDSS 418; admission to the Single Subject Credential Program. Grade only. May be repeated for credit.

EDSS 446: Language and Literacy Development in Secondary Classrooms (4 units) (Fall/Spring)

Principles, methods, and materials for guiding disciplinary and digital literacy in secondary classroom settings. Includes development theory and current issues in reading/language pedagogy for first and second language learners. Grade only. Prerequisites: admission to the Single Subject or Education Specialist Credential Program, EDUC 417, EDSS 418, or permission of instructor.

PHASE II: PROGRAM COURSES**EDSP 430: Special Education for Teachers (3 units) (Spring)**

Students with disabilities are members of school communities around the nation and must be educated to the extent possible with their peers. Special education theory, pedagogy, legislation, public policy, and advocacy related to the education and inclusion of students with special needs into the least restrictive environment are introduced. Eligibility categories in special education, characteristics of students with disabilities, and implications for teaching are discussed. Evidence-based practices, such as Universal Design for Learning, Multi-tiered systems of support, and assistive technology will be introduced. Thirty hours of required field experience are an integral part of the course. Students enrolled in credential programs only.

Grade only.

EDSS 458: Student Teaching in Multicultural Settings (12 units) (Spring)

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a mentor teacher and a university supervisor. Assignment consists of four teaching periods and two preparation periods daily. Two teaching periods entail full student teaching responsibility as outlined in the Single Subject Handbook. Two teaching periods consist of assisting the mentor teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Teacher candidates may team-teach in some or all of the classes. Complete all requirements for the edTPA Performance Assessment. CR/NC only. Prerequisites: successful completion of all Phase I courses, EDSP 430. Must be taken concurrently with EDSS 459.

EDSS 459: Seminar: Student Teaching in Multicultural Settings (4 units) (Spring)

This seminar supports teacher candidate candidates during their student teaching semester. The course provides opportunities for candidates to exhibit and examine their teaching competence in regard to classroom management, curricular planning, instructional strategies for diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio. The weekly seminar prepares candidates for the edTPA Performance Assessment Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the edTPA Performance Assessment will be required to earn a California Preliminary Single Subject Credential. Grade only. Prerequisites: successful completion of all Phase I courses, EDSP 433. Must be taken concurrently with EDSS 458.

FIELD EXPERIENCES AND STUDENT TEACHING

OVERVIEW

The first goal of the Single Subject Program is to prepare students to teach successfully in California public schools. This requires not just a theoretical basis for teaching and learning, but a practical understanding of students, classrooms, curriculum, and schools. For this reason, we have designed the program to include a significant field experience in the local schools during each phase. Each field experience is coordinated with one or more academic courses to help students to establish connections between the ideas they study at the university and the realities they encounter in the school. All field experiences are supervised by a mentor teacher in the classroom, and student teaching is also supervised by educators on the Sonoma State University faculty.

DESCRIPTION OF FIELD EXPERIENCES

Phase I
<p>COURSE DESCRIPTION</p> <p>EDSS 443A: Creating Effective Learning Communities: Field Settings (4 units)</p> <p>A minimum of 100 hours of observation and limited participation in a diverse middle school, junior high, or high school classroom. Focused and systematic observation and structured participation in a middle, junior high, or senior high</p>

school classroom setting leading to a supervised student teaching experience. CR/NC only. Prerequisites: admission to the Single Subject Program, EDUC 417, EDSS 418. Must be taken concurrently with EDSS 443B.

GOALS

- Become familiar with issues of race, ethnicity, gender, disability, socio-economic status, and language diversity in schools and classrooms.
- Observe classroom teaching, learning, and management analytically and critically.
- Begin to develop basic instructional skills in your content area, such as setting goals, planning and presenting lessons, using questions effectively, and designing evaluation strategies.
- Teach a series of lessons for 3-5 days.

EDSS 443B: Creating Effective Learning Communities: Seminar (3 units)

Issues related to teaching in secondary school. Seminar focuses on aspects of classrooms observed in EDSS 443A, including competencies, classroom management, lesson and unit design. Students prepare for the edTPA Teaching Event by developing a detailed classroom management plan, creating lessons that they teach in their EDSS 443A classrooms, and engaging in systematic reflection on the lessons' effectiveness. Grade Only. Prerequisites: EDUC 417 and EDSS 418. Must be taken concurrently with EDSS 443A.

GOALS

- Share and analyze experiences from classroom observation and participation.
- Begin to develop a philosophy and strategies for classroom management.
- Develop strategies for planning, instruction, and assessment appropriate for all students.

Phase II

EDSS 458: Student Teaching in Multicultural Settings (12 units)

A supervised teaching experience in a multicultural middle, junior high, or senior high school setting under the guidance of a mentor teacher and a university supervisor. Assignment consists of four teaching periods and two preparation periods daily. Two teaching periods entail full student teaching responsibility as outlined in the Single Subject Handbook. Two teaching periods consist of assisting the mentor teacher and/or limited teaching responsibilities in a supplemental authorization subject area. Teacher candidates may team-teach in some or all of the classes. Complete all requirements for the edTPA Performance Assessment. CR/NC only. Prerequisites: successful completion of all Phase I courses, EDSP 430. Must be taken concurrently with EDSS 459.

GOALS

- Plan and present complete units of instruction, including appropriate assessment.
- Define organizational and instructional strategies developed in earlier phases.

EDSS 459: Seminar: Student Teaching in Multicultural Settings (4 units)

This seminar supports teacher candidates during their student teaching semester. The course provides opportunities for candidates to exhibit and examine their teaching competence in regard to classroom management, curricular planning, instructional strategies for diverse learners, assessment, and professional development. Candidates assemble a teaching portfolio.

In addition, the weekly seminar prepares candidates for the edTPA Performance Assessment Teaching Event, a summative performance assessment of the candidate's demonstrated ability to plan, implement, and assess a significant segment of teaching. Successful completion of the Teaching Event will be required to earn a California Preliminary Single Subject Credential. Prerequisites: All program pre and co-requisite courses, Phase I courses. Candidates who fail EDSS 458 will be administratively withdrawn from EDSS 459 and must repeat EDSS 459.

GOALS

- Share experiences and solve problems arising in student teaching.
- Refine classroom management skills.
- Become familiar with professional and legal responsibilities of classroom teachers.
- Explore career development options.

FIELD PLACEMENTS

All field placements will be arranged by the Single Subject Program in conjunction with teachers and administrators in the local schools. **Students should not try to arrange field placements, contact particular teachers or schools regarding placements.**

In Phase 1 (Observation and Participation), students spend at least 100 hours in the classroom, observing, assisting the Mentor Teacher, working with students individually and in small groups, and eventually teaching single lessons. This field placement will be supervised by the mentor teacher and fall semester university supervisor.

In Phase 2 (Student Teaching), credential candidates move into full teaching responsibilities, beginning on a part-time basis. This allows them to develop and practice their skills, with time for planning and reflection, before they take on full-time responsibilities. Students will be assigned to four (4) classes for the full school semester. Two of the classes will be in the primary subject area, and candidates actually plan and teach these classes for the semester (instructional). In the two additional classes, the teacher candidate will assist the mentor teacher with instruction (assisting). *Beginning in Week 4 of the spring semester, the teacher candidate will be expected to take over the full time teaching responsibilities of the classroom mentor teacher for the two instructional periods.* The two assisting classes may be any of the following options:

- Aide in a classroom in a supplementary subject area (recommended if they have or are working toward a supplement).
- Team-teaching a class in a primary subject area.
- Aide in a classroom in a primary subject area (if possible, this classroom should differ from the first two classes in course content, student population, and/or instructional approach).

In each class, teacher candidates will be supervised by the mentor classroom teacher and a university supervisor. Students should use prep periods to plan instruction, meet with students, confer with mentor teachers, observe classes, and participate in other school activities. Student Teaching is coordinated with the EDUC 459 seminar, part of which will be devoted to discussing issues and problems that arise during student teaching.

RECOMMENDED TIMELINES FOR FIELDWORK PARTICIPATION

Phase I		
Weeks	Two Primary Classes	Two Assisting Classes
1-6	Observation, tutoring, other limited participation	Observation, tutoring, other limited participation
7-18	Continue above, plus teaching some individual lessons	Observation, tutoring, other limited participation
Phase II		
Weeks	Two Teaching Classes	Two Assisting Classes
1-3	Optional lead-in period, if needed (become familiar with school, curriculum, teacher, class)	Periodic observation
4-6	Full responsibility for planning and teaching	Periodic observation
7-9	Full responsibility for planning and teaching	Daily observation and limited participation
10-12	Full responsibility for planning and teaching	Daily participation and limited teaching
13-14	Full responsibility for planning and teaching	Daily participation and limited teaching
15-16	Full responsibility for planning and teaching	Full responsibility for planning and teaching
17-18	Full responsibility for planning and teaching	Daily participation and limited teaching

Roles and Responsibilities During Student Teaching

Teacher Candidate

During *student teaching* (spring semester), the teacher candidate is expected to:

- Accept student teaching responsibilities in two (2) classes, and assist in two (2)

additional class for the entire school semester.

- Complete four (4) consecutive weeks of a student teaching *Immersion Experience* in which you will report to your site at the same time in which inservice teachers are required to report for work, teach and assist in your regular periods of instruction and shadow your mentor teacher for the rest of the assigned school day. During the four-week period of the Immersion Experience, you will participate in what ever before or after school activities that are required of the in-service teaching staff at your school site. This requirement may be completed with one or more teachers in a team teaching situation.
- Work on the school site during all assigned classroom and prep periods.
- Schedule no personal commitments, employment responsibilities, or extra-curricular assignments which conflict with normal school site duties or with the student teaching seminar.
- Submit to the mentor teacher an overview of plans for the semester as well as detailed lesson plans for the first week of instruction in each student teaching assignment before assuming full teaching responsibility in that assignment.
- Continue to submit written lesson plans to each mentor teacher according to a mutually agreeable schedule.
- Confer regularly with each mentor teacher and with the university supervisor.
- Attend at least one department meeting each semester.
- 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 and telephone number with the school secretary.
- 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, 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 an *Evaluation of the Mentor Teacher* and an *Evaluation of University Supervisor* form at the end of the semester and submit them to the Program Advisor.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.
- Be available during regular school hours (roughly 7:30 a.m. to 3:30 p.m.) for school activities. It is strongly recommended that you also become involved in extra-curricular activities (e.g. dances, clubs, sports, field trips, etc.)
- Not enroll in any university courses other than EDSP 430, EDSS 458 and EDSS 459.

Mentor Teacher

Mentor teachers 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 student teaching each mentor teacher is expected to:

- Familiarize the teacher candidate with classroom, school, and district policies and procedures pertaining to your student teaching assignment.
- Establish and communicate his/her expectations for the teacher candidate in that assignment.
- Share with the teacher candidate course outlines, classroom materials, and other resources to help you plan and teach in her/his assignment.
- Require that the teacher candidate submit a written unit plan and detailed lesson plans for the first week of instruction before assuming full teaching responsibility in that assignment.
- Assist the teacher candidate in writing, implementing, and modifying unit and lesson plans, and collect written plans from her/him according to a mutually agreeable schedule.
- Monitor the teacher candidate's teaching with respect to classroom control in the early weeks, and help her/him develop effective classroom management skills.
- Visit the teacher candidate's classroom at least every two weeks, observe an entire lesson, and give her/him oral and written feedback.
- Confer with the teacher candidate at least weekly to review her/his instructional plans and to discuss issues and problems that arise in her/his teaching.
- Confer regularly with the university supervisor.
- Hold three-way conferences with the teacher candidate and the university supervisor at the beginning, middle, and end of the student teaching semester.
- Arrange for the teacher candidate to engage in the 4-week teaching immersion experience by following the mentor teacher's full teaching schedule for a four-week period near the end of the semester, and monitor her/his performance during this period.
- Arrange for the teacher candidate to attend at least one department meeting each semester, and encourage her/him to participate in other appropriate school and faculty activities, such as in-service sessions.
- Submit to the university supervisor a minimum of six formal observation reports, spaced throughout the school semester. Mentor teachers should use the standard observation form supplied by the university supervisor; a copy can be accessed on the School of Education Forms website:
<http://web.sonoma.edu/education/forms/index.html>.
- In conjunction with the university supervisor, complete two (2) evaluations of the teacher candidate: one at mid-semester during student teaching and one at the end of the semester for the purpose of final evaluation of student teaching. Both evaluations will be completed using the *SSU Single Subject Evaluation of Student Teaching Performance* form (forms accessible on the School of Education forms webpage at: <http://web.sonoma.edu/education/forms/index.html>). At mid-semester, the form is completed by the mentor teacher and university

supervisor and is used as the basis for a three-way meeting between the teacher candidate, mentor teacher(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(s), after conferring with the university supervisor. **A link to the final evaluation of student teaching performance form will be provided to all mentor teachers towards the end of the spring semester for the purposes of referring the teacher candidate for the single subjects credential.**

- Consider writing a letter of recommendation, if the teacher candidate request one.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.

School Administrators

During student teaching, school site administrators are expected to:

- Assist the teacher candidate, her/his mentor teachers, and her/his 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 her/his student teaching assignment.
- Arrange for the teacher candidate to receive a faculty handbook, curriculum guide, and/or any other important documents related to her/his student teaching assignment.
- 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 her/his university responsibilities, including the student teaching seminar.
- Observe the teacher candidate's classroom teaching when requested and provide feedback.

University Supervisor

The university supervisor helps the teacher candidate relate her/his student teaching experience to her/his university preparation, assist the candidate with planning, observe her/his teaching, and provide feedback to help her/him develop as a teacher. Specifically, during student teaching, the university supervisor is expected to:

- Familiarize the teacher candidate with university policies and procedures pertaining to her/his student teaching assignment.
- Acquaint the teacher candidate's mentor teachers and administrators with the Single Subject Program, and clarify the roles and responsibilities of the various people involved in her/his student teaching experience.
- Establish and communicate his/her expectations for the teacher candidate in the student teaching assignment.
- 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, (SIX to EIGHT times) observe all or part of a lesson, and give her/him a written report, using the form provided by the university (see School of Education Forms website: <http://web.sonoma.edu/education/forms/index.html>).
- Confer with the teacher candidate regularly to discuss issues and problems that arise in her/his teaching.
- Read the teacher candidate's mentor teacher(s) observation reports, and consult with her/him and the mentor teacher regarding how s/he is progressing and how they can help her/him develop as a novice teacher.
- Hold three-way conferences with the teacher candidate and her/his mentor teacher at the beginning, middle, and end of the student teaching semester.
- In conjunction with the mentor teacher, complete two (2) evaluations of the teacher candidate: one at mid-semester during student teaching and one at the end of the semester for the purpose of final evaluation of student teaching. Both evaluations will be completed using the *SSU Single Subject Evaluation of Student Teaching Performance* form (see Appendix #). At mid-semester, the form is completed by the mentor teacher and university supervisor and is used as the basis for a three-way meeting between the teacher candidate, mentor teacher(s) and university supervisor to discuss the candidate's progress and to set goals for further development. University supervisors 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(s), after conferring with the university supervisor. **A link to the form will be provided to all mentor teachers towards the end of the spring semester for the purposes of referring the teacher candidate for the single subjects credential.**
- Provide direction for the resolution of problems that may arise during student teaching. Document in writing, any major problems or anomalies and forward copies to the teacher candidate and to the Single Subject Program Advisor.
- Evaluate the teacher candidate's work using a variety of assessment measures, and assign a final grade (Cr/NC) for the student teaching course.
- Consider writing a letter of recommendation, if the teacher candidate requests one.
- Contribute to ongoing program development through informal feedback and formal written program evaluation.

PROFESSIONAL EXPECTATIONS OF TEACHER CANDIDATES

At Sonoma State University, we hold teacher candidates to *high professional and ethical standards*. We consider them a representative of the University and of the School of Education. We take seriously that they are matriculating in a professional preparation program, that their preparation will involve close contact with minor age students and that they are guests in the mentor teacher's classroom and in the field site where they are placed for student teaching.

As a Teacher Candidate in the Single Subjects Program, our students must adhere to the Sonoma State University Student Code of Conduct, as well as the Single Subjects Credential Program Code of Ethics which describes the expectations for professional behavior while on

the Sonoma State University campus and at their field placement site. Please note: There will be repercussions for teacher candidates who fail to uphold the student code of conduct and the credential program code of ethics for professional and ethical standards.

Sonoma State University Student Code of Conduct

(a) CAMPUS COMMUNITY VALUES

The University is committed to maintaining a safe and healthy living and learning environment for students, faculty, and staff. Each member of the campus community should choose behaviors that contribute towards this end. Students are expected to be good citizens and to engage in responsible behaviors that reflect well upon their university, to be civil to one another and to others in the campus community and contribute positively to student and university life.

(b) GROUNDS FOR STUDENT DISCIPLINE

Student behavior that is not consistent with the Student Conduct Code is addressed through an educational process that is designed to promote safety and good citizenship and, when necessary, impose appropriate consequences.

The following are grounds upon which student discipline can be based:

- (1) Dishonesty, including:
 - (a) Cheating, plagiarism, or other forms of academic dishonesty that are intended to gain unfair academic advantage.
 - (b) Furnishing false information to a University official, faculty member, or campus office.
 - (c) Forgery, alteration, or misuse of a University document, key, or identification instrument.
 - (d) Misrepresenting one's self to be an authorized agent of the University or one of its auxiliaries.
- (2) Unauthorized entry into, presence in, use of, or misuse of University property.
- (3) Willful, material, and substantial disruption or obstruction of a University-related activity, or any on-campus activity.
- (4) Participating in an activity that substantially and materially disrupts the normal operations of The University, or infringes on the rights of members of the University community.
- (5) Willful, material, and substantial obstruction of the free flow of pedestrian or other traffic, on or leading to campus property or an off-campus University related activity.
- (6) Disorderly, lewd, indecent, or obscene behavior at a University related activity, or directed toward a member of the University community.
- (7) Conduct that threatens or endangers the health or safety of any person within or related to the University community, including physical abuse, threats, intimidation, harassment, or sexual misconduct.
- (8) Hazing or conspiracy to haze. Hazing is defined as any method of initiation or pre-initiation into a student organization or student body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury to any former, current, or prospective student of any school, community college, college, university or other educational institution in this state (Penal Code 245.6) and, in addition, any act likely to cause physical harm, personal

degradation or disgrace resulting in physical or mental harm, to any former, current, or prospective student of any school, community college, college, university or other educational institution. The term “hazing” does not include customary athletic events or school sanctioned events. Neither the express or implied consent of a victim of hazing, nor the lack of active participation in a particular hazing incident is a defense. Apathy or acquiescence in the presence of hazing is not a neutral act, and is also a violation of this section.

- (9) Use, possession, manufacture, or distribution of illegal drugs or drug-related paraphernalia (except as expressly permitted by law and University regulations), or the misuse of legal pharmaceutical drugs.
- (10) Use, possession, manufacture, or distribution of alcoholic beverages (except as expressly permitted by law and University regulations), or public intoxication while on campus or at a University related activity.
- (11) Theft of property or services from the University community, or misappropriation of University resources.
- (12) Unauthorized destruction, or damage to University property or other property in the University community.
- (13) Possession or misuse of firearms or guns, replicas, ammunition, explosives, fireworks, knives, other weapons, or dangerous chemicals (without the prior authorization of the campus president) on campus or at a University related activity.
- (14) Unauthorized recording, dissemination, or publication of academic presentations (including handwritten notes) for a commercial purpose.
- (15) Misuse of computer facilities or resources including:
 - (a) Unauthorized entry into a file, for any purpose.
 - (b) Unauthorized transfer of a file.
 - (c) Use of another’s identification or password.
 - (d) Use of computing facilities, campus network, or other network resources to interfere with the work of another member of the University community.
 - (e) Use of computing facilities and resources to send obscene or intimidating and abusive messages.
 - (f) Use of computing facilities and resources to interfere with normal University operations.
 - (g) Use of computing facilities and resources in violation of copyright laws.
 - (h) Violation of a campus computer use policy.
- (16) Violation of any published University policy, rule, regulation, or presidential order.
- (17) Failure to comply with directions or interference with any University official or any public safety officer while acting in the performance of his/her duties.
- (18) Any act chargeable as a violation of a federal, state, or local law that poses a substantial threat to the safety or well-being of members of the University community, to property within the University community, or poses a significant threat of disruption or interference with University operations.
- (19) Violation of the Student Conduct Procedures including:
 - (a) Falsification, distortion, or misrepresentation of information related to a student discipline matter.
 - (b) Disruption or interference with the orderly progress of a student discipline proceeding.
 - (c) Initiation of a student discipline proceeding in bad faith.

- (d) Attempting to discourage another from participating in the student discipline matter.
- (e) Attempting to influence the impartiality of any participant in a student discipline matter.
- (f) Verbal or physical harassment or intimidation of any participant in a student discipline matter.
- (g) Failure to comply with the sanction(s) imposed under a student discipline proceeding.
- (20) Encouraging, permitting, or assisting another to do any act that could subject him or her to discipline.

Single Subjects Credential Program Teacher Candidate Code of Ethics

- All information which the student teacher receives about students in her/his class or school is to be kept confidential. (See the following section for more details.)
- The student teacher should be more concerned with what is being achieved with the students than with the impressions being made on the mentor teacher or university supervisor.
- The student teacher should maintain the dignity necessary to gain the students' respect.
- The student teacher should show enthusiasm concerning pupils' learning experiences.
- The student teacher should be sympathetic and courteous toward all students.
- The student teacher should consider her/himself a member of the community in which s/he is teaching and act accordingly.
- Disciplinary measures used by the student teacher should conform to the disciplinary regulations of the school.
- The student teacher must be an example to her/his students in every way—physically, mentally, and ethically.
- The student teacher should be just as interested in and as ready to assist with the improvement of a class as if it were her/his own.
- The student teacher must realize that each student is an individual and must take into consideration individual abilities, interests, and capacities for learning.
- The student teacher must be completely impartial in dealing with students and must constantly strive to be fair while judging students' actions.
- The student teacher should refrain from imposing her/his religious or political views upon students and should exhibit a broadminded, tolerant attitude toward other groups and individuals.

The student teacher code of ethics is not an absolute standard. Like any code, it will need to be interpreted with the actual experience as the context. If the mentor teacher and the student teacher make a conscious effort to adhere to ethical practice from the beginning, a more responsible teacher will emerge.

Consequences for Unprofessional and/or Unethical Behavior

We expect all teacher candidates to behave professionally and ethically. Unprofessional and/or unethical behavior may occur in the field placement setting, at the University or in the community setting (see Code of Ethics above). In the case a teacher candidate behaves unprofessionally and/or unethically, the program advisor and department chair may decide to remove a teacher candidate from the program.

Absence

- *Illness or Emergency:* The school will have standard procedures for dealing with teachers' unexpected absence due to illness or emergency. We encourage teacher candidates to become familiar with these procedures and adhere to them. We ask them to note that such procedures usually require them to provide some guidance for what a substitute teacher is to do in their place should they need to be absent during student teaching. Any absence due to illness or emergency must be reported to their university supervisor.
- *Leaves:* Any planned absence from student teaching duties must be approved in advance by the mentor teacher, school site administrator and university supervisor. Such leaves are rare but may be approved for attendance at education conferences, in-service workshops, or other professional development activities.
- *Work actions:* If the school is involved in a strike or other work action, teacher candidates are not obliged to enter the school grounds or to perform their assigned duties. We ask them to immediately contact the Single Subject Program Advisor for instructions. The student teaching assignment at that school is considered suspended for the duration of the work action, and the period of the work action will be disregarded in their evaluation and grading by university faculty. If it appears that the work action will be prolonged, they may be placed in another school to continue their student teaching.

Confidentiality

We communicate to teacher candidates that it is important for them to understand that the confidential records of others represent a highly sensitive area. In recognition of this sensitivity, Congress passed the Family Educational Rights and Privacy Act of 1974, which made explicit the principles of confidentiality summarized below.

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

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

While teacher candidates may be permitted access to certain student records under responsible control, care must be taken to protect the confidentiality of any and all information

contained in such records. As a teacher candidate, they will at times have access to student information such as test scores, teacher reports, or even verbal comments. All such information comes under the Family Educational Rights and Privacy Act of 1974, which protects its confidentiality.

We advise teacher candidates to protect themselves against violation of the Act as well as the tenets of professional ethics by observing the following principles:

- Treat all knowledge of students in strictest confidence.
- Discuss student information only with your mentor teacher, and ask him/her what you may or may not do with such information.
- Keep a tight lip when students are discussed in the teachers' room or anywhere else.
- Guard carefully any records entrusted to you, such as grade books, rosters of test scores, etc. Do not leave them where they might escape your possession.

WHEN PROBLEMS OCCUR IN FIELD PLACEMENTS

PROCEDURES FOR HANDLING PROBLEMS

1. The teacher candidate or the mentor teacher notifies the university supervisor as soon as a concern arises.
2. The university supervisor holds a two-way or three-way conference with the teacher candidate and/or mentor teacher to discuss concerns and find solutions.
3. The university supervisor notifies the department chair/department chair of the problem.
4. If problems continue, the university supervisor schedules a formal three-way conference with the teacher candidate and mentor teacher. 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 and university supervisor)
5. The university supervisor notifies in writing the teacher candidate, the mentor teacher, the site principal, 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 placement, etc.) and next steps for this case.

EXTENSION OF FIELD PLACEMENT ASSIGNMENT

In circumstances where the teacher candidate is unable to complete the field assignment successfully as outlined in the Program Handbook, and his/her performance indicates potential for further progress, provisions may be made for an extension of the field placement assignment. The decision for extending the assignment is made collaboratively between the university supervisor, the mentor teacher, and the department chair. In cases where

disagreement exists, the department chair will make the final decision.

REMOVAL OF A STUDENT FROM A FIELD PLACEMENT

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

1. **The student may be placed immediately in another field placement with specified stipulations and requirements.**
2. **The student may be placed in another field placement in the following semester with specified stipulations and requirements.**

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

If the second 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.

3. **The student may be denied another placement and counseled out of the program.**

If the third 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 counsel him/her out of the program. After a successful meeting with the student, the university supervisor must notify in writing all appropriate persons and offices (see below) that the student has been removed from the field placement and will not be continuing in the program. The university supervisor maintains all records supporting the decision by the faculty to remove the student from the field experience and encourage him/her to leave the program.

4. **The student may be denied another placement and terminated from the program.**

If the fourth 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 him/her 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.

Notification List - Required

- Student
- Site Personnel, e.g., Mentor Teacher, principal University Supervisor
- Credentials Analyst
- Department Chair

Notification List – Optional as Appropriate

- Dean, School of Education
- Disability Resources Center

***Immediate Termination of Field
Placement***

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 field placement may be terminated, effective immediately, at any point during the assignment.

STUDENT DISABILITY

No individual is required to identify, or will be asked if he or she has, a disability; however, if the teacher candidate wishes an accommodation for a disability in a course or in student teaching placements, the teacher candidate must notify the [Disability Resource Center](#) in advance of the request for accommodation. Requests for accommodations in courses are made directly to the course instructor early in the semester; requests for accommodations for student teaching placements are made to the department chair and are most appropriately made at the time the teacher candidate requests placement, or when notifying the Coordinator of intent to student teach in the following semester. While it is permissible to request accommodation after the beginning of a course or subsequent to a student teaching placement, it is advised that students requesting accommodations give timely notice so that the program is able to properly respond to and arrange for the accommodation. **All requests for disability accommodation must be in writing.**

CRITERIA FOR BECOMING A MENTOR TEACHER

- 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 (e.g., BTSA or similar projects), outstanding teaching awards, commendable teaching evaluations by administrators and/or peers, mentor teacher status, training in clinical supervision, attendance at professional meetings, and/or publication
- Recommendation by the principal
- Recommendation by the Single Subject Program faculty

**Sonoma State University Single Subjects Credential Program
List of Forms**

The following forms are available on the School of Education forms webpage, accessed at:
<http://web.sonoma.edu/education/forms/index.html>

- Mentor Teacher's Evaluation of the Single Subjects Program
- Mentor Teacher's Evaluation of Student Teaching Performance
- Mentor Teacher's Verification of Two Periods of Assisting During Student Teaching
- Student Teacher's Evaluation of the Mentor Teacher
- Student Teacher's Evaluation of the University Supervisor